

# 2021 UNIVERSITY CATALOG

Volume 20-21, No.2 • January 2021



# 2021 University Catalog

Volume 20–21, No. 2

January 2021

## Undergraduate and Graduate Programs

Division of Arts and Sciences

School of Business and Technology

School of Counseling and Human Services

School of Education

School of Nursing and Health Sciences

Harold Abel School of Psychology

School of Public Service Leadership



**CAPELLA**  
UNIVERSITY

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

# Table of Contents

Welcome to Capella University .....	9	Academic Standards .....	47
<b>A Message from the President</b> .....	<b>9</b>	3.01.01 Academic Integrity and Honesty	
<b>About Capella University</b> .....	<b>10</b>	3.01.03 Academic Recognition	
University Mission Statement		3.01.04 Academic Standing	
University Values		3.01.05 Financial Aid Satisfactory Academic Progress	
Educational Philosophy		3.01.09 Degree and Certificate Conferral	
Capella University History		3.01.10 Advanced Doctoral Learners	
Institutional Accreditation		<b>Research</b> .....	<b>65</b>
Professional Accreditation		3.03.01 Human Research Protections	
Affirmative Action		3.03.02 Publication of Dissertations	
Ownership of University		3.03.03 Use of Confidential Information	
Academic Freedom		3.03.05 Conflict of Interest in Research	
Access to Learning Resources		3.03.06 Research Misconduct	
Background Check Requirements		<b>Assessment, Credits, and Grading</b> .....	<b>66</b>
Capella's Commitment to Learner Success		3.04.01 Academic Readiness	
Course Accommodations		3.04.04 Application of Capella Credits	
Course Formats		3.04.05 Attendance at Residencies	
Degree Offerings		3.04.07 Grading	
Doctoral Candidate Badge		Grade Values Summary	
External Requests		3.04.08 Incomplete Grades	
Gainful Employment Information		3.04.09 Appealing a Grade	
Learner Complaints		3.04.11 Transfer Credit and Prior Learning Assessment	
Learner Contact Information		<b>Records and Documents</b> .....	<b>81</b>
Plagiarism and Content Matching		4.01.01 FERPA and Learner Directory Information	
Residencies		4.01.02 . . . . .Retention of Learner Records and Work Products	
Right to Change Requirements		4.01.06 Official Learner Name of Record	
Social Media and Service Requests		<b>Rights and Responsibilities</b> .....	<b>84</b>
Transcripts		4.02.01 Learner Disability Accommodations	
Transferability of Capella University Credits		4.02.02 Learner Code of Conduct	
Learner Services		4.02.03 Learner Grievance	
<b>Computer Requirements</b> .....	<b>16</b>	4.02.04 Discrimination, Harassment, and Assault	
<b>University Policies</b> .....	<b>17</b>	4.02.05 Drugs and Alcohol	
<b>University Policies</b> .....	<b>17</b>	<b>Sexual harassment</b> .....	<b>97</b>
Policy .....	18	4.02.09 Sexual Harassment	
1.01.08 Course Numbering		<b>Tuition and Fees</b> .....	<b>103</b>
Admission .....	18	4.03.01 Tuition and Fees	
2.01.01 Admission		Tuition and Fees Table	
Admission Components		4.03.02 Tuition and Fee Refunds	
University Minimum Admission Requirements		<b>Academic Services</b> .....	<b>111</b>
2.01.02 Maximum Time to Degree Completion		4.04.01 Interlibrary Loan	
University Enrollment and		4.04.02 Licensure	
Course registration .....	29	4.04.03 Honor Societies and Professional Organizations	
2.02.01 Academic Year		<b>Course Repeat Policy</b>	
2.02.02 Course Registration		Financial Aid Satisfactory Academic Progress	
Academic Calendar		FlexPath Option and Course Progression Requirements	
2.02.03 Concurrent Program Enrollments		Refund Procedure for Financial Aid Recipients	
2.02.07 Changing Academic Program		Return of Title IV Policy	
2.02.08 Leave of Absence		Scholarships	
2.02.10 Separation from the University		<b>Military Education Benefits</b> .....	<b>116</b>
2.02.11 Background Checks		Military and Veteran Education and Employment Benefits	
2.02.12 Military Leave		Yellow Ribbon Program	

**Table of Contents, continued**

Capella Service Grant Tuition Assistance (TA)	
<b>UNDERGRADUATE AND GRADUATE PROGRAMS . . . . .</b>	<b>117</b>
<b>Division of Arts and Sciences Essential Undergraduate Learning Outcomes and Concentration Information. . . . .</b>	<b>119</b>
Essential Undergraduate Learning Outcomes	
Concentrations	
<b>Division of Arts and Sciences General Education Courses</b>	<b>121</b>
<b>Undergraduate Concentrations . . . . .</b>	<b>122</b>
Accounting	
Addictions	
Behavioral Health	
Business Intelligence	
Finance	
Forensic Psychology	
Health Care Management	
Human Resource Management	
Management and Leadership	
Marketing	
Project Management	
<b>School of Business and Technology . . . . .</b>	<b>124</b>
Program Descriptions and Information . . . . .	<b>124</b>
School Mission Statement	
<b>Undergraduate—Business Degree Program</b>	
Bachelor of Science (BS) in Business	
<b>Graduate—Business Degree Programs</b>	
Doctor of Philosophy (PhD) in Business Management	
Doctor of Business Administration (DBA)	
Master of Business Administration (MBA)	
Master of Science (MS) in Human Resource Management	
<b>Undergraduate—Technology Degree Program</b>	
Bachelor of Science (BS) in Information Technology	
<b>Graduate—Technology Degree Programs</b>	
Doctor of Philosophy (PhD) in Information Technology	
Doctor of Information Technology (DIT)	
Master of Science (MS) in Information Assurance and Cybersecurity	
Master of Science (MS) in Analytics	
Master of Science (MS) in Information Technology	
<b>Bachelor’s/Master’s Options</b>	
<b>Combined Bachelor’s/Master’s Option</b>	
<b>Honors Pathway</b>	
<b>Graduate Certificate Programs</b>	
Learning Formats	
GuidedPath	
FlexPath	
<b>Multiple Specializations</b>	
<b>A Message from the Dean of Business and Technology. . .</b>	<b>128</b>
<b>Undergraduate—Business Academic Offerings . . . . .</b>	<b>129</b>
Bachelor of Science (BS) in Business Specializations	
Accounting	
Accounting CPA	
Accounting, FlexPath option	
Business Administration	
Business Administration, FlexPath option	
Finance	
Health Care Management	
Combined BS in Business/MHA option	
Combined BS in Business/MPH option	
Health Care Management, FlexPath option	
Human Resource Management	
Combined BS in Business/MS in Human Resource Management option	
Human Resource Management, FlexPath option	
Management and Leadership	
Management and Leadership, FlexPath option	
Marketing	
Project Management, FlexPath option	
<b>Bachelor of Science (BS) in     Business Minor</b>	
Business Intelligence	
<b>Undergraduate Business Certificate Program</b>	
Accounting	
<b>Graduate—Business Academic Offerings . . . . .</b>	<b>139</b>
<b>Doctor of Philosophy (PhD) in Business Management     Specializations</b>	
General Business Management	
Accounting	
Human Resource Management	
Information Technology Management	
Leadership	
Project Management	
Strategy and Innovation	
<b>Doctor of Business Administration (DBA) Specializations</b>	
Accounting	
Business Intelligence	
Global Operations and Supply Chain Management	
Human Resource Management	
Information Technology Management	
Leadership	
Project Management	
Strategy and Innovation	
<b>Master of Business Administration (MBA) Specializations</b>	
Self-Designed	
Self-Designed, FlexPath option	
Health Care Management	

**Table of Contents, continued**

Health Care Management, FlexPath option	
Human Resource Management	
Human Resource Management, FlexPath option	
Project Management	
Project Management, FlexPath option	
Master of Science (MS) in Human Resource Management Degree Program	
Master of Science (MS) in Human Resource Management Degree Program, FlexPath option	
Business Graduate Certificate Programs	
Business Administration	
Business Administration, FlexPath option	
Human Resource Management	
<b>Undergraduate—Technology Academic Offerings . . . . .152</b>	
Bachelor of Science (BS) in	
Information Technology Specializations	
General Information Technology	
Combined BS in Information Technology/MS in Information Assurance and Cybersecurity option	
General Information Technology, FlexPath option	
Health Information Management	
Information Assurance and Cybersecurity	
Combined BS in Information Technology, Information Assurance and Cybersecurity/MS in Information Assurance and Cybersecurity option	
Information Assurance and Cybersecurity, FlexPath option	
Project Management	
Project Management, FlexPath option	
Software Development	
Bachelor of Science (BS) in	
Information Technology Minors	
Data Analytics	
Data Management	
Total . . . . . 180 quarter credits	
Network Technology: Cisco®	
Network Technology: Microsoft®	
Undergraduate Technology Certificate Programs	
Network Technology: Cisco®	
Network Technology: Microsoft®	
Software Development	
<b>Graduate—Technology Academic Offerings. . . . .161</b>	
Doctor of Philosophy (PhD) in	
Information Technology	
Specializations	
General Information Technology	
Information Assurance and Cybersecurity	
Project Management	
Doctor of Information Technology (DIT) Specializations	
General Information Technology	
Information Assurance and Cybersecurity	
Project Management	
Master of Science (MS) in Analytics	
Master of Science (MS) in Information Assurance and Cybersecurity Specializations	
Digital Forensics	
Network Defense	
Health Care Security	
Master of Science (MS) in Information Technology Specializations	
General Information Technology	
Analytics	
Cybersecurity	
Enterprise Networks and Cloud Computing	
Project Management	
Information Technology	
Graduate Certificate Programs	
Analytics Using SAS®	
Advanced Analytics Using SAS®	
Digital Forensics	
Information Assurance and Cybersecurity	
Network Defense	
Project Management	
<b>School of Counseling and Human Services. . . . .169</b>	
Program Descriptions and Information . . . . .169	
School Mission Statement	
Graduate—Degree Programs	
Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior	
Doctor of Philosophy (PhD) in Counselor Education and Supervision	
Doctor of Philosophy (PhD) in Human Services	
Doctor of Human Services (DHS)	
Master of Science (MS) in Addiction Studies	
Master of Science (MS) in Human Services	
Master of Science (MS) in Marriage and Family Therapy	
Master of Science (MS) in Clinical Mental Health Counseling	
Master of Science (MS) in School Counseling	
Graduate Certificate Programs	
GuidedPath	
FlexPath	
Multiple Specializations	
Professional Licensure and Certification	
<b>A Message from the Dean of Counseling and Human Services 171</b>	
<b>Counseling and Human Services Academic Offerings . . . .172</b>	
Doctor of Philosophy (PhD) in	
Counselor Education and Supervision Degree Program	
Practicum/Internship Experience	
Master of Science (MS) in	
Addiction Studies Degree Program	
Master of Science (MS) in	
Clinical Mental Health Counseling Degree Program	

**Table of Contents, continued**

Master of Science (MS) in Marriage and Family Therapy Degree Program	
Master of Science (MS) in School Counseling	
Residencies	
Practicum/Internship Experience	
Counseling Graduate Certificate Programs	
Contemporary Theory in Addictive Behavior	
Contemporary Theory in Mental Health Services	
Contemporary Theory in School-Based Services	
Systemic Couple and Family Therapy	
Doctor of Philosophy (PhD) in Human Services Specializations	
Multidisciplinary Human Services	
Social and Community Services	
Doctor of Human Services (DHS) Specialization	
Leadership and Organizational Management	
Master of Science (MS) in Human Services Specializations	
Leadership and Organizational Management	
Social and Community Services	
Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior Specialization	
General Advanced Studies in Human Behavior	
<b>School of Education . . . . .183</b>	
Program Descriptions and Information . . . . .183	
School Mission Statement	
Education Degree Programs	
Doctor of Philosophy (PhD) in Education	
Doctor of Education (EdD)	
Master of Education (MEd) in Teaching and Learning	
Master of Science (MS) in Education	
Master of Science (MS) in Education Innovation and Technology	
Master of Science (MS) in Higher Education	
Learning Formats	
GuidedPath	
FlexPath	
Multiple Specializations	
Professional Licensure and Certification	
<b>A Message from the Dean of Education. . . . .185</b>	
<b>Education Academic Offerings . . . . .186</b>	
Doctor of Philosophy (PhD) in Education Specializations	
Curriculum and Instruction	
Leadership in Educational Administration	
Special Education Leadership	
Instructional Design for Online Learning	
Leadership for Higher Education	
Nursing Education	
Postsecondary and Adult Education	
Doctor of Education (EdD) Specializations	
Adult Education	
Curriculum and Instruction	
Educational Leadership	
Performance Improvement Leadership	
Reading and Literacy	
Master of Education (MEd) in Teaching and Learning	
Master of Education (MEd) in Teaching and Learning, FlexPath Option	
Master of Science (MS) in Education Specializations	
Curriculum and Instruction	
Early Childhood Education	
Early Childhood Education Studies	
English Language Learning and Teaching	
Leadership in Educational Administration	
Reading and Literacy	
Special Education Teaching	
Instructional Design for Online Learning	
This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.	
Training and Performance Improvement	
Master of Science (MS) in Education Innovation and Technology Specializations	
General Educational Technology	
Competency-Based Instruction	
Instruction in the 1:1 Environment	
Personalized Learning	
Professional Growth and Development	
Master of Science (MS) in Higher Education Specializations	
Adult Education	
Higher Education Leadership and Administration	
Integrative Studies	
<b>School of Nursing and Health Sciences . . . . .203</b>	
Program Descriptions and Information . . . . .203	
School Mission Statement	
Undergraduate—Degree Programs	
Bachelor of Science (BS) in Health Care Administration	
Bachelor of Science (BS) in Public Health	
Bachelor of Science in Nursing (BSN)	
Graduate—Degree Programs	
Doctor of Health Administration (DHA)	
Doctor of Public Health (DrPH)	
Master of Health Administration (MHA)	
Master of Public Health (MPH)	
Graduate—Degree Programs	
Doctor of Nursing Practice (DNP)	
Master of Science in Nursing (MSN)	
Certificate Programs	

**Table of Contents, continued**

Bachelor's/Master's Options	
Accelerated Master's Pathway	
Honors Pathway	
Learning Formats	
GuidedPath	
FlexPath	
Professional Licensure and Certification	
<b>A Message from the Interim Dean of Nursing and Health Sciences . . . . .</b>	<b>207</b>
<b>Undergraduate—Nursing and Health Sciences Academic Offerings . . . . .</b>	<b>208</b>
Bachelor of Science (BS) in Health Care Administration Specializations	
Health Information Management	
Accelerated Master's Pathway, BS in Health Care Administration/MHA option	
Health Information Management, FlexPath option	
Accelerated Master's Pathway, BS in Health Care Administration/MHA option, FlexPath option	
Leadership	
Accelerated Master's Pathway, BS in Health Care Administration/MHA option	
Leadership, FlexPath option	
Accelerated Master's Pathway, BS in Health Care Administration/MHA option, FlexPath option	
Bachelor of Science in Public Health (BS) Degree Program	
Accelerated Master's Pathway, BS in Public Health/MPH option	
Department of Nursing . . . . .	211
Bachelor of Science in Nursing (BSN) Degree Program	
Accelerated Master's Pathway, BSN/MSN option	
Bachelor of Science in Nursing (BSN) Degree Program, FlexPath option	
Accelerated Master's Pathway, BSN/MSN option, FlexPath option	
<b>Graduate—Nursing and Health Sciences Academic Offerings . . . . .</b>	<b>213</b>
Doctor of Health Administration (DHA) Specializations	
General Health Administration	
Health Care Leadership	
Health Care Quality and Analytics	
Health Policy and Advocacy	
Practicum	
Doctor of Public Health (DrPH) Degree Program	
Practicum	
Master of Health Administration (MHA) Specializations	
General Health Administration	
General Health Administration, FlexPath option	
Health Care Informatics	
Health Care Informatics, FlexPath option	
Health Care Leadership	
Health Care Leadership, FlexPath option	
Health Care Operations	
Master of Public Health (MPH) Degree Program	
Practicum	
Graduate Certificate Program	
Public Health	
Department of Nursing . . . . .	221
Doctor of Nursing Practice (DNP)	
Doctor of Nursing Practice (DNP), FlexPath Option	
Practicum	
Master of Science in Nursing (MSN) Specializations	
Care Coordination	
RN-to-MSN Care Coordination	
Care Coordination, FlexPath option	
RN-to-MSN Care Coordination, FlexPath option	
Nursing Education	
RN-to-MSN Nursing Education	
Nursing Education, FlexPath option	
RN-to-MSN Nursing Education, FlexPath option	
Three Required Bridge Courses . . . . .	6 program points
Nursing Informatics	
RN-to-MSN Nursing Informatics	
Nursing Informatics, FlexPath option	
RN-to-MSN Nursing Informatics, FlexPath option	
Nursing Leadership and Administration	
RN-to-MSN Nursing Leadership and Administration	
Nursing Leadership and Administration, FlexPath option	
RN-to-MSN Nursing Leadership and Administration, FlexPath option	
Practicum	
Nursing Graduate Certificate Programs	
Care Coordination	
Nursing Informatics	
Nursing Leadership	
<b>Harold Abel School of Psychology . . . . .</b>	<b>229</b>
Program Descriptions and Information . . . . .	229
School Mission Statement	
Undergraduate—Psychology Degree Program	
Bachelor of Science (BS) in Psychology	
Graduate—Psychology Degree Programs	
Doctor of Psychology (PsyD)	
Doctor of Psychology (PsyD) in School Psychology	
Doctor of Philosophy (PhD) in Psychology	
Master of Science (MS) in Psychology	
Master of Science (MS) in Clinical Psychology	
Psychology Graduate Certificate Programs	
Psychology Concentrations	
Bachelor's/Master's Options	
Combined Bachelor's/Master's Options	
Honors Pathway	
Learning Formats	
GuidedPath	
FlexPath	
Multiple Specializations	
Professional Licensure and Certification	

**Table of Contents, continued**

<b>A Message from the Dean of Psychology. . . . .</b>	<b>232</b>		
<b>Undergraduate—Psychology Academic Offerings . . . . .</b>	<b>233</b>		
Bachelor of Science (BS) in Psychology Specializations			
General Psychology			
Combined BS in Psychology/MS in Education or MS in Higher Education options			
Combined BS in Psychology/MS in Clinical Psychology option			
Combined BS/MS in Psychology option			
General Psychology, FlexPath option			
Applied Behavior Analysis			
Bachelor of Science (BS) in Psychology Pre-Counseling Degree Program			
<b>Graduate—Psychology Academic Offerings. . . . .</b>	<b>237</b>		
Doctor of Philosophy (PhD) in Psychology Specializations			
General Psychology			
Behavior Analysis			
Developmental Psychology			
Educational Psychology			
Industrial/Organizational Psychology			
Doctor of Psychology (PsyD) Specialization			
Clinical Psychology			
PsyD Clinical Psychology			
Year-in-Residence			
PsyD Clinical Training			
Overview of Practicum			
Overview of Internship			
Doctor of Psychology (PsyD) in School Psychology			
PsyD in School Psychology Residencies			
Master of Science (MS) in Psychology Specializations			
General Psychology			
General Psychology, FlexPath option			
Applied Behavior Analysis			
Child and Adolescent Development			
Child and Adolescent Development, FlexPath option			
Educational Psychology			
Educational Psychology, FlexPath option			
Industrial/Organizational Psychology			
Sport Psychology			
Master of Science (MS) in Clinical Psychology Specializations			
Applied Research			
Clinical Counseling			
MS in Clinical Psychology Residencies			
MS Psychology Clinical Training			
Overview of Practicum			
Psychology Certificate Programs			
Applied Behavior Analysis			
Play Therapy			
<b>School of Public Service Leadership. . . . .</b>	<b>253</b>		
Program Descriptions and Information . . . . .	253		
School Mission Statement			
		Graduate—Degree Programs	
		Doctor of Public Administration (DPA)	
		Master of Public Administration (MPA)	
		Concentrations	
		Department of Social Work . . . . .	253
		Social Work Degree Programs	
		Doctor of Social Work (DSW)	
		Master of Social Work (MSW)—Advanced Standing	
		Master of Social Work (MSW)	
		<b>A Message from the Dean of Public Service Leadership . . . . .</b>	<b>255</b>
		<b>Public Service Leadership Academic Offerings. . . . .</b>	<b>256</b>
		Doctor of Public Administration (DPA) Degree Program	
		Master of Public Administration (MPA) Degree Program	
		Public Service Leadership Concentrations	
		Human Resource Management	
		Project Management	
		Department of Social Work . . . . .	258
		Doctor of Social Work (DSW) Degree Program	
		Master of Social Work—Advanced Standing Degree Program	
		Master of Social Work (MSW) Degree Program	
		Practicum/Internship Experience	
		<b>COURSE DESCRIPTIONS . . . . .</b>	<b>261</b>
		<b>Governance. . . . .</b>	<b>422</b>
		Capella University	
		University Administration	
		Capella University Board of Trustees	
		STRATEGIC EDUCATION, INC.	
		Executive Management	
		Strategic Education Inc. Board of Trustees	
		School Directories	
		Division of Arts and Sciences	
		School of Business and Technology	
		School of Counseling and Human Services	
		School of Education	
		School of Nursing and Health Sciences	
		Harold Abel School of Psychology	
		School of Public Service Leadership	
		<b>Faculty . . . . .</b>	<b>425</b>
		Division of Arts and Sciences General Education Courses	425
		School of Business and Technology . . . . .	426
		School of Counseling and Human Services . . . . .	430
		School of Education . . . . .	434
		School of Nursing and Health Sciences . . . . .	437
		Harold Abel School of Psychology . . . . .	441
		School of Public Service Leadership . . . . .	444
		<b>State Regulatory Information . . . . .</b>	<b>447</b>





# Welcome to Capella University



Richard Senese, PhD, LP  
Capella University President

## A Message from the President

Welcome to Capella University!

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

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

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

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

Thanks for joining us.

Best regards,

*Richard Senese*  
Capella University President

# About Capella University

## University Mission Statement

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

## University Values

Capella University is a learning-centered community that values:

### *Our learners.*

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

### *Human potential.*

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

### *Achievement.*

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

### *Decisive collaboration.*

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

### *Innovation.*

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

### *Integrity.*

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

## Educational Philosophy

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

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

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

In 1993, Dr. Harold Abel, an experienced leader in higher education and a former president of three universities, joined Stephen Shank to serve as founding president and academic leader of The Graduate School of America. Dr. Abel assembled a premier faculty, built graduate curricula, and guided the university toward academic accreditation. In 1997, during the presidency of Dr. Bruce Francis, TGSA was accredited by the Higher Learning Commission and became a member of the North Central Association of Colleges and Schools (NCA). The university's accreditation was reaffirmed by the Higher Learning Commission in 2008.

The Graduate School of America initially offered master's and doctoral degree programs in Education, Human Services, and Organization and Management. Two years after receiving accreditation, TGSA became Capella University and went on to establish the schools of Business, Education, Human Services, Technology, and the Harold Abel School of Psychology.

The undergraduate learning experience was enhanced by a reorganization of schools in 2004 to form the School of Undergraduate Studies and the School of Business and Technology. In 2009, to better meet the professional needs of its learners in public service fields, Capella formed the School of Public Service Leadership. Capella's Harold Abel School of Social and Behavioral Sciences, was established in 2010. Programs from the two former schools, the School of Human Services and the Harold Abel School of Psychology, moved into that school, which housed the Department of Counseling and the Department of Psychology. In 2014, Capella separated its nursing and health care programs from the remainder of the School of Public Service Leadership's portfolio in order

## About Capella University, *continued*

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

As part of its commitment to transparency, in 2009 Capella University launched a unique, award-winning website, [www.capellaresults.com](http://www.capellaresults.com), dedicated to sharing learning and career outcomes information. The site includes data on demonstration of learning outcomes, student satisfaction, and career outcomes that reflect Capella graduates' success.

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

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

### Institutional Accreditation

Capella University is accredited by the [Higher Learning Commission](#), a regional accreditation agency recognized by the U.S. Department of Education.

### Professional Accreditation

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

### Affirmative Action

Capella University is an affirmative action employer.

### Ownership of University

Capella University is owned by Strategic Education, Inc.

### Academic Freedom

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

### Access to Learning Resources

Capella University recognizes the need to provide limited access to the online courseroom, Campus, the Capella University Library, and other Capella University learning resources to persons other than Capella learners, alumni, faculty, and staff, as described below.

#### **Courseroom Access**

For regulatory, accreditation, and other purposes, the courseroom may be accessed and observed by persons other than Capella learners, faculty, and staff. Access to the courseroom will be authorized by the chief academic officer only after the review of such a request and the determination that access is necessary and appropriate, does not infringe on the activities of learners and faculty, and does not threaten the academic integrity of the courseroom. Although the courseroom is not open to public access upon demand, it is not a private or confidential domain; neither learners nor faculty should assume privacy within the courseroom.

#### **Library and Campus Access**

For regulatory, accreditation, and other purposes, access to the Campus, Capella University Library, and other Capella learning resources may be granted to persons other than Capella learners, alumni, faculty, and staff. Access to these resources will be authorized by the chief academic officer only after the review of such a request and the determination that access is necessary and appropriate and does not threaten the integrity of the university.

### Background Check Requirements

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

## About Capella University, *continued*

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

### Capella's Commitment to Learner Success

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

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

### Course Accommodations

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

### Course Formats

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

### Degree Offerings

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

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

### Doctoral Candidate Badge

#### **Recognizing Doctoral Learner Achievement**

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

#### **Eligibility**

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

### External Requests

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

### Gainful Employment Information

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

### Learner Complaints

Learners who have complaints that have not otherwise been resolved through contact with Academic Advising, Enrollment Services, Financing Support Team, University Operations Support, or Technical Support may submit their request to [LearnerSupport@capella.edu](mailto:LearnerSupport@capella.edu).

## About Capella University, *continued*

### Learner Contact Information

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

### Plagiarism and Content Matching

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

### Residencies

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

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

### Right to Change Requirements

Neither the Capella University Catalog, nor any of the information and requirements contained herein, constitute a contract or create any contractual commitments between Capella University and any student, any prospective student, or any third party. The information and program requirements contained in the Capella University Catalog are regularly updated and are subject to change without notice. All updates to the catalog will be posted on Capella's website.

### Social Media and Service Requests

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

### Transcripts

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

### Transferability of Capella University Credits

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

### Learner Services

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

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

## About Capella University, *continued*

the application process; documents or information related to academic program, including transcripts, test scores, grades, university advising records, financial aid information, and changes to enrollment status; and any official correspondence to or from a learner pertaining to his or her academic progress, advising, financial status, learning disability records, physical disability records, academic dishonesty records, and disciplinary and learner conduct records.

- **Academic Success Resources**—Capella’s academic success resources help learners maximize their personal and professional potential by offering engaging opportunities through a variety of delivery modes, including math, computer, and general study skills modules; free academic tutoring; motivation and time management strategies; effective online learning and degree planning tools; and additional academic skills resources on topics such as critical thinking and reading, scholarly writing, and academic honesty. Learners can access these resources any time on Campus.
- **Alumni Association**—Alumni benefit from networking opportunities, professional and career services, alumni grants, selected use of library resources, alumni newsletters and communications, and other opportunities to stay involved as a graduate of Capella University. More information on the Capella University Alumni Association can be found on Campus.
- **Career Center**—Career Center services are designed to help learners successfully navigate the career planning and development process as they pursue and complete their degree. Although the Career Center does not guarantee employment upon degree completion or provide placement services, it provides career counseling, job search advising, and career management support to all Capella learners and alumni. Career Center staff interacts with learners via email and telephone to assist with career-related activities such as resume, CV, and cover letter development; interview preparation; effective job search strategy; and career advancement efforts. Career Center resources are helpful to learners in gathering occupational information and trends, accessing job postings, and viewing sample job search documents. For more information about these resources and services, visit the Career Center on Campus, and use the “Ask a Career Counselor” email feature to connect with a counselor.
- **Disability Services**—Capella University recognizes its obligations to accommodate the needs of learners with disabilities under the ADA Amendments Act of 2008, the Americans with Disabilities Act (ADA) of 1990, and the Rehabilitation Act of 1973. Capella is committed to providing reasonable accommodations to qualified learners with disabilities in university programs and activities. Additionally, many courses at Capella include required live web conferencing activities and/or learner audio/video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations. For more information, visit Disability Services on Campus or email [DisabilityServices@capella.edu](mailto:DisabilityServices@capella.edu).
- **Enrollment Services**—Capella University’s Enrollment Services team assists prospective learners from the point of initial inquiry through the application, admission, and enrollment phases. Call 1.888.CAPELLA (227.3552) for assistance.
- **Faculty and Mentors**—Learners work with faculty and mentors who assist them during important phases of their program. Faculty and mentor biographies by school can be found on Campus.
- **Financial Aid**—Financial Aid advisors help learners explore the options available for financing their education. Capella’s online financial aid resources provide learners with information about federal loans, federal undergraduate grants, military tuition assistance, veteran’s benefits, special aid programs, and employer tuition reimbursement. For more information, including the Capella Guide to Federal Financial Aid, visit Financial Aid on Campus; call Learner Support at 1.888.CAPELLA (227.3552), option 1; or email [FAST@capella.edu](mailto:FAST@capella.edu).
- **Institutional Review Board (IRB) and the Compliance Office**—Capella University is dedicated to safeguarding human research participants and promoting excellence in research through its commitment to ethical principles for the responsible conduct of research. Ensuring the highest standards of ethical conduct in research and the protection of the rights and welfare of human research participants is a shared responsibility between the Capella University research community and the IRB. The IRB and Compliance Office promotes compliance with applicable local, state, and federal regulations and fosters ethical research through education, IRB review, quality assurance and improvement initiatives, and compliance monitoring. For more information, email [IRB@capella.edu](mailto:IRB@capella.edu).
- **Learner Accounts**—The Learner Accounts team is responsible for ensuring accurate, timely billing of learner accounts for tuition and fees, employer reimbursement, and financial aid disbursements. For questions about statements or billing, call Learner Support at 1.888.CAPELLA (227.3552) or email [LearnerSupport@capella.edu](mailto:LearnerSupport@capella.edu).

## About Capella University, *continued*

- **Library**—Capella provides a full range of academic library resources and services in an online environment. The Capella University Library website, accessible on Campus, provides access to thousands of full-text articles, citations, abstracts, technical reports, and electronic books (e-books). Learners may also request books, copies of articles, and other resources from university libraries nationwide. In addition, Capella reference librarians are available to assist learners and faculty with research questions, help learners use library databases effectively, and teach learners to successfully navigate the library website. Learners may contact a reference librarian by calling 1.888.375.8221 or emailing [Librarian@capella.edu](mailto:Librarian@capella.edu).
- **Military Support**—Military Support services are available to Capella learners who are affiliated with the armed forces. Military Support team members assist learners who are experiencing an interruption in their program due to military obligations with military leave of absence requests and answer questions about military and veterans benefits. For more information about the resources and support available to servicemembers, veterans, and their families, visit Military Support on Campus. Additionally, existing learners may contact Military Support directly at 1.888.227.9885. Other interested parties may contact Military Support at 1.888.227.2706.
- **New Learner Experience Team**—Capella University's New Learner Experience team provides support to new learners in adjusting to the Capella learning community and their degree program through the facilitation of the University Orientation Seminar. Learners may contact the New Learner Experience team by calling Learner Support at 1.888.CAPELLA (227.3552) or by visiting Campus.
- **Online Writing Center**—To help learners improve their written communication skills, Capella offers a variety of writing resources, including writing courses, online tutoring, writing self-assessment tools, and writing guidelines and references. The Online Writing Center, accessible on Campus, also offers face-to-face writing instruction at residencies in school- and writing-focused sessions.



# Computer Requirements

Review these requirements carefully; computer hardware, software, and an Internet connection are the primary means of participating in courses and thus are significant contributors to academic success. Capella provides learners with the opportunity to purchase Microsoft® products at a significant discount (see Course Materials > [Software Discounts](#)). These requirements are subject to change. The most current requirements are published on Campus and are reflected in the [Computer Check-Up tool](#), also available on Campus.

## Internet connection:

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

**Mobile:** Refer to the [Capella Mobile](#) support page for details on accessing Capella sites from a mobile device, such as iPhone, Android, and Chromebooks.

MINIMUM	RECOMMENDED
<b>Internet Connection</b>	
Broadband 512kbps download speed	Broadband (Cable or DSL) 2mbps download & 256kbps upload speed or higher
<b>Software Requirements*</b>	
Word Processing application to save and open Microsoft Office formats (.docx, .xlsx, .pptx) Adobe Acrobat Reader to view PDF files Anti-Virus Software to scan files and emails	Microsoft Office 2016 or higher (Word, Excel, PowerPoint) Adobe Acrobat Reader (Current Release)
<b>Mac Software Requirements**</b>	
Mac High Sierra (10.13) Mac Mojave (10.14) Mac Catalina (10.15)  One of the following internet browsers for accessing and navigating Capella sites: Chrome Firefox Safari  Apple QuickTime	<i>With Current Software Updates</i>    Chrome (Current Release) Firefox (Current Release)  Apple QuickTime (Current Release)
<b>Windows Software Requirements**</b>	
Windows 8 Windows 10  One of the following internet browsers for accessing and navigating Capella sites: Chrome Firefox Internet Explorer Microsoft Edge  Windows Media Player	<i>With Current Windows Updates</i>    Chrome (Current Release) Firefox (Current Release)  Windows Media Player (Current Release)
<b>Hardware Requirements***</b>	
2 GHz Processor 4GB of Memory (RAM) 30GB of free storage space	3 GHz Processor or higher 8GB or higher of Memory (RAM) 30 GB or Higher of free storage Webcam and Headset

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

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

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

## Information technology courses also require:

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

## Some MBA courses also require Windows

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

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

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

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

# University Policies

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

## POLICY

1.01.08 Course Numbering

## ADMISSION

2.01.01 Admission

2.01.02 Maximum Time to Degree Completion

## UNIVERSITY ENROLLMENT AND COURSE REGISTRATION

2.02.01 Academic Year

2.02.02 Course Registration

2.02.03 Concurrent Program Enrollments

2.02.07 Changing Academic Program

2.02.08 Leave of Absence

2.02.10 Separation from the University

2.02.11 Background Checks

2.02.12 Military Leave

## ACADEMIC STANDARDS

3.01.01 Academic Integrity and Honesty

3.01.03 Academic Recognition

3.01.04 Academic Standing

3.01.05 Financial Aid Satisfactory Academic Progress

3.01.09 Degree and Certificate Conferral

3.01.10 Advanced Doctoral Learners

## RESEARCH

3.03.01 Human Research Protections

3.03.02 Publication of Dissertations

3.03.03 Use of Confidential Information

3.03.05 Conflict of Interest in Research

3.03.06 Research Misconduct

## ASSESSMENT, CREDITS, AND GRADING

3.04.01 Academic Readiness

3.04.04 Application of Capella Credits

3.04.05 Attendance at Residencies

3.04.07 Grading

3.04.08 Incomplete Grades

3.04.09 Appealing a Grade

3.04.11 Transfer Credit and Prior Learning Assessment

## RECORDS AND DOCUMENTS

4.01.01 FERPA and Learner Directory Information

4.01.02 Retention of Learner Records and Work Products

4.01.06 Official Learner Name of Record

## RIGHTS AND RESPONSIBILITIES

4.02.01 Learner Disability Accommodations

4.02.02 Learner Code of Conduct

4.02.03 Learner Grievance

4.02.04 Discrimination, Harassment, and Assault

4.02.05 Drugs and Alcohol

4.02.09 Sexual Harassment

## TUITION AND FEES

4.03.01 Tuition and Fees

4.03.02 Tuition and Fee Refunds

## ACADEMIC SERVICES

4.04.01 Interlibrary Loan

4.04.02 Licensure

4.04.03 Honor Societies and Professional Organizations

## University Policies, *continued*

### POLICY

#### 1.01.08 Course Numbering

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

#### Catalog Number

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

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

### ADMISSION

#### 2.01.01 Admission

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

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

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

#### International and English as a Second Language Applicants

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

#### Equal Opportunity and Nondiscrimination

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

### PROCEDURES

#### I. Application Materials for All Applicants

- A. Applicants must complete the admission application and submit all required program-specific documentation as detailed in the Admission Components table.
- B. Any application materials submitted become the property of Capella University. These materials will not be returned or forwarded to another institution.
- C. Truth in Information  
If unexplained discrepancies appear between statements or documents provided to Capella University as a part of admission materials and information otherwise obtained, applicants may be rejected for admission, admission may be revoked, or learners may be dismissed.

University Policies, *continued*

ADMISSION COMPONENTS

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

University Policies, *continued*

ADMISSION COMPONENTS, *continued*

School	Division of Arts and Sciences	Business and Technology	Education	Nursing and Health Sciences	Public Service Leadership	School of Counseling and Human Services	Harold Abel School of Psychology
Faculty Interview							PsyD Clinical Psychology specialization; PsyD in School Psychology degree program
Background Acknowledgment		MS in Information Assurance and Security degree program (all specializations)					
DIT Course Registration Acknowledgment		DIT degree program (all specializations)					
Government-Issued ID	✓	✓	✓	✓	✓	✓	✓
Teaching Experience Verification Form			PhD and MS Leadership in Educational Administration specializations; PhD Special Education Leadership specialization				
Teaching License Background Form			MS Early Childhood Education and Reading and Literacy specializations				
Experience and Access Acknowledgment			MEd in Teaching and Learning; MS General Educational Technology, Competency-Based Instruction, Curriculum and Instruction, Early Childhood Education Studies, English Language Learning and Teaching, Instruction in the 1:1 Environment, Personalized Learning, Professional Growth and Development, and Special Education Teaching specializations				

University Policies, *continued*

## UNIVERSITY MINIMUM ADMISSION REQUIREMENTS

Capella Academic Offering	Minimum Level of Education Completed; Post-Secondary Education from an Institution Accredited by a U.S. Department of Education-Recognized Accrediting Agency or an Internationally Recognized Institution	Minimum Cumulative Grade Point Average (on a 4.0 scale)	Programs with Additional Requirements
Non-Degree	Bachelor's-level course: high school diploma or equivalent. Master's-level course: bachelor's degree. Doctoral-level course: master's degree.	None	Counselor Education courses.*
Undergraduate Certificate	High School diploma or equivalent	None	School of Business and Technology's Accounting, Network Technology; Cisco, and Network Technology; Microsoft, and Software Development undergraduate certificates.*
BS	High school diploma or equivalent.	None	All undergraduate degree programs.* All Accelerated Master's Pathway options.*
RN-to-BSN	High school diploma or equivalent and a diploma or associate's degree in nursing.	None 2.00	School of Nursing and Health Sciences' RN-to-BSN degree program.*
Graduate Certificate	Bachelor's degree	2.30	School of Nursing and Health Sciences' Care Coordination, Nursing Informatics, and Nursing Leadership graduate certificates.* Harold Abel School of Psychology's Applied Behavior Analysis and Play Therapy graduate certificates.*
MS MBA MEd MHA MPA	Bachelor's degree	2.30	School of Education's MS Leadership in Educational Administration specialization.* School of Education's MS Early Childhood Education and Reading and Literacy Specializations* School of Counseling and Human Services' MS in Addiction Studies, MS in Marriage and Family Therapy, MS in Clinical Mental Health Counseling, and MS in School Counseling degree programs.*
MPH	Bachelor's degree	2.50	
MSW	Bachelor's degree	2.70	School of Public Service Leadership's MSW and MSW—Advanced Standing degree program.*
MSN	Bachelor's degree	2.80	School of Nursing and Health Sciences' MSN degree program.*
RN-to-MSN	135 Undergraduate credits	2.80	School of Nursing and Health Sciences' RN-to-MSN degree program.*
Post-Master's Certificate	Master's degree	3.00	
PhD DBA DIT EdD DHA DNP DrPH DEM DPA DSW DHS PsyD	Master's degree (related master's degree preferred)	3.00	School of Education's PhD Leadership in Educational Administration, Nursing Education, and Special Education Leadership specializations.* School of Nursing and Health Sciences' DNP degree program and DNP Preparatory Program.* School of Nursing and Health Sciences' DrPH degree program* School of Public Service Leadership's DSW degree program.* School of Counseling and Human Services' PhD in Counselor Education and Supervision degree program.* Harold Abel School of Psychology's PhD in Behavior Analysis specialization.* Harold Abel School of Psychology's PsyD Clinical Psychology degree program and PsyD in School Psychology degree program*

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

University Policies, *continued*

## FLEXPATH ADMISSION REQUIREMENTS

Capella Academic Offering	Minimum Level of Education Completed; Post-Secondary Education from an Institution Accredited by a U.S. Department of Education-Recognized Accrediting Agency or an Internationally Recognized Institution	Recommended Grade Point Average* (on a 4.0 scale)	Programs with Additional Requirements
BS, FlexPath option	High school diploma or equivalent and 45 applied transfer college credits.	2.80	
BSN, FlexPath option	High school diploma or equivalent, 45 applied transfer college credits, and A diploma or associate's degree in nursing	2.80	School of Nursing and Health Sciences' FlexPath option in the RN-to-BSN degree program*
Graduate Certificate, FlexPath Option	Bachelor's degree	2.50	School of Business and Technology's FlexPath options in the Business Intelligence, Business Management, Entrepreneurship, and Management Consulting graduate certificates.*
MS, FlexPath option; MBA, FlexPath option; MHA, FlexPath option; MEd, FlexPath option; MSN, FlexPath option	Bachelor's degree	2.80	School of Business and Technology's FlexPath options in the MBA degree program.* School of Nursing and Health Sciences' FlexPath options in the MSN degree program*
DNP, FlexPath option	Master's degree (related master's degree preferred)	3.0	School of Nursing and Health Sciences' FlexPath option in the DNP degree program*

FlexPath program admission is evaluated using a holistic review of an applicant's academic history. Lower GPA may be considered with additional documentation. No GPA under 2.00 will be considered for admission.

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

**University Policies, *continued*****2.01.01 Admission, *continued*****II. All International and Second-Language Applicants****A. Transcript Evaluation**

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

**B. English Proficiency**

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

**C. Student Visas**

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

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

**III. Evaluation Process for All Applicants**

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

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



**University Policies, *continued***

1. Conditionally admitted learners who are denied full admission are allowed to complete any coursework in progress at the time of the denial and will remain registered in their current course(s) unless they initiate a course drop or withdrawal pursuant to university policy 2.02.02 *Course Registration*.
2. Learners are financially responsible for any tuition and fees related to their course(s) in accordance with university policy 4.03.02 *Tuition and Fee Refunds*.

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

To ensure availability, appropriate supervision, and an equivalent experience in site-based learning, all individuals admitted to the School of Nursing and Health Sciences, Harold Abel School of Psychology, and CACREP-accredited programs in the School of Counseling and Human Services with any required, elective, or optional site-based learning must be eligible to work within the United States, Guam, Puerto Rico, or the U.S. Virgin Islands at the time of the experience, and must agree that this experience will be completed within the United States, Guam, Puerto Rico, or the U.S. Virgin Islands.

*Note: Capella University is not able to offer visas or other types of work permits; therefore, obtaining any necessary authorization is the sole responsibility of the learner. All individuals admitted to School of Nursing and Health Sciences, Harold Abel School of Psychology, or CACREP-accredited School of Counseling and Human Service specializations that include site-based learning (field experiences/practice immersions, internships, or practica) must be eligible to work within the United States, Guam, Puerto Rico, or the U.S. Virgin Islands at the time of the experience and must agree that this experience will be completed within the United States, Guam, Puerto Rico, or the U.S. Virgin Islands.*

**V. Returning Learners**

- A. Learners who have been separated from the university through discontinuation or administrative withdrawal may be required to reapply for admission.
- B. Reapplication for admission is subject to review by the school dean or designee. The decision of the school dean or designee is final and not subject to appeal.
- C. Learners who do not register for courses for four consecutive quarters will be administratively withdrawn from the university and must reapply for admission. Admitted learners must meet the program-specific admission requirements effective in the catalog current at the time of admission.

- D. Alumni applicants seeking admission to a degree program at the same level as a conferred Capella degree will be ineligible for admission when that program is identical, equivalent, or has substantive course overlap to the individual's previously-earned degree, as defined by the Registrar's Office.
- E. Doctoral alumni are ineligible for admission to a second Capella doctoral degree.

**VI. Additional Admission Requirements for GuidedPath Programs**

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

**A. Non-Degree Admission**

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

**B. All Undergraduate Degree Programs**

1. Applicants to all undergraduate degree and certificate programs must be at least 24 years old.
  - a. This age requirement may be waived for military applicants, veterans, and applicants with 24 or more applied transfer quarter credits of prior college/university coursework.
  - b. Applied transfer college coursework and/or credentials that map to preapproved prior learning assessment opportunities may be considered toward the 24-credit minimum equivalency total.
2. Undergraduate applicants must have attended a state-recognized public or private high school or home school, or obtained a General Education Diploma (GED, high school equivalent) from a recognized education provider.
  - a. Self-reported credentials, including high school transcripts are subject to verification.
  - b. Official transcripts that cannot be verified will be reviewed on a case-by-case basis.
3. Applicants who do not have any credits eligible for college/university transfer must successfully complete a university-approved examination.

**University Policies, *continued***

4. Applicants to Accelerated Master's Pathway options must have a cumulative 2.8 GPA on all previous college coursework, and no fewer than 24 applied transfer quarter credits.
- C. School of Business and Technology
1. Applicants to the MBA Accounting CPA Pathway specialization must have a bachelor's degree in accounting or must have completed Capella University's Undergraduate Certificate in Accounting in addition to a bachelor's degree.
- D. School of Education
1. Applicants to the MS Leadership in Educational Administration specializations must have three years of licensed teaching experience.
  2. Applicants to the MS Early Childhood Education and Reading and Literacy specializations must have completed general education coursework equivalent to Capella's undergraduate general education requirements.
  3. Applicants to the PhD in Educational Administration specialization must have three years of combined experience as any of the following:
 

A public school classroom teacher teaching in a position that required a state-issued license, and holding the state-issued license for the position or permission from the licensing agency while holding an educator license;

A nonpublic school teacher teaching in a school that is accredited by an accrediting agency recognized by the state in which the school is operated and is directly recognized as a school by the state or is a Bureau of Indian Education school; or

A school psychologist, school social worker, speech-language pathologist, or school counselor working in a school if the person held the appropriate state-issued 3.9 license at the time of the experience
  4. Applicants to the PhD Nursing Education specialization must have a current, unrestricted RN license (or its equivalent) to practice in the United States and a master's degree in nursing.
  5. Applicants to the PhD Special Education Leadership specialization must have three years of combined experience as any of the following:
 

A public school classroom teacher teaching in a position that required a state-issued license, and holding the state-issued license for the position or permission from the licensing agency while holding an educator license;

A nonpublic school teacher teaching in a school that is accredited by an accrediting agency recognized by the state in which the school is operated and is directly recognized as a school by the state or is a Bureau of Indian Education school; or

A school psychologist, school social worker, speech-language pathologist, or school counselor working in a school if the person held the appropriate state-issued 3.9 license at the time of the experience.
- E. School of Nursing and Health Sciences
1. Applicants to the RN-to-BSN degree program must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States.
  2. Applicants to the RN-to-BSN degree program who do not have any credits eligible for college/university transfer must successfully complete a university-approved examination.
  3. Applicants to the Care Coordination, Nursing Informatics, and Nursing Leadership graduate certificates must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States and a bachelor's degree in nursing with a minimum 2.8 degree-conferred GPA from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.
  4. Applicants to the MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration specializations must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States and a bachelor's degree in nursing from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.
  5. Applicants to the RN-to-MSN Bridge Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration specializations must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States and a minimum of 135 completed undergraduate credits with a cumulative GPA of 2.8.

## University Policies, *continued*

6. Applicants to the DNP degree program must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States, one year of licensed RN work experience or currently be employed as an RN, and a master's degree in nursing.
  7. Applicants to the DNP Preparatory Program must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States, one year of licensed RN work experience or currently be employed as an RN, a bachelor's degree in nursing, and a master's degree.
  8. Applicants to the DrPH degree program must have a related graduate degree or any graduate degree and a graduate certificate in public health.
- F. School of Public Service Leadership
1. Applicants to the MSW degree program must have a bachelor's degree from a regionally accredited institution or an internationally recognized institution with a minimum 2.7 degree-conferred GPA.
  2. Applicants to the MSW—Advanced Standing degree program must have a bachelor's degree in social work from a Council of Social Work Education (CSWE)-accredited program and regionally-accredited institution, or an international program recognized by CSWE's International Social Work Degree Recognition and Evaluation Service at the time of degree conferral with a minimum 3.0 degree-conferred GPA.
  3. Applicants to the DSW degree program must have a master's degree in social work from an institution accredited by the CSWE.
- G. School of Counseling and Human Services
1. Applicants to the MS in Addiction Studies program are required to submit a degree conferred transcript for a bachelor's degree as well as transcripts from all previous institutions at which graduate work was completed (minimum degree-conferred GPA of 2.3 for undergraduate work and 3.0 cumulative GPA for related graduate work). Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.
  2. Applicants to the MS in Marriage and Family Therapy and MS in Clinical Mental Health Counseling degree programs are required to submit a degree conferred transcript for a bachelor's degree as well as transcripts from all previous institutions at which graduate work was completed (minimum degree-conferred GPA of 2.7 for undergraduate work and 3.0 cumulative GPA for related graduate work). Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.
- H. Harold Abel School of Psychology
1. Applicants to the Applied Behavior Analysis graduate certificate must have a bachelor's degree in psychology, counseling, social work, education, medicine, engineering, occupational or speech therapy, or a related field.
  2. Applicants to the Play Therapy graduate certificate are required to have a minimum 3.0 degree-conferred GPA from a master's degree-granting institution and a master's degree in counseling or psychology. Active learners currently enrolled in a Capella University master's counseling or psychology degree program may be admitted to the Play Therapy graduate certificate upon the successful completion of specific, predetermined courses within their degree program and/or specialization provided they have a minimum 3.0 cumulative GPA at the time of application.

**University Policies, continued**

3. Applicants to the PhD in Psychology, Behavior Analysis specialization must hold a current BCBA certification.
4. Applicants to the PsyD Clinical Psychology specialization must have a master's degree in psychology or a related field with a minimum 3.0 degree-conferred GPA. Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.
5. Applicants to the PsyD in School Psychology degree program must have a master's degree with a minimum 3.0 degree-conferred GPA. Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.

**VII. Additional Requirements for FlexPath Programs.**

- A. Applicants to FlexPath options in the BS degree programs will be evaluated for admission with a holistic review. Applicants with a GPA of less than 2.8 will be required to submit additional documents for review.
- B. FlexPath option in the RN-to-BSN degree program  
Applicants to the FlexPath option in the RN-to-BSN degree program must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States. Applicants will be evaluated for admission with a holistic review. Applicants with a GPA of less than 2.8 will be required to submit additional documents for review.
- C. Applicants to FlexPath options in the graduate certificates in Business Intelligence, Business Management Entrepreneurship, and Management Consulting will be evaluated for admission with a holistic review. Applicants must have a bachelor's degree in a business-related field, or a bachelor's degree in a non-business-related field in addition to relevant business experience.
- D. Applicants to FlexPath options in the MBA degree program will be evaluated for admission with a holistic review. Applicants must have a bachelor's degree in a business-related field, or a bachelor's degree in a non-business-related field in addition to relevant business experience. Applicants with a GPA of less than 2.8 will be required to submit additional documents for review.
- E. FlexPath option in the MSN degree program  
Applicants to the FlexPath options in the MSN degree program will be evaluated with a holistic review. Applicants must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States, and

a bachelor's degree in nursing from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.

**F. FlexPath option in the DNP degree program**

Applicants to the FlexPath option in the DNP degree program must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States, one year of licensed RN work experience or currently be employed as an RN, and a master's degree in nursing.

**2.01.02 Maximum Time to Degree Completion**

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

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

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

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

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

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

†Learners enrolled in the PsyD degree program have a maximum of nine years to complete their degree program.

**PROCEDURES****I. Federal Financial Aid Impact**

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

## University Policies, *continued*

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

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

### III. Failure to Meet Maximum Time to Completion

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

### IV. Maximum Time to Completion Extensions

#### A. Extension Criteria

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

#### B. Extension Application Process

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

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

#### C. Extension Approvals

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

2. If the extension request is approved, the decision and rationale are filed in the learner's official academic record.
3. If the extension request is not approved, the learner is notified that they will be administratively withdrawn from the university when the maximum time to completion deadline has expired.
4. The decision of the dean's designee is final.

#### D. Failure to Meet DEF Terms

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

#### E. Doctoral Extensions

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

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

### V. Readmission and Maximum Time to Completion

#### A. Readmission Eligibility

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

**University Policies, continued****B. Readmission and Maximum Time to Completion**

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

**VI. Administrative Withdrawal Appeals Process for Doctoral Learners**

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

**VII. All procedures in this policy apply to learners in GuidedPath and FlexPath programs.****UNIVERSITY ENROLLMENT AND COURSE REGISTRATION****2.02.01 Academic Year**

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

See *Academic Calendar* on pages 30–33.

**2.02.02 Course Registration**

Learners' university enrollment status is based on course registration. Upon course registration, learners agree to pay tuition and fees to Capella University as stated in university policy 4.03.01 *Tuition and Fees*. GuidedPath learners may not register for more than three concurrent courses, and FlexPath learners may not register for more than two concurrent

courses. Doctoral learners engaged in the advanced doctoral phase of their program may only register for courses in the comprehensive examination, dissertation, or capstone course sequence, unless specified in the University Catalog. Learners are allowed one opportunity to repeat a course they have completed for which they have been assigned a grade.

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

**DEFINITION****Course Census Day**

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

**PROCEDURES****I. Registration for All Learners**

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

University Policies, *continued***ACADEMIC CALENDAR WINTER AND SPRING 2021**

ACADEMIC DEADLINES		WINTER QUARTER 2021				SPRING QUARTER 2021			
		January	February	Mid-February	March	April	May	Mid-May	June
Course Registration Begins		11-03-20	11-03-20	11-03-20	11-03-20	02-02-21	02-02-21	02-02-21	02-02-21
	6-Week Legacy MBA Program	11-03-20		11-03-20		02-02-21		02-02-21	
	10-Week MBA Program	11-03-20	11-03-20		11-03-20	02-02-21	02-02-21		02-02-21
Quarterly and Monthly Start Courses Begin		01-11-21	02-08-21		03-08-21	04-12-21	05-10-21		06-07-21
	6-Week Legacy MBA Program	01-11-21		02-22-21		04-12-21		05-24-21	
	10-Week MBA Program	01-11-21	02-08-21		03-08-21	04-12-21	05-10-21		06-07-21
Quarterly and Monthly Start Registration Ends		01-13-21	02-10-21		03-10-21	04-14-21	05-12-21		06-09-21
	6-Week Legacy MBA Program	01-13-21		02-24-21		04-14-21		05-26-21	
	10-Week MBA Program	01-13-21	02-10-21		03-10-21	04-14-21	05-12-21		06-09-21
Last Day to Drop Course Without "W"		01-22-21	02-19-21		03-19-21	04-23-21	05-21-21		06-18-21
	6-Week Legacy MBA Program	01-22-21		03-05-21		04-23-21		06-04-21	
	10-Week MBA Program	01-22-21	02-19-21		03-19-21	04-23-21	05-21-21		06-18-21
Midquarter Courses Begin *		01-11-21		02-15-21		04-12-21		05-17-21	
Midquarter Course Registration Ends *		01-13-21		02-17-21		04-14-21		05-19-21	
Last Day to Drop Midquarter Course Without "W" *		01-22-21		02-26-21		04-23-21		05-28-21	
Last Day to Drop Midquarter Course With "W" *		02-04-21		03-11-21		05-06-21		06-10-21	
Midquarter Courses End *		02-12-21		03-19-21		05-14-21		06-18-21	
Last Day to Drop Course With "W"		03-01-21	03-29-21		04-26-21	05-31-21	06-28-21		07-26-21
	6-Week Legacy MBA Program	02-09-21		03-23-21		05-11-21		06-22-21	
	10-Week MBA Program	03-01-21	03-29-21		04-26-21	05-31-21	06-28-21		07-26-21
End of Quarter		03-19-21	04-16-21		05-14-21	06-18-21	07-16-21		08-13-21
	6-Week Legacy MBA Program	02-19-21		04-02-21		05-21-21		07-02-21	
	10-Week MBA Program	03-19-21	04-16-21		05-14-21	06-18-21	07-16-21		08-13-21

\* NOT Applicable to MBA Programs

**2021 HOLIDAY SCHEDULE**

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

**New Year's Day** Friday, January 1, 2021**Martin Luther King Jr. Day** Monday, January 18, 2021**Memorial Day** Monday, May 31, 2021**Juneteenth** Friday, June 18, 2021**Independence Day** Friday, July 2, 2021**Labor Day** Monday, September 6, 2021**Thanksgiving Day** Thursday, November 25, 2021**Day after Thanksgiving** Friday, November 26, 2021**Christmas Day** Friday, December 24, 2021

University Policies, *continued*ACADEMIC CALENDAR WINTER AND SPRING 2021, *continued*

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

\* NOT Applicable to MBA Programs

## ACADEMIC CALENDAR SUMMER AND FALL 2021

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



**University Policies, continued****ACADEMIC CALENDAR SUMMER AND FALL 2021, continued**

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

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

\* NOT Applicable to MBA Programs

University Policies, *continued*

## FLEXPATH ACADEMIC CALENDAR

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

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

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

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

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

## FLEXPATH ACADEMIC CALENDAR WINTER AND SPRING 2021

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

## FLEXPATH ACADEMIC CALENDAR SUMMER AND FALL 2021

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

**University Policies, continued****2.02.02 Course Registration, continued**

- b. Special topics courses may be repeated for credit with a different topic at the school's discretion.
- c. Site-based learning registrations require the consent of the appropriate school and may require a written course learning plan or application. Learners must submit their request for site-based learning registrations through Academic Advising for school review.

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

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

**II. Concurrent Course Registration for Comprehensive Examination and Dissertation Learners**

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

B. Doctoral learners registered for courses outside of the comprehensive examination and dissertation course sequence, with the exception of site-based learning, will be dropped from their other courses by school administrative staff. Learners will be informed of the administrative course drop via email.

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

**III. Repeating Courses for All Learners**

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

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

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

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

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

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

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

G. Special topics courses may not be repeated.

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

**IV. Course Drop or Withdrawal**

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

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

**B. Advanced Doctoral Learners**

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

**C. Course Drop**

1. Learners may drop a course during the first 12 calendar days of the course or FlexPath session without academic penalty. A course drop during this time does not appear on the learner's transcript and does not affect grade point average (GPA).
2. Learners may be financially impacted should they drop a course after the first five calendar days of the course. FlexPath learners may be financially

**University Policies, continued**

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

**University Policies, continued**

- c. The grade of “W” does not affect GPA, but course credits are included in attempted credits when monitoring financial aid satisfactory academic progress, as described in university policy 3.01.05 *Financial Aid Satisfactory Academic Progress*.
- 8. Once the course has been in session past the official last day to withdraw from the course, this option is no longer available to learners. Should unforeseen extenuating circumstances arise after the deadline to withdraw from a course has passed, learners may refer to section V of this policy for recourse.

**V. Late Course Withdrawal**

- A. If unforeseen extenuating circumstances require learners to withdraw from their course(s) following the official last day to withdraw, learners may petition for a late course withdrawal to receive a Withdrawal (“W”) grade on their academic record for the course(s) by providing proper documentation of the circumstance. Such requests must be submitted prior to the end of the course. If the extenuating circumstance does not allow the learner to submit the request by the deadline, third-party documentation demonstrating this fact must be provided.
- B. Learners are encouraged to discuss the situation with their instructor to determine, given the circumstances of the need for late course withdrawal, if a course withdrawal or an Incomplete (“I”) grade request best suits the situation. In instances when “I” grades are requested and approved, learners have no longer than the last day of the 10-week course of the next academic quarter (or sooner, if so noted by the instructor) to complete their coursework in compliance with university policy 3.04.08 *Incomplete Grades*. FlexPath learners must contact their academic coach to review available options.
- C. If it is determined that the learner needs to request a late course withdrawal, the learner should contact Academic Advising to initiate the request.
- D. Learners who receive financial aid should discuss the potential financial implications of a late course withdrawal, including the return of financial aid funds, with a financing coach.
- E. Extenuating circumstances may include but are not limited to the death of a family member, job-required relocation, or severe physical injury or illness. Documentation of the circumstance must be provided by parties other than the learner; for example, a death certificate, a letter from the learner’s supervisor, or a letter from the learner’s physician must accompany the request.
- F. To be considered for a late course withdrawal accommodation, learners must be able to demonstrate ongoing participation in the course(s) in question up to the time of their documented extenuating circumstance. The case is determined based on the documentation/evidence supplied by the learner.
- G. The school’s designee will review and approve or deny the request. The decision and rationale will be forwarded to the Learner Services and Operations department for validation.
- H. Academic Advising will contact learners to notify them of the denial decision. The Learner Services and Operations department will email learners to notify them of the approval decision, copying their instructors and academic coaches.
- I. Military learners called to active duty should refer to university policy 2.02.08 *Leave of Absence*.
- J. University policy 4.03.02 *Tuition and Fee Refunds* remains in effect and does not provide any financial accommodation for late course withdrawals.
- K. No grades can be changed to a “W” for any previous terms.

**VI. Appealing a Denied Late Course Withdrawal**

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

**VII. Additional GuidedPath Course Registration Procedures**

- A. Course Load
  - 1. Learners may not register for more than three concurrent courses.
  - 2. Non-credit-bearing residency registration will not be included in a learner’s course load.

**University Policies, continued**

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

## University Policies, *continued*

requirement for initial course participation, but they will be subject to any financial aid award disbursement participation requirements.

### 2. Ongoing Course Participation

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

## VIII. Additional FlexPath Course Registration Procedures

### A. Auto-Registration

FlexPath learners must contact their academic coach to make changes to their auto-registration plan or

to request manual registration in a course. Unless a change is requested, auto-registration defaults to one course at a time for all FlexPath learners.

### B. Course Load

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

### C. Repeating Courses

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

### D. Enrollment Status

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

### E. FlexPath Participation

#### 1. FlexPath Initial Course Participation

- a. Learners who submit their target dates before the end of course census day have satisfied the requirement for FlexPath initial course participation.
- b. Learners who have satisfied the requirement for FlexPath initial course participation and who drop or withdraw from the course will be held to the refund schedule described in university policy 4.03.02 *Tuition and Fee Refunds*.
- c. Learners who do not satisfy the requirement for FlexPath initial course participation will be dropped from the course.
- d. A course drop due to failing to meet the requirement for FlexPath initial course participation is not noted on the learner’s transcript and does not affect the learner’s academic standing.

#### 2. FlexPath Engagement

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

## University Policies, *continued*

- c. Learners who do not satisfy the FlexPath engagement requirement for 21 or more consecutive days will be contacted by their academic coach to discuss the consequences of non-engagement.
  - d. Learners who do not resume engagement in their FlexPath course within 28 days will be withdrawn administratively from the course and may be responsible for tuition and fees as described in university policy *4.03.02 Tuition and Fee Refunds*.
  - e. Learners who are withdrawn administratively from a course for failing to meet the FlexPath engagement requirement will receive a competency evaluation of “Non-Performance” for the course. The competency evaluation will be noted on the learner’s transcript.
- 4. Learners who do not meet the admission requirements for each requested specialization will only be enrolled in the specialization(s) for which they meet the admission requirements.

### C. Current Learners

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

### 2.02.03 Concurrent Program Enrollments

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

## PROCEDURES

### I. Requesting Multiple Specializations in Any Eligible Program

- A. Information about degree programs that allow multiple specialization enrollments is available in Capella’s University Catalog.
- B. New Learners
  - 1. New learners may request enrollment in multiple specializations at the time of admission.
  - 2. Learners may only request enrollment in multiple specializations within a single degree program (i.e., the degree program for which they are seeking admission).
  - 3. Learners who request enrollment in multiple specializations must meet the admission requirements for each requested specialization.

### D. Three or More Specializations

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

### E. Requirements and Restrictions

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



**University Policies, continued**

*Catalog* in effect at the time they are admitted to the additional specialization(s).

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

**II. Concentrations in Eligible Programs**

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

- I. Concentrations cannot be added to conferred degrees.

**III. Minors in Eligible Programs**

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

**IV. FlexPath Learners**

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

**2.02.07 Changing Academic Program**

Capella University learners may apply to change their academic program at any point in their studies pursuant to the procedures established to support this policy. If accepted, the change becomes effective at the start of the next academic quarter—except for a change of catalog, which becomes effective immediately. A change of academic program results in changing the learner's current program requirements to those in the *University Catalog* or addendum that is in effect at the time of the change (the catalog of record). Learners are responsible for fulfilling the program requirements specified in their new catalog of record. Doctoral learners may not enroll in more than one Capella degree program or specialization concurrently.

**PROCEDURES****I. Change to Academic Program for All Learners**

- A. Process for All Learners
  1. Prior to initiating an academic program change, learners are encouraged to consult with Academic

## University Policies, *continued*

Advising to discuss options and considerations for the change.

2. The submitted academic program change request, in addition to any previous academic work at Capella, is reviewed in accordance with change of program requirements.
  3. All learners are expected to work with Academic Advising to ensure their academic plan and course registrations are updated accordingly.
  4. If accepted, learners begin the new academic program at the start of the next academic quarter.
- B. Learners can only change from a GuidedPath program to a FlexPath program effective starting summer, fall, and winter quarters.
- C. Current Course Registration  
Learners remain registered in their current course(s) through the end of the term unless they initiate a course drop or withdrawal. The course withdrawal process is governed by university policy 2.02.02 *Course Registration*.
- D. Change of Academic Program Process
1. For all academic program changes, learners must request a change to the new academic program (and new school, if necessary) using the [Change Program, Specialization, or Concentration Form](#) on Campus.
  2. Application fees are waived for academic program changes.
  3. Learners who are approved for a change of academic program must meet the academic program requirements listed in the University Catalog in effect at the time they are admitted to the new academic program.
  4. Learners are expected to take the first course affiliated with their new academic program.
  5. A change of academic program requires a new transfer credit evaluation. Learners are responsible for understanding their new degree plan.

## II. Change of Catalog for All Learners

### A. Learner Catalog of Record

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

### B. Change of Catalog Process

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

## III. Bachelor's/Master's Integrated Pathways for Learners in Eligible GuidedPath or FlexPath Programs

### A. Change to Combined Options

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

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

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

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

1. After successfully completing the requirements for the bachelor's degree program, bachelor's/master's integrated pathway learners apply for the master's degree program that corresponds to their bachelor's degree program.
2. Learners who start a corresponding master's degree program within one year of completing their bachelor's degree program may apply all predetermined master's-level coursework taken as

**University Policies, *continued***

a part of the bachelor's degree program toward that corresponding master's degree.

3. Change requests from learners whose intended bachelor's/master's integrated pathway master's degree program has been retired prior to their entering the master's degree program will be reviewed on a case-by-case basis to determine appropriate program requirements.
4. Learners admitted to a master's degree program not corresponding with their bachelor's degree program are held to the program requirements of the catalog in effect the quarter they are admitted into the master's degree program.
5. Learners admitted into any master's degree program more than one year after completing their bachelor's degree program are held to the program requirements of the catalog in effect the quarter they are admitted into the master's degree program.
6. Upon successful completion of the remaining master's degree program requirements, learners will be awarded a master's degree.

**IV. Additional Considerations for FlexPath Learners**

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

**2.02.08 Leave of Absence**

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

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

**PROCEDURES****I. GuidedPath Medical Leave of Absence**

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

**II. FlexPath Medical Leave of Absence****A. Access to Services**

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

**B. Academic Standing and Financial Aid Satisfactory Academic Progress Status**

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

**C. Criteria**

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

**D. Requesting a FlexPath Medical Leave of Absence**

1. To request a FlexPath medical leave of absence, learners must complete and submit the FlexPath **Leave of Absence Request Form** located on Campus. Learners must indicate the beginning date of the leave of absence and the anticipated date of return. Learners must also submit documentation from a medical provider certifying the need for the medical leave of absence. The request will not be considered until documentation is submitted.

**University Policies, continued**

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

**E. FlexPath Medical Leave of Absence Approval**

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

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

**F. Returning from a FlexPath Medical Leave of Absence**

1. Learners may resume courses upon return from a FlexPath medical leave of absence.
2. Catalog  
Upon returning from a leave of absence, learners will remain under the same catalog that was in effect at the time the leave of absence was granted.
3. Last Day of Attendance  
If learners do not resume registration at the end of an approved leave of absence, the learner's withdrawal date is the date the student began the leave of absence.
4. Failure to Return from a Leave of Absence  
It is the learner's responsibility to contact their financial aid lender when taking a leave of absence, as it may affect their federal loan grace period. Learners who fail to return from a leave of absence will be reported to their financial aid lender.

**III. FlexPath Leave of Absence Due to Other Circumstances**

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

**IV. National Emergency Accommodations for All Learners**

- A. The U.S. Department of Education directs schools to provide educational and financial accommodations to learners affected by national emergencies, both at the time of the event and upon reintegration. Capella University is committed to providing appropriate educational and financial accommodations to learners impacted by a national emergency.

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

**2.02.10 Separation from the University**

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

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

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

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

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

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

**DEFINITIONS*****Administrative Withdrawal***

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

***Discontinuation***

Discontinuation is a learner-initiated separation from the university.

***Dismissal***

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

## University Policies, *continued*

### **Suspension**

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

### PROCEDURES

#### **I. Relationship to Other Policies**

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

##### A. Discontinuation

2.01.02 Maximum Time to Degree Completion

##### B. Administrative Withdrawal

2.01.01 Admission

2.01.02 Maximum Time to Degree Completion

3.01.04 Academic Standing

3.04.01 Academic Readiness

4.02.02 Learner Code of Conduct

4.02.04 Discrimination, Harassment, and Assault

4.02.05 Drugs and Alcohol

4.03.01 Tuition and Fees

4.03.02 Tuition and Fee Refunds

##### C. Suspension

3.01.04 Academic Standing

4.02.02 Learner Code of Conduct

##### D. Dismissal

3.01.01 Academic Integrity and Honesty

3.01.04 Academic Standing

3.01.05 Financial Aid Satisfactory Academic Progress

4.02.02 Learner Code of Conduct

4.02.03 Learner Grievance

4.02.04 Discrimination, Harassment, and Assault

4.02.05 Drugs and Alcohol

#### **II. Discontinuation**

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

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

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

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

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

### **2.02.11 Background Checks**

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

### PROCEDURES

#### **I. Background Checks**

A. Learners in specific programs requiring background checks must complete the background check through Capella University's approved provider.

B. Learners in specific programs requiring background checks will be unable to register for courses until they have successfully completed and passed the background check.

C. Learners are responsible for any fees required to complete the background check through Capella's approved provider.

D. Capella University is unable to accept background checks completed for other purposes, including requirements for other educational institutions or vocational needs, as substitutions for the background check requirement.

E. Capella University's approved provider will supply the results of the required background check directly to the learner and Capella University.

**University Policies, *continued***

F. Learners may review the results of their background check through Capella University's approved provider.

G. Learners who are approved to change their Capella University program to one requiring a background check must complete a new background check to satisfy the new program's requirements.

**H. Ongoing Review**

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

**II. Background Check Results**

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

**III. Administrative Withdrawal Appeals**

- A. Learners must complete and submit appeals to the school designee within 10 calendar days of being sent notification of the decision.
- B. Learners must include an explanation of the extenuating circumstances surrounding their administrative withdrawal and their plan for future academic success.
- C. Learners are not permitted to register for any Capella course (including non-credit courses, residencies, etc.) pending the outcome of their appeal.
- D. The dean or dean's designee reviews the appeal and makes a determination.
- E. The decision of the dean or dean's designee is final.

**IV. All procedures in this policy apply to learners in GuidedPath and FlexPath programs.****2.02.12 Military Leave**

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

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

**PROCEDURES****I. Military Leave**

- A. Members of the United States military, including selected reserve forces, may be eligible for a military leave. This policy follows the guidelines established in the HEROES Act of 2003 in determining appropriate accommodations for military servicemembers who are responding to a war, national emergency, or natural disaster.
- B. In order to qualify for a military leave, the learner's service obligations must prevent courseroom access. Capella University reserves the right to require documentation establishing the impact of the learner's service on courseroom access. Qualifying service may include but is not limited to deployment, assignment to a sequestered training environment, and the prohibition of voluntary education by the learner's command.
- C. In accordance with the HEROES Act, Capella University provides the following accommodations to learners who experience a disruption in their program due to active military service:
  1. Learners who are on active military service may request a leave of absence from their program.
  2. Learners who are on active military service may request a leave of absence from their program.
  3. Learners who are on active military service may request a leave of absence from their program.
  4. Learners who are on active military service may request a leave of absence from their program.
  5. Learners who are on active military service may request a leave of absence from their program.

## University Policies, *continued*

1. Learners who are granted a military leave will be given the option of withdrawing from all their courses, resulting in a grade of Military Withdrawal (“MW”) for each course, or requesting an Incomplete (“I”) grade for any courses in which they were registered when granted the leave. Learners who withdraw from their courses as a result of an approved leave will be given the option of a tuition credit or appropriate refund for the courses they were unable to complete. Learners who request an “I” grade must get approval from all their course instructors and be able to complete the required assignments independently, outside of the courseroom. Learners who request an “I” grade are not issued a tuition credit.
    - a. Learners who are granted a military leave are not required to meet financial obligations to Capella while on leave.
    - b. Time spent on a military leave does not count toward the learner’s maximum time to degree completion.
    - c. Capella will provide flexibility and accommodations for administrative deadlines for learners on a military leave.
    - d. “MW” grades do not impact a learner’s GPA or course completion ratio.
    - e. Courses assigned an incomplete grade through the military leave process may be converted to “MW” grades at the request of the learner upon return from leave.
  2. Learners must coordinate the military leave process through Military Support.
- D. Requesting a Military Leave
1. To request a formal military leave, learners must complete and submit the **Military Leave Request Form** located on Campus and the required documentation prior to the start of their military leave. Learners must indicate the beginning date of the leave and the anticipated date of return. Learners can also request a military leave by calling Military Support.
  2. Learners must also submit one of the following pieces of documentation to Military Support at their earliest convenience:
    - a. Deployment or mobilization orders, including dates the learner will be unable to access the courseroom.
    - b. An official letter from a commanding supervisor within the learner’s military unit, including dates the learner will be unable to access the courseroom.
    - c. Additional documentation detailing the impact of the learner’s service obligations on courseroom access.
3. Upon receipt of the request, Military Support will review the request, issue a decision, and notify the learner via email.
- E. Returning from a Military Leave
1. Military Support will track learners’ anticipated dates of return and contact them before they resume their program.
    - a. Anticipated return dates are determined following an evaluation of the supporting documentation.
    - b. Learners who do not formally request to return from military leave prior to their anticipated return dates may have their leave canceled by the university.
  2. Upon returning from a military leave, learners are responsible for completing and submitting the **Returning from a Military Leave Form** located on Campus. Learners can also request their return from a military leave by calling Military Support.
  3. Military Support will work with learners to determine the next steps for resuming their program.
  4. Learners returning from a military leave may resume courses the quarter after their leave has ended.
  5. Learners will have one term from their return date to complete any previously awarded incomplete grades.
- III. Military Spouse Leave
- A. Criteria
1. Spouses of members of the United States military, including reserve forces, may be eligible for a military spouse leave. To qualify for a military spouse leave, a learner must be legally married to the military servicemember.
  2. Capella University provides the following accommodations to learners who experience a disruption in their program due to active military service of a spouse:

## University Policies, *continued*

- a. Learners who are granted a military spouse leave will be given the option of withdrawing from all their courses, resulting in a grade of Withdrawn (“W”) for each course, or requesting an Incomplete (“I”) grade for all courses in which they were registered when granted the leave. Learners who withdraw from their courses as a result of a military spouse leave will be given the option of a tuition credit or appropriate refund for the courses they were unable to complete. Learners who request an “I” grade must get approval from their course instructor and be able to complete the required assignments independently, outside of the classroom. Learners who request an “I” grade are not issued a tuition credit.
  - b. Learners who are granted a military spouse leave are not required to meet financial obligations to Capella while on leave.
  - c. Time spent during a military spouse leave does not count toward the learner’s maximum time to degree completion.
3. Learners must coordinate the military spouse leave process through Military Support.
- B. Requesting a Military Spouse Leave**
1. To request a military spouse leave, learners must complete and submit the **Military Spouse Leave Request Form** located on Campus. Learners must indicate the reason for their request, the beginning date of the leave, and the anticipated date of return. Learners may also submit the request by calling Military Support.
  2. Learners must also submit one of the following pieces of documentation to Military Support at their earliest convenience:
    - a. Deployment or mobilization orders for the servicemember, including dates the learner will be affected.
    - b. An official letter from the servicemember’s commanding officer, including dates the learner will be affected.
    - c. Documentation confirming legal marriage to the servicemember.
    - d. Additional documentation upon request.
  3. Upon receipt of the request, Military Support will review the request, issue a decision, and notify the learner via email.
  4. If the learner is granted a military spouse leave, Capella will report their leave status to the National Student Clearinghouse.
  5. Learners may not request a military spouse leave for more than two consecutive quarters in any 12-month period.
- C. Returning from a Military Spouse Leave**
1. Military Support will track learners’ anticipated dates of return and contact them before they resume their program.
    - a. Anticipated return dates are determined through an evaluation of the supporting documentation.
    - b. Learners who do not formally request to return from military spouse leave prior to their anticipated return dates may have their leaves canceled by the university.
  2. Upon returning from a military spouse leave, learners are responsible for completing and submitting the **Returning from a Military Spouse Leave Form** located on Campus. Learners can also request their return by contacting Military Support.
  3. Military Support will work with learners to determine the next steps for resuming their program.
  4. Learners returning from a military spouse leave may resume courses only at the beginning of a quarter.
  5. Learners will have one term from their return date to complete any previously awarded incomplete grades.
- IV. All procedures in this policy apply to learners in GuidedPath and FlexPath programs.**
- ACADEMIC STANDARDS**
- 3.01.01 Academic Integrity and Honesty**
- Capella University is committed to providing learners with the competencies and skills associated with academic integrity and honesty. Capella learners are expected to act with integrity and honesty in all their interactions as associated with their academic endeavors pursuant to this policy. Academic dishonesty occurs when learners take unauthorized actions in the completion of their academic work and may include but is not limited to plagiarism, unauthorized collaboration, deceit, and interference with another learner.
- Learners are expected to be the sole authors of their work and to acknowledge the authorship of others’ work through proper citation and reference. Use of another person’s ideas,



## University Policies, *continued*

including another learner's, without proper reference or citation constitutes plagiarism and academic dishonesty and is prohibited conduct. Capella extends the concept of plagiarism to include issues of copyright and trademark infringement.

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

The consequences of academic dishonesty are determined on a case-by-case basis and may include but are not limited to non-acceptance of submitted coursework, failing grade on an assignment, lower grade in a course, failing grade in a course, written warning, suspension from the university, removal from the program, administrative withdrawal or dismissal from the university, or cancellation of previously awarded course credits or degrees. Cancellation of previously awarded degrees requires the review and determination by the Capella University Board of Trustees.

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

### DEFINITIONS

#### **Academic Dishonesty**

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

#### **Academic Honesty**

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

#### **Plagiarism**

Plagiarism is presenting someone else's ideas or work as one's own. Plagiarism also includes copying verbatim or rephrasing ideas without properly acknowledging the source by author, date, and publication medium. Learners must take great care, whether in a draft or final version of a paper or project, to distinguish their own ideas and language from information acquired from other sources. Sources include published primary and secondary materials, electronic media, unpublished materials, and information and ideas gained through other people.

#### **Sanction**

A sanction is a disciplinary consequence that may be issued by faculty or the university due to a learner committing an act of academic dishonesty.

### PROCEDURES

#### I. Academic Resources

- A. The Publication Manual of the American Psychological Association (APA) is a required tool to help learners identify work that must be referenced, including their own published works, and determine how it must be cited. To avoid any instances that may be construed as plagiarism, learners should consult the APA style guide to apply the proper citation format. However, where this policy and the APA style guide diverge, this policy will take precedence.

#### II. Application to Doctoral Learners

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

#### III. Reporting Allegations of Academic Dishonesty

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

#### IV. Resolution of Allegations of Academic Dishonesty

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

- A. If the faculty member or university official determines that the allegation was accurately identified as academic dishonesty, the faculty member or university official may offer the learner an opportunity to

**University Policies, *continued***

demonstrate academic integrity, conduct teaching/learning experiences to improve academic integrity competencies and skills, and/or issue another sanction appropriate to the course or activity.

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

**V. Academic Dishonesty Sanctions**

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

**VI. Review by Independent Review Panel**

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

**VII. Independent Review Panel Review Process**

- A. Upon being convened, the university will acknowledge the request and inform all involved parties that a review has been initiated.

- B. All involved parties will be given the opportunity to submit written statements and other evidence supporting their respective positions.
- C. All involved parties will be given the opportunity to present their respective positions to the panel via telephone conference.
- D. The panel will review the evidence associated with the academic dishonesty allegation; any sanction already issued by faculty, a university official, or a university designee; and any statements made by an involved party. The panel will issue a decision as soon as practicable.
- E. The panel may conduct a full review of the learner, including their complete history of academic integrity.
- F. The panel maintains the right to issue an appropriate sanction. The panel's sanction may be more or less severe than any prior sanction issued to the learner.
- G. If the panel recommends the cancellation of previously awarded credits or degrees, the matter will be referred to the provost or president's designee for determination.
- H. In the event that the provost or president's designee believes that a degree conferred by Capella should be revoked as a result of an academic dishonesty finding, the Capella University Board of Directors must review the case and vote whether to revoke the degree. The respondent will receive written notification of the final determination and any corrective/disciplinary action to be taken.
- I. Both parties have the right to appeal the panel's decision pursuant to procedure VII.

**VIII. Appeal Process**

- A. A written appeal request must be submitted to the president's designee via certified mail or email within 10 calendar days of notification of the panel's decision being sent.
- B. Upon receipt of the appeal request, the president's designee will acknowledge the request and inform all involved parties that an appeal has been initiated.
- C. The president's designee will review all prior evidence, records, and faculty and panel decisions associated with the academic dishonesty allegation. The president's designee may direct the panel to provide additional information.
- D. Following review, the president's designee will issue a decision and report it to all involved individuals as soon as practicable. The decision may uphold the panel's decision, reverse the panel's decision, or alter the panel's decision.

**University Policies, continued**

- E. The decision of the president's designee is final. Matters that have been reviewed and have received a final decision under this policy are not eligible for further review under another policy.

**IX. Recording a Final Decision**

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

**X. Copyright**

- A. Faculty, staff, and learners must comply with federal copyright and trademark laws, such as the Digital Millennium Copyright Act.
- B. No one may use Capella information resources and other information technology tools for unauthorized file sharing, posting of copyrighted materials as one's own, or other copyright violations.
- C. In addition to Capella University sanctions, under the Digital Millennium Copyright Act, copyright infringement can result in civil and criminal liabilities for unauthorized distribution of copyrighted materials including but not limited to the following:
1. Payment of money to the copyright holder in a lawsuit—between \$750 and \$30,000 for each file, and up to \$150,000 for each file if the infringement was willful.
  2. Payment of copyright holder's costs and attorney fees to bring the lawsuit.
  3. Payment of criminal fines of up to \$250,000, and up to 10 years jail time.
  4. Seizure and destruction of infringing files.

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

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

**PROCEDURES****I. Recognition for Learners in GuidedPath Programs.**

- A. Dean's List
1. Academic Requirements

- a. Term GPA of 3.5 to 4.0
- b. No Incomplete ("I") grades within the quarter
- c. No repeat courses within the quarter
- d. No Not Satisfactory ("NS") grades may be awarded within the quarter.

**2. Eligibility**

- a. Learners are eligible for the Dean's List in their third quarter of registration. The learner must complete at least one credit-bearing course in the term for which the honor is awarded.
- b. Undergraduate learners are eligible for the Dean's List.
- c. Graduate learners are not eligible for the Dean's List.
- d. Learners enrolled in only a certificate program are not eligible for the Dean's List.

**3. Dean's List Calculation**

The Dean's List is calculated quarterly.

**B. President's List****1. Academic Requirements**

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

**2. Eligibility**

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

**3. President's List Calculation**

The President's List is calculated quarterly.

**C. Graduation with Honors**

1. Undergraduate Academic Requirements
  - a. GPA Requirements

**University Policies, continued**

- i. Graduation with Honors—Cum Laude: 3.500–3.7499
  - ii. Graduation with High Honors—Magna Cum Laude: 3.7500–3.8499
  - iii. Graduation with Highest Honors—Summa Cum Laude: 3.8500 or higher
  - b. No credit-bearing course may be taken under the Satisfactory/Not Satisfactory (“S”/“NS”) option except COM1001 or an equivalent course.
  - c. No Incomplete (“I”) grades may be considered.
  - d. No grade may be lower than a “C.”
  - e. No course may be repeated.
2. Master’s and Specialist Degree Academic Requirements
- a. GPA Requirements  
Graduation with Distinction: 3.8500 or higher
  - b. No Incomplete (“I”) grades may be considered.
  - c. No grade may be lower than a “B.”
  - d. No “NS” grades may be awarded.
  - e. No course may be repeated.
3. Eligibility
- a. Learners are eligible for Graduation with Honors at the time of their graduation.
  - b. Certificate and doctoral learners are not eligible for Graduation with Honors.
4. Academic Honors Calculation
- Graduation with Honors will be determined at the time of graduation and will only include academic work completed at Capella. Grade point averages at Capella are factored only at the career levels of undergraduate and graduate coursework. All courses taken within each career level comprise a running, cumulative total GPA, irrespective of degree conferral within that career level.
5. Academic Honors Notation
- This distinction will be noted on the learner’s official transcript and diploma.

**II. Recognition for FlexPath Learners**

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

**3.01.04 Academic Standing**

Capella University requires that all learners maintain good academic standing in order to remain enrolled at the

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

**Requirements**

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

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

Cumulative GPA is calculated separately for undergraduate and graduate coursework.

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

**DEFINITIONS****Administrative Withdrawal**

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

**Dean’s Designee**

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

**Dismissal**

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

**President’s Designee**

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

**Program-Specific Requirements**

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

**Readmission**

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

**Re-Enrollment**

Re-enrollment is the process by which separated learners

**University Policies, continued**

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

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

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

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

- A. Program-specific requirements include professional standards requirements and other requirements unique to individual programs, and are listed in the *University Catalog* and program-specific manual, if applicable.
- B. Assessing Academic Standing and Program-Specific Requirements
  1. Academic standing is assessed at the end of each academic quarter.
  2. Academic standing is first assessed after the first full quarter of academic activity.
  3. Learners must meet the established criteria for each requirement.
  4. Learners who do not meet the established criteria for each requirement are no longer considered to be in good academic standing and may not be able to continue their program until they successfully complete each requirement.
  5. Learners who do not meet the established criteria for each requirement on their first attempt are given a second opportunity to successfully complete the requirements.

6. Learners who do not meet the established criteria for each requirement after a second attempt may be administratively withdrawn from their program.
  7. Learners receive an email notification when they fail to complete their program-specific requirements on their first attempt. Learners receive an email notification of administrative withdrawal status when they fail to complete their program-specific requirements on their second attempt. However, it is the learner's responsibility to know these standards, and failure to receive the notification does not nullify the learner's academic status.
  8. Learners' current academic status remains on their official record until there is academic activity for evaluation.
  9. Learners return to the university at the same academic status as when they departed.
  10. Doctoral-level learners who have been administratively withdrawn from the university as a result of failing to meet program-specific requirements are not eligible for readmission to that program, or for admission to any doctoral program at Capella University.
  11. Learners may appeal an administrative withdrawal decision pursuant to section V of this policy.
- C. Assessing Academic Standing and Professional Standards Requirements
    1. Academic standing is assessed on an ongoing basis throughout the course of the learner's program.
    2. Learners must meet the established criteria for their program's professional standards requirements at all times.
  - D. Review of Suspected Failure to Meet Program Professional Standards Requirements
    1. Learners who are alleged to have failed to meet the established criteria for their program's professional standards requirements are sent notification of the allegation and provided the opportunity to refute or resolve the allegation.
    2. The matter will be referred to an independent review panel. In the event an allegation of failing to meet the established criteria for professional standards requirements also involves an alleged violation of another university policy, the panel will review these allegations as part of the professional standards review.

**University Policies, continued**

3. Following referral of the matter, the panel will convene to issue a decision as soon as practicable.
4. The panel will provide the opportunity to hear from all involved parties and for each party to state their respective case in writing. Upon request, either party will be provided the opportunity to appear before the panel, either in person or via telephone.
5. The panel will determine the appropriate sanction, which may include a written warning, course withdrawal, course retake, counseling, or administrative withdrawal.
6. The panel designee will report the panel's decision to the learner as soon as practicable. A record of the panel's decision and sanction will become part of the learner's official academic record.
7. Learners who are determined to have failed to meet established criteria for their program's professional standards requirements are no longer considered to be in good academic standing and may be administratively withdrawn from the university.
8. Learners may appeal an administrative withdrawal decision pursuant to section V of this policy.

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

- A. Undergraduate learners are required to maintain a cumulative GPA of 2.0 or higher. Graduate learners are required to maintain a cumulative GPA of 3.0 or higher.
- B. Grades Impacting Academic Standing  
No Grade ("NG"), Withdrawal ("W"), Incomplete ("I"), In Progress ("IP"), Satisfactory ("S"), and Not Satisfactory ("NS") grades are included in the course completion ratio but do not impact the learner's cumulative GPA.
- C. Repeated Courses  
When a course is repeated, the grade considered for the credit and GPA calculations will be the higher of the two grades earned. Each attempt will be used in evaluating the course completion ratio. Refer to university policies 2.01.02 *Maximum Time to Degree Completion*, 2.02.02 *Course Registration*, 3.01.05 *Financial Aid Satisfactory Academic Progress*, 3.04.07 *Grading*, and 3.04.08 *Incomplete Grades* for more information.
- D. Graduate-Level Credit and Cumulative GPA
  1. Graduate-level credit completed as part of the requirements for an undergraduate degree program will be included in the learner's undergraduate cumulative GPA.

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

**E. Measuring Academic Standing for GPA**

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

**Examples:**

Learners who register for courses during a monthly start are measured at the end of quarter two based on academic activity from their initial start date through the end of quarter two.

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

3. Learners' academic standing is measured only following quarters in which they are registered in one or more GuidedPath courses. Learners' academic standing does not change following a quarter of academic inactivity.
4. Learners who fail to meet the minimum cumulative GPA requirement for their undergraduate or graduate coursework are placed on probation or dismissal status.
5. Learners receive an email notification when they have been placed on probation or dismissal status. However, it is the learner's responsibility to know these standards, and failure to receive the notification does not nullify the academic status.
6. Learners' current academic status remains on their official record until there is academic activity for evaluation.
7. Learners return to the university at the same academic status as when they departed.

**F. Probation Due to GPA**

1. Criteria/Notification
  - a. Learners are placed on probation status when they fail to meet the minimum cumulative GPA requirement for their undergraduate or graduate coursework.
  - b. Learners receive an email notification when they

**University Policies, *continued***

- have been placed on probation stages one, two, or three. A record of the notification will become part of the learner's official academic record.
- c. Probation status cannot be appealed.
2. Probation—stages one and two
    - a. Learners placed on probation stages one or two will be directed to tools to use in developing a plan for their return to good academic standing and future academic success.
    - b. Learners placed on probation stages one or two are encouraged to work with Academic Advising in developing their plan to return to good academic standing and future academic success.
  3. Probation—stage three
    - a. Learners placed on probation stage three must work with Academic Advising in developing a Learner Support Plan (LSP) for their return to good academic standing and future academic success.
    - b. Learners must complete and submit the LSP to Academic Advising.
    - c. Learners placed on probation stage three will be required to have an Academic Advising-approved LSP before they are permitted to register for any future courses.
    - d. Learners placed on probation stage three will be permitted to complete the courses for the quarter in which they are currently registered.
  4. Academic standing and LSP extensions
    - a. In some circumstances, learners may be granted an LSP extension beyond probation stage three to return to good academic standing.
    - b. LSP extension criteria
      - i. Learners must show quarterly GPA improvement.
      - ii. Learners must meet the following minimum cumulative quarterly GPA standards:
        - 1) 2.0 cumulative quarterly GPA for undergraduate learners.
        - 2) 3.0 cumulative quarterly GPA for graduate learners.
    - c. Learners must meet both criteria to be granted an LSP extension.
  5. Reinstatement to good academic standing
    - a. Learners placed on probation status are removed from probation when their GPA meets the requirement for their undergraduate or graduate coursework.
    - b. Learners receive an email notification when they have been removed from probation status.
    - c. A record of the notification will become part of the learner's official academic record.
- G. Dismissal
    1. Criteria/notification
 

Learners are dismissed from the university when they fail to meet the terms of the school-approved Learner Support Plan (LSP) extension after probation stage three. Learners dismissed from the university are ineligible to register for any Capella course (including non-credit courses, residencies, etc.) and are ineligible for readmission to any Capella University program at any time in the future.
    2. Dismissal appeal
 

Learners have the option to appeal an administrative withdrawal or dismissal decision pursuant to section V of this policy.
- IV. FlexPath Academic Standing Requirements
    - A. Learners who are enrolled in a FlexPath option are required to successfully complete every competency.
    - B. Assessing Academic Standing for FlexPath
      1. Academic standing is assessed at the end of each FlexPath course.
      2. FlexPath learners must meet the minimum performance level for their career level:
        - a. Undergraduate learners whose performance is below “Basic” on one or more competencies within a course will have failed to meet minimum requirements for good academic standing for that course.
        - b. Graduate learners whose performance is below “Proficient” on one or more competencies within a course will have failed to meet minimum requirements for good academic standing for that course.
      3. Learners whose records reflect failure to meet minimum requirements for good academic standing in two courses will be removed from the FlexPath option for their degree program. If the learner is enrolled in concurrent certificate programs, the

**University Policies, continued**

learner will also be removed from the FlexPath option for those programs.

4. Learners are not allowed to return to the FlexPath option at their degree level once they have been removed for failure to meet minimum FlexPath performance requirements for good academic standing.
5. Learners may appeal their removal from the FlexPath option pursuant to section V of this policy.

**C. Repeating Courses**

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

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

**V. Administrative Withdrawal and Dismissal Appeals**

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

**VI. Recording Academic Standing**

Probation, administrative withdrawal, and dismissal

are official academic statuses. Dismissal is noted on the learner's official academic transcript.

**3.01.05 Financial Aid Satisfactory Academic Progress**

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

**Undergraduate Degree Program Requirements**

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

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

**Graduate Degree Program Requirements**

Graduate learners are required to maintain a cumulative grade point average (GPA) of 3.0 or higher and complete a minimum of one out of every two total attempted credits (course completion ratio of 50 percent of cumulative attempted credits), regardless of payment source. FlexPath learners are required to earn a standard of "Proficient" or better in all competencies within each course and complete a minimum of one out of every two attempted program points (course completion ratio of 50 percent of cumulative attempted credits), regardless of payment source.

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

Doctoral learners engaged in the advanced doctoral phase of



**University Policies, continued**

their program must meet additional requirements described in the procedures section of this policy.

**PROCEDURES****I. Factors Impacting Financial Aid Satisfactory Academic Progress (FASAP) for All Learners****A. Grades**

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

**B. Repeated Courses**

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

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

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

**B. FASAP Requirements for All Learners**

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

**Examples:**

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

Learners who register at the beginning of a quarter will be measured at the end of quarter one based on activity from their initial start date through the end of quarter one. FlexPath learners who have

an extended payment period beyond the 24-week mark will be evaluated at the end of the extension.

4. All requirements are thereafter evaluated following each quarter or payment period there is academic activity.
5. Learners who receive a grade change in a previous quarter or payment period will have their current FASAP status re-evaluated using the new information.
  - a. Learners whose re-evaluation changes their eligibility for the current quarter or payment period may be subject to a reinstatement or return of disbursed funds. Contact the Financing Support Team for more information.
  - b. Learners who receive a grade change due to an Incomplete (I) grade will be evaluated following the next quarter or payment period.
6. The minimum FASAP requirements are grade point average (GPA) and course completion ratio. The undergraduate- and graduate-specific GPA and ratio requirements are described in sections III.A, III.B, and VI.A
7. Transfer credits
  - a. Transfer credits applied toward a learner’s degree program reduce the number of credits required for the completion of that degree program. Transfer credit that is not accepted cannot be applied toward the completion ratio of a learner’s degree program.
  - b. The number of transfer credits applied toward a learner’s degree program affects the cumulative attempted credits or program points in the learner’s course completion ratio. Transfer credits count toward both earned and attempted credits or program points when calculating the course completion ratio.
  - c. The number of transfer credits affects the learner’s maximum limit of earned credits required, as follows:
    - i. Example: A BS requires 180 earned credits; the learner transfers in 70 credits, resulting in 110 credits remaining.
    - ii. In the above example, the degree program requirements are based on the number of earned credits remaining for a learner to complete their degree program; in this case, 110 earned credits.
    - iii. The number of earned credits remaining

**University Policies, *continued***

is the basis for the maximum attempted credits calculation, as defined in sections III.A, III.B, and VI.B.

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

D. Notification of financial aid status

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

E. Appeal of financial aid ineligibility

1. Learners who Capella determines are able to meet the minimum FASAP requirements by the end of their program or who Capella believes have had an administrative error made on their record may appeal their financial aid ineligibility.
2. Learners may also appeal their financial aid ineligibility due to extenuating circumstances. To appeal their financial aid ineligibility, learners must complete and submit the Financial Aid Satisfactory Academic Progress Appeal Form.
  - a. Extenuating circumstances may include but are not limited to the death of a family member, job-required relocation, or severe physical injury or illness.
  - b. Third party documentation of the extenuating circumstance may be required to substantiate claims made in the appeal.
  - c. Learners must include an explanation of the extenuating circumstances surrounding their financial aid ineligibility and the impact the extenuating circumstances had on their academic progress. Learners must also indicate the steps they will take to meet the minimum FASAP requirements. The case will be determined on the documentation/evidence supplied by the learner.
3. Learners have 10 calendar days from the date the notification of their financial aid ineligibility was sent to submit their appeal. Learners who do not meet this deadline will remain ineligible for financial

aid until they are meeting the minimum FASAP requirements.

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

**University Policies, continued**

currently registered, and tuition charges for the quarter will be reversed.

- g. FlexPath learners whose appeals are denied must pay all outstanding charges by the end of each billing session. Learners who do not pay all outstanding charges by the deadline will lose course access for current and future courses.
6. Removal of FASAP financial aid probation or ineligibility status  
Learners will be removed from financial aid probation or ineligibility status upon meeting the minimum FASAP requirements described in sections III.A, III.B, and VI.A.
  7. Learners will receive an email notification from the Financial Aid Office when they have been removed from financial aid probation or ineligibility status.

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

#### A. Undergraduate Learners

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

1. FASAP requirements
  - a. Minimum cumulative GPA
    - i. Undergraduate learners must maintain a minimum cumulative GPA of 2.0 or higher.
    - ii. The cumulative GPA is calculated for all undergraduate activity.
  - b. Minimum course completion ratio
    - i. Undergraduate learners must complete a minimum of two out of every three attempted credits (course completion ratio of 67 percent of cumulative attempted credits).
    - ii. The course completion ratio is calculated for all undergraduate activity. A learner's earned and attempted credits include any transfer credits applied toward their Capella program.
    - iii. Example: A learner transfers in 25 credits to their Capella program and has completed 10 out of 60 attempted credits of Capella courses. This means they have attempted 85 credits and earned a cumulative total of 35 credits. Since the number of earned credits divided by the attempted credits is less than 67 percent ( $35/85 = 41$  percent), the learner

does not meet the course completion ratio requirement. Learners will be notified by the Financial Aid Office when their course completion ratio is between 67–79.99 percent.

#### 2. Maximum attempted credits

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

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

#### B. Graduate Learners

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

#### 1. FASAP requirements

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

**University Policies, continued**

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

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

    - a. Example: If the number of earned credits required to meet degree program requirements (after applied transfer credits) is 110, the maximum number of attempted credits allowed is 220 ( $110 \times 200$  percent).
    - b. Learners will be notified by the Financial Aid Office when they are within 12 to 16 credits of exceeding the 200 percent rule.
    - c. Learners will become immediately ineligible for financial aid once they have exceeded the 200 percent rule.
- C. Advanced Doctoral Learners
  - 1. Learners who are engaged in the advanced doctoral phase of their program are considered in compliance with this policy.
  - 2. FASAP for learners engaged in the advanced doctoral phase of their program is evaluated by the successful completion of the comprehensive examination, dissertation, or doctoral capstone requirements within the prescribed deadlines described in the *Capella University Doctoral Manual*.
- IV. Failure to Maintain Financial Aid Satisfactory Academic Progress (FASAP) for Learners in GuidedPath Programs**

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

  - A. Financial Aid Warning
    - 1. Criteria/Notification
      - a. Learners will be placed on financial aid warning status when they fail to maintain the minimum FASAP requirements described in sections III.A and III.B.
      - b. Learners will receive an email notification from the Financial Aid Office when they have been placed on financial aid warning status.
    - 2. Removal of FASAP warning status
      - a. Learners will be removed from financial aid warning status upon meeting the minimum FASAP requirements described in sections III.A and III.B.
      - b. Learners will receive an email notification from the Financial Aid Office when they have been removed from financial aid warning status.
  - B. Financial Aid Ineligibility
    - 1. Criteria/Notification
      - a. Learners will be placed on financial aid ineligibility status when they fail to maintain the minimum FASAP requirements described in sections III.A and III.B.
      - b. Learners will receive an email notification from the Financial Aid Office when they have been placed on financial aid ineligibility status.
- V. Failure to Maintain Financial Aid Satisfactory Academic Progress (FASAP) for Advanced Doctoral Phase Learners**

Learners engaged in the advanced doctoral phase of their program who fail to maintain FASAP as defined in section III.C will be considered out of compliance with this policy and will be administratively withdrawn from the university pursuant to university policy 3.01.04 *Academic Standing*.
- VI. Financial Aid Satisfactory Academic Progress (FASAP) Process for FlexPath Learners**

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

  - A. FASAP requirements for FlexPath

**University Policies, continued**

1. Learners who are enrolled in the FlexPath option are required to successfully complete every competency within each course. Learners who fall below the minimum standard of performance for their career level on one course competency will be placed on financial aid warning. Failure to meet the minimum standard for two course competencies will result in financial aid ineligibility. Refer to section VII of this policy for more information.
    - a. Undergraduate learners are required to perform at a minimum standard of “Basic” for every competency within a course.
    - b. Graduate learners are required to perform at a minimum standard of “Proficient” for every competency within a course.
  2. Learners enrolled in FlexPath will be required to meet the competency completion ratios outlined below:
    - a. Undergraduate learners must complete a minimum of two out of every three program points attempted (competency completion ratio of 67 percent of cumulative attempted program points).
    - b. Graduate learners must complete a minimum of one out of every two program points attempted (competency completion ratio of 50 percent of cumulative attempted program points).
- B. Maximum attempted program points**
1. Graduate learners are not eligible for federal financial aid for any attempted program points that exceed 200 percent of the graduate degree program requirements.
  2. Undergraduate learners are not eligible for federal financial aid for any attempted program points that exceed 150 percent of the undergraduate degree program requirements.
- C. Repeating Courses**
- When a learner repeats a FlexPath course, the course in which the learner demonstrates all competencies at a level required for conferral will be the one used to determine completion of FlexPath requirements.
1. Each course attempt appears on the transcript.
  2. All attempts are used to evaluate the learner’s completion percentage for evaluation of FASAP. Refer to university policies *2.02.02 Course Registration*, *3.04.07 Grading*, and *3.04.08 Incomplete Grades* for more information.
- D. Changing from the FlexPath option to the GuidedPath delivery model**
1. When learners change from FlexPath to the GuidedPath model, performance evaluations for courses taken through the FlexPath option will be converted to the equivalent GuidedPath model grades.
  2. Program points attempted and earned in the FlexPath option will be converted into credits (1:2 ratio) to allow for completion rate review and maximum attempted credits to be calculated.
  3. Transfer credits will be converted from program points to credits for both attempted and completed courses.
  4. Courses repeated will fall under the repeating courses procedures outlined in university policy *2.02.02 Course Registration*.
- E. Changing from the GuidedPath program delivery model to the FlexPath option**
1. Any current or former learner must meet the admission requirements for FlexPath and be in good standing for both university policies *3.01.05 Financial Aid Satisfactory Academic Progress* and *3.01.04 Academic Standing* to request a change to the FlexPath option.
  2. Credits attempted and earned in the GuidedPath model will be converted into program points (2:1 ratio). This will allow for completion rate and maximum attempted credits to be calculated in FlexPath.
  3. Transfer credits will be converted from credits to program points for both attempted and completed courses.
  4. Information about repeating courses is outlined in section VI.C.
- VII. Failure to Maintain Financial Aid Satisfactory Academic Progress (FASAP), for FlexPath Learners**
- Learners in the FlexPath option will receive an email notification from the Financial Aid Office when they have been placed on financial aid warning or become ineligible for financial aid for failure to meet the minimum FASAP requirements for their career level as outlined in section VI.A. FlexPath learners may appeal their financial aid ineligibility as described in section II.E.

## University Policies, *continued*

### 3.01.09 Degree and Certificate Conferral

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

#### DEFINITIONS

##### **Commencement**

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

##### **Conferral**

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

##### **Conferral Date**

Conferral date is the date upon which a learner's degree or certificate is formally issued by the university and made effective. The conferral date is noted on the learner's official transcript and diploma.

##### **Credit Residence Requirement**

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

##### **Graduation**

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

##### **University Catalog**

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

#### PROCEDURES

##### I. Degree and Certificate Conferral Requirements for All Learners

- A. Learners must complete all degree or certificate program requirements, including coursework, residencies, practica, internships, and any other components such as

cumulative grade point average (GPA) and credit totals as described in their *University Catalog* of record.

1. A single course may satisfy multiple requirements within a degree program, but the credits from that course may only be applied once toward the total credits needed for the degree.
  - a. Undergraduate general education requirements may fulfill either core or specialization requirements when the course is applicable to both categories.
  - b. A single course may not fulfill both a core and a specialization requirement in any program.
2. Learners should refer to university policies 2.02.07 *Changing Academic Program* and 4.01.04 *University Catalog* for information about catalog and catalog changes.
3. Learners are encouraged to contact Academic Advising should they have questions about their current catalog requirements.

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

- C. To qualify for conferral in their degree or certificate program, learners must complete the following requirements. Advanced doctoral learners are exempt from these requirements in some circumstances.
  1. Apply to each degree or certification program and be admitted to that program.
  2. Register for and complete a minimum of one Capella University course that will be applied to their academic program requirements after admission, change of academic program, or change of catalog.
  3. Complete the final course necessary to meet program requirements through registration at Capella University.

##### II. Degree and Certificate Conferral Process for All Learners

- A. Upon completion of the last program requirement, the Learner Services and Operations department will conduct a degree audit of the learner's record.
- B. Upon confirmation that all degree or certificate program requirements have been met, the learner will be conferred their degree or certificate and will be notified of the conferral.
- C. Degrees and certificates are conferred on the last day of the month in which it is confirmed that the degree or certificate program requirements were met.

**University Policies, *continued***

- D. Changes, including grade point average (GPA), quarter credit totals, or specializations, cannot be made to conferred degrees.

**III. Commencement for All Learners**

- A. All learners must receive official confirmation that their degree or certificate was awarded, and must be invited before they may attend a commencement ceremony.
- B. Learners who meet requirements after the RSVP deadline will be invited to attend a subsequent commencement ceremony.
- C. Learners should not purchase travel, hotel accommodations, or regalia until they have been invited to participate in commencement and have sent in their RSVP, confirming their intent to attend.
- D. Additional commencement information is located on Campus.

**IV. Capella University Diplomas**

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

**V. Capella University Transcripts**

- A. The Capella University transcript is the learner's official academic record at Capella University.
- B. Capella University will not modify a learner's certificate- or degree-conferred transcript after a degree or certificate has been conferred. The learner's record is considered to be sealed from retroactive change upon conferral, except to correct clerical errors.

**VI. All procedures with this policy apply to learners in GuidedPath and FlexPath programs.****Minimum University Credit Residence Requirements by Degree Level**

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

## University Policies, *continued*

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

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

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

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

#### 3.01.10 Advanced Doctoral Learners

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



## University Policies, *continued*

### DEFINITIONS

#### **Advanced Doctoral Phase**

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

#### **Didactic Coursework**

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

#### **Dissertation and Doctoral Capstone Milestones**

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

#### **Inactivity**

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

### PROCEDURES

#### **I. Comprehensive Examination Requirements**

- A. It is expected that learners will require no more than one quarter to complete their comprehensive examination course requirements.
- B. A comprehensive examination course is considered complete when learners successfully complete all of its requirements and they have been reported complete by the assigned faculty member.
- C. Failure to successfully complete the comprehensive examination within the stated time frame will result in a Not Satisfactory ("NS") grade.
- D. An "NS" grade indicates failure of the comprehensive examination and failure to maintain good academic standing, and may result in a comprehensive examination retake or administrative withdrawal from the university. Learners should refer to the *Capella University Doctoral Manual* and university policy 3.01.04 *Academic Standing* for additional information.

#### **II. Dissertation and Doctoral Capstone Requirements**

- A. The advanced doctoral phase is considered complete when learners successfully complete all of the designated dissertation or doctoral capstone requirements.
- B. A Not Satisfactory ("NS") grade or a "non-Performance"

competency evaluation indicates a learner's failure of the dissertation or doctoral capstone and failure to maintain good academic standing, and may result in administrative withdrawal from the university. Learners should refer to the *Capella University Doctoral Manual*, *Dissertation Manual*, and university policy 3.01.04 *Academic Standing* for additional information.

#### **III. PhD Learners Change of Program Options**

- A. Prior to initiating a degree program change, PhD learners are encouraged to consult with academic advising to discuss options and considerations for the change.
- B. PhD Advanced Doctoral Learners at the Comprehensive Examination:
  1. PhD learners who have not begun or completed their comprehensive examination requirements may request a change of degree under university policies 2.02.07 *Changing Academic Program* and 3.01.04 *Academic Standing*.
  2. PhD learners who fail to complete their comprehensive examination requirements but are otherwise in good standing with Capella University may request a change of degree to a predetermined, aligned master's degree program, through the change of degree process described in university policies 2.02.07 *Changing Academic Program* and 3.01.04 *Academic Standing*. PhD learners who elect to change to the predetermined master's degree option will be required to complete the master's-level capstone(s) to be eligible for conferral of the master's degree.
  3. PhD learners who request a change of degree to the predetermined, aligned master's degree program are not eligible for readmission to any doctoral program at Capella University.
- C. PhD Advanced Doctoral Learners at the Dissertation:
  1. PhD learners who have not begun or completed their dissertation requirements may request a change of degree under university policies 2.02.07 *Changing Academic Program* and 3.01.04 *Academic Standing*.
  2. PhD learners who fail to complete their dissertation requirements but have passed their comprehensive examination and are otherwise in good standing with Capella University may request a change of degree to a predetermined, aligned master's degree program, through the change of degree process, under university policies 2.02.07 *Changing Academic*

**University Policies, continued**

*Program and 3.01.04 Academic Standing.* Learners who elect to change to the predetermined option may be eligible for conferral of the master's degree.

3. PhD learners who request a change of degree to the predetermined, aligned master's degree program are not eligible for readmission to any doctoral program at Capella University.

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

**IV. Inactivity and Advanced Doctoral Learners**

- A. Doctoral learners do not have access to their dissertation or doctoral capstone courseroom during quarters in which they are not registered in a dissertation or doctoral capstone course.
- B. Doctoral learners may access support services such as Academic Advising, Financing Support, Disability Services, Doctoral Affairs, and Military Support during quarters in which they are not registered in a dissertation or doctoral capstone course.
- C. Doctoral learners who have not registered for a dissertation or doctoral capstone course for two quarters may have their mentor reassigned by the school and may need to request a new mentor.
- D. Doctoral learners must be registered in dissertation, doctoral capstone, or program-specific advanced doctoral courses throughout the quarter in which they complete their degree requirements.

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

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

**VI. All procedures in this policy apply to learners in GuidedPath and FlexPath programs.****RESEARCH****3.03.01 Human Research Protections**

All learners conducting academic research under the program requirements at Capella University, including all doctoral learners conducting dissertation or doctoral capstone research and all employees or agents conducting academic research pursuant to institutionally designated authority or responsibility of Capella, are required to obtain Institutional Review Board (IRB) approval prior to beginning research-related interactions with human participants/subjects and/or their data. All employees or agents conducting academic research pursuant to institutionally designated authority or responsibility of Capella; all researchers unaffiliated with Capella who are conducting academic research involving Capella learners, alumni, faculty, staff, and/or their records; and all research supervisors who are overseeing research activities are also required to comply with the procedures outlined in this policy. Academic research conducted outside the purview of Capella as described above is not governed by Capella's IRB.

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

**3.03.02 Publication of Dissertations**

Capella University requires that all Capella learners' dissertation manuscripts be published in partial fulfillment of their doctoral degrees.

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

## University Policies, *continued*

### 3.03.03 Use of Confidential Information

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

#### PROCEDURES

##### Disclosure of Confidential Information

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

- A. Apply for patent protection for any patentable inventions and advise the faculty or staff member or committee to whom information is disclosed of the patent application and the scope thereof.
- B. Obtain a release for any information that could be considered proprietary by any third party and submit this release to the faculty or staff member or committee prior to the time of the disclosure.

### 3.03.05 Conflict of Interest in Research

All learners conducting academic research under the program requirements at Capella University, including all doctoral learners conducting dissertation research and all employees or agents conducting academic research pursuant to institutionally designated authority or responsibility of Capella, are required to ensure that tangible and intangible conflicts of interest do not compromise the objectivity with which their research is designed, conducted, and reported. All employees or agents conducting academic research pursuant to institutionally designated authority or responsibility of Capella; all researchers unaffiliated with Capella who are conducting academic research involving Capella learners, alumni, faculty, staff, and/or their records; and all research supervisors who are overseeing research activities are also required to comply with Capella's policies and procedures. Institutional Review Board (IRB) committee members are also subject to the policies and procedures in the review of research protocols with which they have a conflict of interest in accordance with Title 45 Code of Federal Regulations, Part 46 (45 CFR 46), with the exception of providing information requested by the IRB.

### 3.03.06 Research Misconduct

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

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

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

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

#### ASSESSMENT, CREDITS, AND GRADING

##### 3.04.01 Academic Readiness

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

**University Policies, continued****DEFINITIONS****Administrative Withdrawal**

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

**Concurrent Course**

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

**First Course**

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

**PROCEDURES****I. First Course Registration for All Learners**

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

**II. Successful Completion of First Course for All Learners**

- A. Undergraduate learners must receive a passing grade, or passing FlexPath competency evaluation, in first course, which requires successful completion of the writing and logical reasoning assessments.
- B. Learners who successfully complete first course may register for the next course(s) of their programs.

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

- A. Learners who earn a grade of "F" in first course, or a FlexPath evaluation of "non-performance" on any competency, have not demonstrated the standards of academic readiness. They will be connected with academic readiness tools and will work with their academic coach to develop a plan to strengthen areas in need of improvement. Learners will remain registered in their concurrent course(s) unless they initiate a course drop or withdrawal. They will not be allowed to register for any additional courses or continue their program until they successfully complete first course.
- B. Learners who receive an Incomplete ("I") grade in first course have not demonstrated the standards of academic readiness. They will be connected with academic readiness tools and will work with their academic coach to develop a plan to strengthen areas in need of improvement. Learners will remain registered in their concurrent course(s) unless they initiate a course drop or withdrawal. They will not be allowed to register for any additional courses or continue their program until they successfully complete first course in compliance with university policy 3.04.08 *Incomplete Grades*.
- C. Learners who drop first course have not demonstrated the standards of academic readiness. They will not be allowed to complete courses in which they are concurrently registered at the time of the first course drop. They will not be allowed to register for any additional courses or continue their program until they successfully complete first course.
- D. Learners who withdraw from first course have not demonstrated the standards of academic readiness. They will be connected with academic readiness tools and will work with their academic coach to develop a plan to strengthen areas in need of improvement. Learners will remain registered in their concurrent course(s) unless they initiate a course drop or withdrawal. They will not be allowed to register for any additional courses or continue their program until they successfully complete first course.
- E. University policy 4.03.02 *Tuition and Fee Refunds* remains in effect and does not provide any financial accommodation for first course failure.

## University Policies, *continued*

### IV. Second First Course Attempt for GuidedPath Learners

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

### V. Second First Course Attempt for FlexPath Learners

- A. FlexPath learners are responsible for meeting the guidelines of all university policies to be eligible to register for a second first course attempt.
- B. Graduate learners enrolled in FlexPath who fail first course on their initial attempt are allowed a second first course attempt at the beginning of a month at their discretion.
- C. Undergraduate learners enrolled in FlexPath who fail first course on their initial attempt must work with their academic coach to obtain approval for a second attempt of first course.
- D. FlexPath learners who drop or withdraw from first course are allowed to register for first course at the beginning of a month at their discretion.

- E. FlexPath learners who register for a second first course attempt will not be allowed to register for any concurrent course(s) or continue their program until they successfully complete first course.
- F. FlexPath learners register for their second first course attempt by contacting their academic coach.
- G. FlexPath learners who fail first course on their second attempt will be administratively withdrawn from the university and are not allowed to return to the FlexPath model.
- H. Undergraduate learners withdrawn from the university as a result of failing their second attempt at first course are not eligible for admission into any undergraduate degree or certificate program.
- I. Learners may appeal an administrative withdrawal pursuant to section VI.

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

- A. Within seven calendar days of the administrative withdrawal notice being sent to the learner, the learner may appeal the administrative withdrawal decision due to extenuating circumstances occurring during the quarter of first course failure.
- B. Extenuating circumstances may include but are not limited to the death of a family member, job-required relocation, or severe physical injury or illness. Documentation of the circumstance must be provided by parties other than the learner; for example, a death certificate, a letter from the learner's supervisor, or a letter from the learner's physician must accompany the request.
- C. Learners must be able to demonstrate satisfactory, ongoing participation in first course up to the time the extenuating circumstances occurred.
- D. If the appeal is approved, the learner may only register for first course. Learners will not be allowed to register for any additional courses or continue their program until they successfully complete first course.
- E. The decision of the school dean or designee is final. Matters that have been reviewed and have received a final decision under this policy are not eligible for further review under another policy.

#### 3.04.04 Application of Capella Credits

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

**University Policies, *continued*****PROCEDURES****I. Applying Capella Credits Earned as Non-Program Learners**

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

**II. Applying Capella Credits Earned as Certificate Learners**

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

**III. Applying Capella Credits Earned as Bachelor's Learners**

- A. Bachelor's learners changing their degree program or specialization may apply previously earned Capella undergraduate credits to their new degree program or specialization, provided that the credits satisfy the requirements for the new degree program or specialization.
- B. **Second Bachelor's Degree**  
Learners who have a conferred Capella bachelor's degree and are seeking a subsequent Capella bachelor's

degree must have approval from the dean of the school for the second bachelor's program.

1. Learners who have been conferred a Capella bachelor's degree may apply up to 135 quarter credits of general education and elective courses earned as part of the requirements for that degree program toward a subsequent bachelor's degree program, provided that the credits satisfy the requirements for the subsequent bachelor's degree program.
2. Learners will need to take a minimum of 45 unique quarter credits toward their subsequent bachelor's degree program, provided that the credits satisfy the requirements for the subsequent bachelor's degree program.

**IV. Applying Capella Credits Earned as Master's Learners**

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

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

- A. EdS learners changing their degree program or specialization may apply previously earned Capella

**University Policies, continued**

graduate credits to their new degree program or specialization, provided that the credits satisfy the requirements for the new degree program or specialization.

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

**VI. Applying Capella Credits Earned as Doctoral Learners**

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

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

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

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

**VIII. Applying Capella Credit Toward Multiple Specializations**

- A. Learners enrolled in multiple specializations may share no more than 25 percent of the combined total required specialization credits. Only full courses will be accepted toward the 25 percent limit. Learners should refer to university policy *2.02.03 Concurrent Program Enrollments* for more information about multiple specializations.
- B. Learners enrolled in multiple specializations may use a single course to satisfy multiple specialization requirements, should the specializations require the same course. The credits earned for that single course may only be applied toward the total number of required credits for one specialization.

**IX. Applying Capella Courses Toward Multiple Concentrations**

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

**X. All procedures in this policy apply to learners in GuidedPath and FlexPath programs.****3.04.05 Attendance at Residencies**

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

**PROCEDURES****I. Residency Requirements by Degree Program and Specialization**

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

**II. Residency Completion Requirements****A. Doctoral Learners**

Doctoral learners are required to complete all of their residency requirements prior to entering the advanced doctoral phase of their doctoral program. In unusual

**University Policies, continued**

circumstances, an exception to register may be granted by the chief academic officer upon the recommendation of the school dean.

**B. Master's Learners**

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

**III. Attendance****A. Residency Requirements**

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

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

**B. Exceptions**

1. Exception criteria
  - a. In unexpected medical and family emergency situations, learners may be allowed to arrive late or depart early from a residency experience.
  - b. Failure to make appropriate travel arrangements does not constitute an emergency situation.
2. Requesting an exception
  - a. To request an exception, learners may contact Academic Advising prior to the event or contact staff at the residency information desk during the event.
  - b. Learners may be required to provide third party documentation that supports an exception request.
  - c. Requests for exceptions are reviewed by the school dean or designee on a case-by-case basis.
  - d. The school dean or designee will determine whether the learner must complete an additional assignment to receive credit for the residency experience.

**IV. Tuition and Fees**

- A. Tuition is charged separately for each residency (see Campus for the current fee schedule). In addition, learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with residencies.
- B. Learners canceling their non-credit-bearing residency registration may be charged a cancellation fee for the full tuition of the residency, depending on when the cancellation is made. Learners who need to cancel a non-credit-bearing residency registration must complete and submit the [Colloquium/Residency Cancellation Request Form](#) on Campus. See the Residencies section of Campus for details on registration and cancellation fees.
- C. Learners canceling their credit-bearing residency registration as described in section IV of university policy 2.02.02 *Course Registration*, should refer to university policy 4.03.02 *Tuition and Fee Refunds* to determine the financial implications of their actions.

**V. Educational Accommodations for Learners with Disabilities**

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

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

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



## University Policies, *continued*

### 3.04.07 Grading

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

#### DEFINITIONS

##### *Competency*

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

#### PROCEDURES

##### I. Matters Affecting Demonstration of Competencies for All Learners

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

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

Signature assignments, found in select doctoral courses, both fulfill competencies and affect the demonstration of other competencies specific to the completion of the doctoral capstone or dissertation. These assignments must be successfully completed for

the learner to successfully complete the course. Failure on a signature assignment will result in failure of the course.

##### II. Letter Grades for Courses in GuidedPath Programs

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

- **A grade of "A"** is earned for coursework that demonstrates mastery of the published competencies at a "Distinguished" level of performance and exceeds course expectations as defined in the course syllabus or course learning plan. A grade of "A" earns four (4) quality points toward the learner's grade point average (GPA).
- **A grade of "B"** is earned for coursework that demonstrates mastery of the published competencies at a "Proficient" level of performance and meets course expectations as defined in the course syllabus or course learning plan. A grade of "B" earns three (3) quality points toward the learner's GPA.
- **A grade of "C"** is earned for coursework that demonstrates published competencies at a "Basic" level of performance and minimally meets course expectations as defined in the course syllabus or course learning plan. A grade of "C" earns two (2) quality points toward the learner's GPA.
- **A grade of "D"** is earned for undergraduate coursework that demonstrates published competencies at a marginal level of performance as defined in the course syllabus or course learning plan. A grade of "D" earns one (1) quality point toward the learner's GPA. A grade of "D" is for undergraduate courses only and may not be awarded for graduate coursework.
- **A grade of "F"** is earned for coursework that demonstrates published competencies at the "Non-Performance" level and does not meet course expectations as described in the course syllabus or course learning plan. It is also used for learners who had been assigned a grade of "I" but did not meet all of the course requirements by the end of the following quarter. Learners who do not participate in their course(s) will receive a grade of "F." A grade of "F" earns zero (0) quality points and affects the learner's GPA. It counts toward attempted credits but not earned credits.

**University Policies, continued**

- **A grade of “I” (Incomplete)** may be granted by the course instructor. Final work must be completed by the end of the following quarter or earlier, if so directed by the course instructor. A grade of “I” does not earn quality points and is not included in the learner’s GPA. It counts toward attempted credits but not earned credits. When the learner completes the final necessary coursework prior to the stated deadline, the learner will receive the appropriate grade and will earn the corresponding quality points. If the final coursework is not completed prior to the stated deadline, the learner will receive a failing grade for the course. A grade of “I” may also be granted in cases of military leave of absence and national emergency leave of absence.
- **A grade of “S” (Satisfactory)** is earned for coursework that demonstrates mastery of the published competencies in a manner that meets course expectations as defined in the course syllabus or course learning plan for those courses in which the learner has received approval to be graded on the “S”/“NS” scale. A grade of “S” is equivalent to a grade of “B” or better at the graduate level and “C” or better at the undergraduate level. It does not earn quality points and is not included in the learner’s GPA. It counts toward attempted credits and earned credits.
- **A grade of “NS” (Not Satisfactory)** is earned for coursework that does not demonstrate mastery of the published competencies or does not meet course expectations as defined in the course syllabus or course learning plan for those courses in which the learner has received approval to be graded on the “S”/“NS” scale. It is also used for learners who have received a grade of “IS” but did not meet all of the course requirements by the end of the following quarter. A grade of “NS” does not earn quality points and is not included in the learner’s GPA. It counts toward attempted credits but not earned credits.
- **A grade of “IS” (Incomplete—“S”/“NS” scale)** may be granted for those courses in which the learner has received approval to be graded on the “S”/“NS” scale. Final work must be completed by the end of the following quarter or earlier, if so directed by the course instructor. A grade of “IS” does not earn quality points and is not included in the learner’s GPA. It counts toward attempted credits but not earned credits. When the learner satisfactorily completes the final necessary coursework by the stated deadline, the learner will receive a final grade of “S.” If the final coursework is not completed by the stated deadline, the learner will receive a final grade of “NS.” A grade of “IS” may also be granted in cases of military leave of absence and national emergency leave of absence.
- **A grade of “IP” (In Progress)** is assigned for select courses in which a learner is currently registered and actively participating. A grade of “IP” does not earn quality points and is not included in the learner’s GPA. It counts toward attempted credits but not earned credits. When a learner completes, or fails to complete, all course requirements, the learner will receive a final grade of “S,” “NS,” or the appropriate grade.
- **A grade of “R” (Required)** indicates that a course is required. A grade of “R” does not earn quality points and is not included in the learner’s GPA. It counts toward attempted credits and earned credits.
- **A grade of “NG” (No Grade)** is assigned for select internship and practicum courses for all continuing course registrations (subsequent to the initial course registration) or to course registrations for which the Learner Services and Operations department has determined that, due to university curricular changes, “NG” is the appropriate final grade. A grade of “NG” does not earn quality points and is not included in the learner’s GPA. It counts toward attempted credits but not earned credits.
- **A grade of “W” (Withdrawal)** is assigned when a learner drops a course prior to the final date learners may drop courses without academic consequences as defined in university policy 2.02.02 *Course Registration*. A grade of “W” does not earn quality points and is not included in the learner’s GPA. It counts toward attempted credits but not earned credits.
- **A grade of “MW” (Military Withdrawal)** is assigned when a military learner drops a course after census but prior to the final date learners may drop courses without academic consequences. A grade of “MW” does not earn quality points and is not included in the learner’s GPA. It does not count toward attempted credits or earned credits.
- **A grade of “PC” (Petition for Credit)** is assigned when a learner earns credit by prior learning assessment and competencies gained through previous work or educational experience. A grade of “PC” does not earn quality points and is not included in the learner’s GPA. It counts toward attempted credits and earned credits.
- **A grade of “CC” (Credential Credit)** is assigned for credit awarded through a prior learning assessment of select, externally recognized credentials. An externally recognized credential reflects learning and

**University Policies, continued**

competencies gained by previous work or educational experience that has been evaluated by a Capella faculty subject matter expert. A grade of “CC” does not earn quality points and is not included in the learner’s GPA. It counts toward attempted and earned credits.

- **A grade of “T” (Transfer)** is assigned for courses that are taken at another institution and are accepted for credit at Capella University. A grade of “T” does not earn quality points and is not included in the learner’s GPA. It does not count toward attempted credits or earned credits and only affects the earned credits on the transcript.
- **A grade of “NR” (No Grade Report Received)** is assigned for courses for which Capella University has not received a grade report from the course instructor. A grade of “NR” does not earn quality points and is not included in the learner’s GPA. It counts toward attempted credits but not earned credits.

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

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

Grade	Quality Points	Attempted Credits	Earned Credits	GPA	Defaults To
A	4	Y	Y	Y	
B	3	Y	Y	Y	
C	2	Y	Y	Y	
D	1	Y	Y	Y	
F	0	Y	N	Y	
I		Y	N	N	F
S		Y	Y	N	
NS		Y	N	N	
IS		Y	N	N	NS
IP		Y	N	N	

R	Y	Y	N
NG	Y	N	N
W	Y	N	N
MW	N	N	N
PC	Y	Y	N
CC	Y	Y	N
T	N	N	N
NR	Y	N	N

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

- In order to be graded on the “S”/“NS” scale for a course in which such grading is permitted, learners must request that option by selecting “Edit a Course” in the Student Center on Campus.
- The “S”/“NS” grading scale must be requested no later than the 12th calendar day of the course. After the 12th calendar day has passed, the grading scale cannot be modified.

**V. Final Grade Submission for GuidedPath**

- Grades are submitted by the faculty within nine calendar days after the final day of the course.
- Grades are scheduled for posting to Campus 10 calendar days after the final day of the course.
- Learners access their grades through the Student Center on Campus.
- Inquiries about grades that have not been posted to Campus within the 10 calendar day time frame should be directed to the course instructor.
- Learners may only appeal a grade through university policy *3.04.09 Appealing a Grade*.
- All grades are final after two calendar years.

**VI. Course Evaluation for FlexPath Programs**

- Learners enrolled in FlexPath programs receive competency evaluations in lieu of traditional letter grades. Competency evaluation performance is reflected on the learner’s official transcript.
- FlexPath learners may request a transcript which translates their evaluation into traditional letter grades and quarter credits.
- FlexPath Course Evaluation Process
  - To complete a course prior to the course end date, all assessments must be completed and evaluated by the instructor.

## University Policies, *continued*

2. After all assessments are evaluated, the learner must check the box stating they have completed all assessments and click the “Complete this Course” button in order to receive a final course evaluation.
  3. When the course end date has been reached, all assessments will be evaluated and calculated into the final evaluation of the course as of 11:59 p.m. Central Time. Final evaluations are posted within five business days after completion of the course.
- D. All course evaluations are final after two calendar years.
- E. Course Evaluations and Change of Program Requests  
Learners requesting a change to their academic program must complete any active course(s) by clicking the “Complete this Course” button before the change is processed to ensure the course(s) is completed and evaluated before moving into the new program. The change process is described in university policy 2.02.07 *Changing Academic Program*.

## VII. FlexPath Course Values Summary

### GRADE VALUES SUMMARY

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

### 3.04.08 Incomplete Grades

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

When a learner completes the final paper or project prior to the stated deadline, the “I” grade will be changed to

the appropriate grade (“A,” “B,” etc., or “S”) and will earn the corresponding quality points. If the coursework is not completed by the stated deadline, the learner will be awarded a final Failing (“F”) or Not Satisfactory (“NS”) grade.

### PROCEDURES

#### I. Requesting an Incomplete (“I”) Grade for Learners in GuidedPath Programs

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

#### II. Incomplete Grade Request Process for Learners in GuidedPath Programs

##### A. Incomplete Grade Request

To request an Incomplete (“I”) grade, the learner must complete and submit an Incomplete Grade Request form to their instructor. The **Incomplete Grade Request Form** is located in the Student Center on Campus.

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

##### B. Deadlines

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

## University Policies, *continued*

### III. Completion of Work

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

### IV. Failure to Complete Work

- A. If the remaining coursework is not completed and submitted by the deadline established in the Incomplete Grade Request form, the instructor will submit a Faculty Grade Change Request form to the Learner Services and Operations department issuing a grade for the work the learner submitted up until the deadline.
- B. If a Faculty Grade Change Request form is not completed and submitted, the Incomplete ("I") grade will be converted to either a Failing ("F") or Not Satisfactory ("NS") grade, depending on the learner's grading option after the end of the following academic quarter.

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

### V. FlexPath Learners

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

### 3.04.09 Appealing a Grade

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

#### DEFINITIONS

##### **Capricious Grading**

Capricious grading is defined as:

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

##### **Faculty**

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

##### **Instructor Error**

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

#### PROCEDURES

##### I. Initial Resolution Process for All Learners

- A. If a learner believes that a grade has been assigned capriciously or erroneously, the learner must first confer with the faculty member or academic coach. The aim of such a conference is to reach a mutual understanding about the grade, the process by which it was assigned, and to correct errors, if any, in the grade.
- B. Learners should refer to university policy 3.04.07 *Grading* for specific grading procedures.
- C. If the problem cannot be resolved, the learner has the right to appeal the grade, as described in section II.

##### II. Formal Resolution Process for All Learners

- A. If the learner chooses to appeal the grade, they must complete and submit the **Grade Appeal Request Form** located on Campus no later than 30 calendar days following the posting of the course grade. Failure to receive notification of the grade report does not alter the amount of time the learner has to appeal.
- B. The learner must include a request for review of the grade and provide evidence that the grade is either incorrect or capricious as defined in this policy.
- C. The learner must provide a comprehensive statement that fully describes and documents all evidence that supports their claim.
- D. Upon receiving the learner's appeal request, a university designee will notify all involved parties that a formal resolution process has been initiated and that the appeal is being referred to an independent review panel.
  1. The panel designee will collect all information to be considered by the panel for the learner's appeal. The panel designee will request the faculty member involved in the appeal to submit a written response to the learner's appeal.

## University Policies, *continued*

2. The panel designee will convene the panel once all materials regarding the appeal have been received. The panel designee must provide the panel with the following information:
    - a. The faculty member(s) against whom the appeal is directed.
    - b. A brief narrative of the circumstances surrounding the appeal, including the date(s), time(s), and place(s).
    - c. Any efforts to resolve the matter during the initial resolution process.
    - d. The corrective action the learner is seeking.
  3. Following referral of the matter, the panel will convene to review the materials and issue a decision as soon as practicable.
    - a. The panel will investigate all evidence supporting and/or refuting the validity of the grade appeal, the learner's complete academic record, and any further issues surrounding the grade appeal.
    - b. The panel will provide adequate opportunity to hear from all involved parties and for each party to state their respective case in writing.
    - c. Upon evaluation of the evidence and hearing from all involved parties, the panel will issue a decision and set forth a resolution to be implemented.
    - d. The panel designee will report the panel's decision to all involved parties as soon as practicable. A record of the panel's decision will become part of the learner's official academic record.
    - e. Both parties have the right to appeal the panel's decision, as described in section III.
- E. Duration of Process
- The duration of the formal resolution process is dependent on the timing and complexities of the individual circumstance. Learners will be notified of the status of their grade appeal as soon as practicable upon submitting their [Grade Appeal Request Form](#).

### III. Formal Appeal Process for All Learners

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

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

- B. The president's designee will receive and review all evidence, records, evaluations, and faculty member and panel decisions.
- C. Following the review, the president's designee will issue a decision and report it to all involved parties as soon as practicable. The decision will do one of the following: a) uphold the findings of the panel, b) reverse the findings of the panel, c) direct the panel to provide additional information, or d) the president's designee will determine their own findings. In the event the president's designee requests additional information from the panel, the involved parties will be notified of a revised time frame for the determination of the grievance.
- D. The decision of the president's designee is final. Matters that have been reviewed and have received a final decision under this policy are not eligible for further review under another policy.
- E. A record of the final decision and all related materials will become part of the learner's official academic record and, upon request, will be made available to all Capella boards and any appropriate regulatory bodies.
- F. Duration of Process
 

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

### IV. FlexPath Competency Evaluations

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

#### 3.04.11 Transfer Credit and Prior Learning Assessment

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

Capella evaluates official transcripts from regionally accredited or internationally recognized institutions to determine acceptance of transfer credit. Capella may accept transfer credit from some non-regionally accredited institutions or programs on a case-by-case basis.

## University Policies, *continued*

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

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

Capella reserves the right to limit the number of external and PLA credits accepted toward the requirements of specific degree and certificate programs, in conjunction with the minimum residence requirements described in university policy *3.01.09 Degree and Certificate Conferral*.

### PROCEDURES

#### I. Transfer Credit Requirements for All Learners

- A. To be considered for transfer credit, coursework must have been completed at an academic institution or program that was accredited prior to the learner's withdrawal from the institution. Transfer credit will be considered if an institution or program had provisional accreditation at the time the learner withdrew from the institution.
  - B. Courses eligible for transfer will be evaluated using criteria such as the course credit total, department, title, level, and description of course content. In order for an external course to apply as a Capella course, it must be evaluated as having significant shared content.
  - C. Credit awarded by other institutions through processes such as transfer, prior learning assessment (PLA) credit, portfolio assessments, or credit by examination will not be accepted for transfer credit at Capella.
  - D. Not all courses for which Capella may award transfer credit are offered by Capella University, but may be allowed to transfer in as general elective credit to programs that offer electives.
  - E. In order to award transfer credit, some programs at Capella may require that the original coursework was taken as part of a program holding specific program accreditation.
  - F. Some Capella courses are not eligible for fulfillment through transfer credit as noted in the University Catalog course descriptions.
- #### G. Undergraduate Transfer Credit
1. Minimum Grade Requirement

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

## University Policies, *continued*

### H. Graduate Learners

1. Applicants with previous graduate coursework from institutions meeting Capella's qualifications for transfer credit may only be awarded transfer credit for coursework completed with a grade of "B–" (or equivalent) or better.
2. Graduate-level courses applied toward a previous undergraduate degree will not be awarded graduate-level transfer credit.
3. Undergraduate-level courses applied toward a graduate degree program are not evaluated for graduate credit unless specified on the transcript key.
4. Only courses that meet the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards will be accepted for transfer to the PhD in Counselor Education and Supervision degree program.
5. Development, vocational, or remedial coursework will not be awarded graduate transfer credit.

- I. Transfer credit can be applied to select Capella certificate programs as determined by the school.

### II. International Transfer Credit for All Learners

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

### III. Transfer Credit Evaluation Process for All Learners

- A. Applicants seeking transfer credit from each previously attended external institution must submit official transcripts from the awarding institution(s) in sealed envelopes or through secure electronic transfer.
- B. The Learner Services and Operations (LSO) department reviews applicant transcripts and evaluates them against the criteria of the associated academic program and this policy. The transfer credit evaluation includes a summary of the courses that have been accepted for transfer and awarded transfer credit toward the applicant's academic program; transfer credit is awarded for those courses.
- C. Official transfer credit evaluations will be processed after the LSO department receives all official transcripts from each external institution or, for those entering undergraduate programs, after the end of the applicant's first academic quarter, whichever comes first.

### D. Change Requests

1. Learners may request a change of catalog, degree or certificate program, specialization, or concentration by submitting the [Change Program, Specialization, or Concentration Form](#) located on Campus. Learners considering such changes should refer to university policy 2.02.07 *Changing Academic Program*.
2. Learners who make a change will have their previously awarded transfer credit re-evaluated and, if necessary, an advising team that specializes in the learner's new degree program will be assigned. The advising team will assist the learner in completing a new academic plan.

### IV. Appeal of Transfer Credit Evaluation for All Learners

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

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

- B. The decision of the LSO department is final.

### V. External Learning Assessments for All Learners

- A. The following nationally recognized examination programs will be considered for transfer credit toward a Capella bachelor's degree program:
  1. Advanced Placement (AP) examinations  
Transfer credit is awarded for the successful completion of AP examinations as outlined by the American Council on Education (ACE) recommendations. When applicable, these credits are counted toward the completion of general



## University Policies, *continued*

education requirements and/or electives. If there is no ACE recommendation for the examination, scores of 3 or higher will be awarded six quarter credits.

### 2. International Baccalaureate (IB) examinations

Learners who have earned an IB diploma with composite scores of 30 or higher are awarded 12 quarter credits for each higher-level examination and three quarter credits for each standard-level examination. Learners who participated in an IB program but did not receive an IB diploma, or received a composite score lower than 30, are awarded 12 quarter credits for each higher-level examination on which they scored 5 or higher.

### 3. College-Level Examination Program (CLEP)

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

### 4. DANTES Subject Standardized Tests (DSST)

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

## B. ACE-recommended credits

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

## VI. Prior Learning Assessment (PLA) for All Learners

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

### B. PLA Eligibility for All Learners

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

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

C. Whether a request for PLA credit is approved or denied, Capella PLA fees are nonrefundable. Fees per credit are listed in the tuition and fees schedule located on Campus.

D. Any certification presented for PLA credit may only be applied to one degree level per learner.

### E. PLA Request Timing

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

## VII. Additional Considerations for FlexPath Learners

A. All transfer and PLA credit must be completed prior to starting any program in the FlexPath format. Any professional certification or external courses taken concurrently with FlexPath enrollment cannot be recognized in the Capella degree program.

### B. FlexPath Transfer Credit Considerations

1. FlexPath learners are only eligible to have courses evaluated and receive transfer credit within 12 weeks of starting their first FlexPath course.
2. FlexPath learners requesting to apply transfer courses will have courses evaluated against the credit bearing versions of the program and applied to the degree requirements as appropriate.

### C. FlexPath Prior Learning Assessment (PLA) Considerations

1. FlexPath learners are only eligible to submit certifications for PLA credit within 10 weeks of starting their first FlexPath course.
2. Learners may not gain credit by petition for FlexPath courses.

## University Policies, *continued*

### RECORDS AND DOCUMENTS

#### 4.01.01 FERPA and Learner Directory Information

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

#### DEFINITIONS

##### **Education Records**

Education records as defined by Section 99.3 of FERPA are “(1) directly related to a student; and (2) maintained by an educational agency or institution or by a party acting for the agency or institution.”

##### **Officially Recognized Activities**

Officially recognized activities are university-sponsored extracurricular clubs, organizations, and activities outside a learner’s academic coursework. These may include but are not limited to honor societies, professional organizations, and committees. University-recognized activities do not include registered courses, such as residencies and site-based learning.

#### PROCEDURES

##### **I. Policy Scope**

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

##### **II. Education Records**

- A. At Capella University, education records include records that are directly related to a learner which are maintained by Capella University, including but not limited to the following documents, whether in electronic or any other format:
  1. Documents collected or created during the application process, including but not limited to the university application, professional history, and transcripts.

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

##### **B. Education records do not include the following:**

1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
2. Records related to individuals employed by the institution that are made and maintained in the normal course of business, that are related to individuals exclusively in their capacity as employees, and that are not used for any other purpose.
3. Records relating to a learner that are 1) originated or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional capacity or assisting in a paraprofessional capacity; 2) made, maintained, or used solely in connection with providing treatment to the learner; and 3) not disclosed to anyone other than individuals providing such treatment. “Treatment” in this context does not include remedial educational activities or activities that are part of the program of instruction at the institution.
4. Records created or received by Capella University after a learner is no longer a learner and that are not directly related to the former learner’s attendance as a learner.
5. Records such as course syllabi which are intended for general use and hold no personal learner information.

##### **III. Notification of Rights under the Family Educational Rights and Privacy Act (FERPA)**

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

- A. The right to inspect and review the learner’s education records within 45 days of the university receiving a request for access. Learners must submit a written request to the Learner Services and Operations department identifying the record(s) they wish

**University Policies, continued**

to review. The Learner Services and Operations department will make arrangements for access and notify the learner of procedures for records access and inspection.

- B. The right to request the amendment of the learner's education records where the learner believes information is inaccurate or misleading. Learners may ask the university to amend a record they believe is inaccurate or misleading. To do so, learners must submit a written request to the Learner Services and Operations department clearly identifying the part of the record they want changed, specifying why the record is inaccurate or misleading. If the university decides not to amend the record as requested by the learner, the university will notify the learner of the decision and advise the learner of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the learner when he or she is notified of the right to a hearing.
- C. The right to provide written consent before the university discloses personally identifiable information contained in education records, except to the extent that FERPA authorizes disclosure without consent. The university discloses education records without a student's prior consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Capella University Board of Trustees; or a learner serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks. A school official has a legitimate educational interest if an education record must be reviewed in order to fulfill their professional responsibility. Upon request, the university may disclose education records without consent to officials of another school in which a learner seeks or intends to enroll.
- D. The right to file a complaint with the U.S. Department of Education alleging failures by the university to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

Learners receive notification of their rights under FERPA annually.

**IV. Right to Withhold Copies of Official Documents**

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

**V. Disclosure of Learner Information**

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

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

1. Learner name
2. State or country of residence
3. Address
4. Month and day of birth
5. Email address
6. Primary phone number
7. School affiliation
8. Program
9. Field of study
10. Class level (freshman, sophomore, junior, senior, graduate, or year in program)
11. Enrollment status
12. Certificates or degrees received, and dates conferred
13. Prior educational agency or institution attended.
14. Dates of attendance
15. Photographs (individual photographs posted by learners in the courseroom or group photographs taken at public events; this does not include photographs to be used for marketing materials)
16. Anticipated graduation date
17. Honors and awards
18. Participation in officially recognized activities

**University Policies, continued**

B. Capella University reserves the right to not release pieces of directory information through phone, email, or Campus.

C. Withholding Consent for Disclosure

1. FERPA provides learners the right to withhold disclosure of their directory information. Learners are encouraged to carefully consider the ramifications of withholding directory information. Without subsequent written consent from the learner, withholding the disclosure of directory information will prohibit the university from publishing the learner's name in commencement programs, completing employer verifications, and complying with other common requests for directory information.
2. Learners who want to withhold consent for the disclosure of their directory information may do so on Campus. Learner Services and Operations staff will identify the records of these learners, and their directory information will not be released.

D. FERPA generally requires prior written consent from the learner before an educational agency or institution may disclose personally identifiable, non-directory information from education records to a third party. However, the law contains exceptions to this general rule. Exceptions that permit the release of personally identifiable information without the learner's prior written consent are set forth in federal regulations at [34 CFR. 99.31](#).

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

**4.01.02 Retention of Learner Records and Work Products**

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

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

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

**PROCEDURES**

**I. Learner Work Product Retention**

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

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

**4.01.06 Official Learner Name of Record**

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

**PROCEDURES**

**I. Initial Documentation of Learner Name**

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

**II. Changing Learner Name in Learner Record**

- A. Changing a learner name in Capella University systems and on transcripts requires official documentation. Examples of acceptable documentation include:
  1. For U.S. residents and permit residents, government-issued documentation such as a Social Security card, passport, or driver's license
  2. For international learners, a government-issued ID from the country of residency
- B. Once documentation has been received via fax or mail, the Learner Services and Operations department will process the name change and send a confirmation email to the learner.
- C. Capella University will not honor requests to use any name other than the learner's legal name of record on any official university document.

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

## University Policies, *continued*

### RIGHTS AND RESPONSIBILITIES

#### 4.02.01 Learner Disability Accommodations

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

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

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

### PROCEDURES

#### I. Requesting Disability Accommodations

- A. To request a disability accommodation, learners must:
  1. Complete and submit the [Accommodations for Learners with Disabilities Form](#) located on Campus.
  2. Provide required documentation of the disability from an appropriate professional, such as a medical doctor, psychologist, or psychiatrist. Documentation should be current (within the last three years), on professional letterhead, and contain the following information:
    - a. Diagnosis of disability
    - b. The effect the disability's impairments have on a learner's learning/major life activities

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

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

- B. Documentation and accommodation requests must be received at least 21 calendar days prior to the start of a course, residency, or event to allow adequate time to process the request. Late requests will be considered, but there is a risk the request cannot be reasonably evaluated or implemented before the course, residency, or event begins.
- C. Upon receipt of all documentation, a disability services specialist will contact the learner to determine the appropriate accommodations.

#### II. Appealing a Disability Accommodation

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

- A. Informal process—The university encourages the use of informal processes to resolve any disagreements regarding academic accommodations related to a documented disability. The goal of the informal appeal process is to achieve an appropriate resolution as quickly as possible. The informal process begins with the learner conferring with a disability services specialist in a good faith effort to achieve a reasonable resolution of the complaint.
- B. Formal process—The formal process is more involved and requires a greater level of documentation than the informal process. This process serves as a vehicle for appealing a decision or resolving any impasse that may have occurred during the informal process.
  1. The learner must submit the request to initiate the formal process within seven calendar days after the disability services specialist notifies him or her of a decision or the inability to reach a decision. Reasons for the request must be limited to one or more of the following:
    - a. To determine whether the denial of accommodations was appropriate and whether alternative accommodations—if any were provided—were sufficient.

**University Policies, *continued***

- b. To consider new evidence or facts that may be sufficient enough to alter a decision and that were not introduced in the original request because such evidence or facts were not known or available through reasonable inquiry at the time of the decision.
  - 2. The duration of the formal process is determined by the complexity of the case but typically does not exceed 30 calendar days.
  - 3. A learner begins the formal process by taking the following steps:
    - a. The learner shall submit a written appeal to the manager of Disability Services or designee, noting specific objections to the decision rendered during the informal process and providing any materials they feel are relevant to those objections. The appeal must include the following components:
      - i. A summary of the original request for accommodations and the resulting decisions and actions.
      - ii. A detailed statement of the circumstances and any documentation relating to the complaint.
      - iii. A statement that explains why the learner disagrees with the decisions or actions of the informal process or why no decision was able to be reached, if such was the case.
      - iv. The resolution the learner is seeking.
    - b. Within seven calendar days of receiving the formal appeal, the manager of Disability Services or designee will acknowledge receipt of the request.
    - c. The manager of Disability Services or designee receives and reviews all evidence and records of prior discussions and deliberations.
    - d. Following the investigation, the manager of Disability Services or designee will render a decision regarding the matter and communicate it to the learner, all associated parties, and any other appropriate individuals as necessary.
    - e. A full report of the incident, appeal, and all related materials will be kept in Disability Services, records and, upon request, will be made available to all Capella University boards and any appropriate regulatory bodies.
- C. Appeal process—If a learner wishes to appeal the decision of the manager of Disability Services, they must submit a formal request to the provost within seven calendar days of being notified of the decision by the manager of Disability Services.
- 1. The duration of the university-level process is determined by the complexities of the case but is not to exceed 30 calendar days.
  - 2. The appeal process involves the following steps:
    - a. The learner shall submit a written appeal to the provost, noting specific objections to the decision rendered during the formal process and providing any materials they feel are relevant to those objections. The appeal must include the following components:
      - i. A summary of the original request for accommodations and the resulting decisions and actions.
      - ii. A detailed statement of the circumstances and any documentation relating to the complaint.
      - iii. A statement explaining why the learner disagrees with the decisions or actions of the formal process and the decision of the manager of Disability Services.
      - iv. The resolution the learner is seeking.
    - b. Within seven calendar days of receiving the appeal request, the provost will notify the learner, Disability Services, and the manager of Disability Services that a university-level review process will take place.
    - c. The provost receives and reviews all evidence and records of prior discussions and deliberations. The provost may also ask for an independent investigation of the evidence and circumstances of the case.
    - d. Following the investigation, the provost will render a decision regarding the matter and communicate it to the learner, all associated parties, and any other appropriate individuals as necessary.
    - e. A full report of the incident, appeal, and all related materials will be kept in Disability Services, records and, upon request, will be made available to all Capella University boards and any appropriate regulatory bodies.
  - 3. The decision of the provost is final.

## University Policies, *continued*

### III. Canceling a Disability Accommodation

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

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

#### 4.02.02 Learner Code of Conduct

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

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

#### DEFINITIONS

##### **Complicity**

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

##### **Dishonesty**

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

##### **Dismissal**

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

##### **Disrespect**

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

##### **Disruptive Conduct**

Disruptive conduct is engaging or participating in an activity that interferes with teaching, administration, and other university functions, whether in the online course environment or at a university-sponsored event (e.g., residency and commencement). Examples of disruptive conduct include, but are not limited to the following:

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

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

##### **Document Forgery**

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

##### **Illegal Activity**

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

##### **Impersonation**

Impersonation is assuming the identity of another.

##### **Prohibited Conduct**

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

**University Policies, *continued*****Sanction**

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

**Summary Suspension**

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

**Suspension**

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

**Text Mining**

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

**Theft**

Theft is taking property that is not one's own, or posting, transmitting, promoting, or distributing content that violates copyright or other protected intellectual property rights. Unauthorized use of university property is prohibited. Theft and abuse of computer resources is prohibited.

**Written Warning**

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

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

- A. Anyone may report an instance of alleged prohibited conduct.
- B. The alleged prohibited conduct should be reported verbally or in writing to any member of the university's faculty, staff, or administration.

- C. The university faculty, staff, or administration member will report the alleged prohibited conduct verbally or in writing to their supervisor. Should the alleged prohibited conduct occur during a university-sponsored activity or event (e.g., residency), the faculty, staff, or administration member will have the authority to report it to the event manager directly associated with the activity or event.
- D. The individual receiving the report of the alleged prohibited conduct will bring it to the attention of the university official directly associated with the activity or event.

**II. Initial Resolution Process**

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

- A. The university official responsible for the activity or event during which the alleged prohibited conduct occurred will review the circumstances surrounding the alleged prohibited conduct to determine the appropriate action for the situation.
  1. The university official will contact the learner to notify him or her of the alleged prohibited conduct.
  2. The learner will be given the opportunity to explain or refute the alleged prohibited conduct.
  3. The university official will issue a decision.
    - a. If no further action is required, the university official will notify the learner via email of their decision and indicate that the matter is resolved.
    - b. If further action is required, the university official will notify the learner of the next steps in the process and include copies of any relevant university policies.
- B. The university official will forward a copy of the decision notification and any evidence of the prohibited conduct to the appropriate school designee to be filed in the learner's official academic record.
- C. The learner has the right to appeal the university official's decision, as described in section V.

**III. Summary Suspension**

- A. In cases of an allegation of an egregious act of prohibited conduct; or in the case of prohibited conduct that suggests a threat of danger to any Capella faculty, staff, employee, contractor, or learner; a learner may be immediately suspended through this summary suspension process if it appears that the allegation of



**University Policies, *continued***

prohibited conduct is substantiated. The university official directly associated with the course, activity, or event in which the prohibited conduct occurs has the discretion to determine, consistent with this section, when summary suspension is appropriate.

- B. If a summary suspension is issued, the university official directly associated with the activity or event during which the alleged prohibited conduct occurred should promptly notify the learner of their summary suspension and their right to be heard by submitting a written response and/or responding by telephone within seven calendar days from the date said notification is issued.
- C. The university official directly associated with the activity or event during which the prohibited conduct occurred will complete the procedures described in sections II.A and II.B of this policy within 10 calendar days of issuing the notification of summary suspension.
- D. The learner may submit a written request for extension of time for their written or telephone response beyond the seven calendar day deadline described in section III.B of this policy. These extensions will automatically be granted for up to a maximum of 30 calendar days. However, in the event the learner exercises their right to an extension, the deadline for the university official's decision described in section III.C of this policy will be extended for the same duration as the learner's extension, with the summary suspension remaining in effect the entire time.
- E. Outcome
  - 1. In the event that the university official determines that prohibited conduct occurred, the process continues as described in section II of this policy, with the suspension remaining in place unless and until a review panel or the president's designee overturns the suspension as described in sections IV and V of this policy.
  - 2. In the event that the university official finds no prohibited conduct, or in the event that no decision is issued by the university official within the time constraints described in sections III.C and III.D of this policy, the summary suspension will expire and the learner will return to their status previous to the summary suspension.
    - a. In this instance, the learner will have an opportunity to complete the missed coursework within 10 calendar days of returning to the courseroom without penalty.
    - b. If the learner was in the last two weeks of the course, they have the option of receiving an Incomplete ("I") grade; in that case, the coursework must be completed and submitted no later than two weeks after the course ends; or
    - c. The learner may choose to withdraw from the course and retake the course without financial penalty or any penalty for reusing work previously submitted to fulfill assignments for that specific course.

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

1. The university convenes independent panels for two distinct purposes under this policy:
  - a. Of its own accord and without prompting from faculty or a learner, the university may elect to review reports of prohibited conduct through an independent university panel that will convene to review evidence related to the report of prohibited conduct beyond a single course; and
  - b. Upon a learner's appeal from a decision described in sections II.B or III.C of this policy, a university panel will convene to consider the appeal. The procedures for this appeal are described in section IV.B of this policy.
2. Regardless of whether the panel is convened under section IV.A.1.a or IV.A.1.b of this policy, the panel will do the following:
  - a. Undertake a full investigation and review of the learner, including their history and prior conduct. In all cases, and even in the event of a proceeding under section IV.A.1.b of this policy, the panel shall not be limited to the specific conduct at issue in any faculty's decision to sanction; and
  - b. Maintain the right to determine the appropriate sanction, if any. In all cases, and even in the event of a proceeding under section IV.A.1.b of this policy, a panel's sanction may be more or less severe than any prior sanction assessed to the learner, at the panel's discretion.
3. Upon initiation of the code of conduct review described in section IV.A.1.a or IV.A.1.b of this policy, the panel designee will acknowledge receipt of the request and inform all involved parties that a review by an independent panel has been initiated.

- B. Within 10 calendar days of being sent notification that a formal resolution process has been initiated, all

**University Policies, *continued***

involved parties must submit information regarding the matter to the panel designee. This information must include the following:

1. The individual(s) against whom the alleged prohibited conduct is directed.
  2. A brief description of the alleged prohibited conduct, including the date(s), time(s), and place(s).
  3. Any efforts to resolve the matter during the initial resolution process.
  4. The corrective action the learner is seeking.
- C. Following referral of the matter, the panel will convene to review the materials and issue a decision as soon as practicable.
1. The panel will investigate all evidence supporting and/or refuting the alleged prohibited conduct, the learner's complete academic record, any further issues surrounding the alleged prohibited conduct, and the school's response.
  2. The panel will provide adequate opportunity to hear from all involved parties and for each party to state their respective case in writing. Upon request, either party will be provided the opportunity to appear before the panel, either in person or via telephone.
  3. Upon evaluation of the evidence and hearing from all involved parties, the panel will issue a decision and deliver the resolution for implementation.
  4. In cases of policy violation, the panel will determine the appropriate sanction, which may include a written warning, suspension, or in cases of serious and/or repeated prohibited conduct, dismissal from the university.
  5. The panel designee will report the panel's decision to all involved parties as soon as practicable. A record of the panel's decision and sanction will become part of the learner's official academic record.
  6. Both parties have the right to appeal the panel's decision, as described in section V.

**V. Formal Appeal Process**

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

- A. Upon receiving the appeal request, the president's designee will acknowledge receipt of the request and inform all involved parties that a formal appeal process has been initiated.
  - B. The president's designee will receive and review the record developed during the formal resolution process. In addition, at their sole discretion, the president's designee may accept or reject any evidence not presented at the formal resolution process stage.
  - C. Following the review, the president's designee will issue a decision and report it to all involved parties as soon as practicable. The decision will do one of the following: a) uphold the findings of the panel, b) reverse the findings of the panel, c) direct the panel to provide additional information, or d) the president's designee will determine their own findings. In the event the president's designee requests additional information from the panel, the involved parties will be notified of a revised time frame for the determination of the grievance.
  - D. In the event the president's designee reverses the findings of the panel:
    1. The learner will have an opportunity to complete the missed coursework within 10 calendar days of returning to the courseroom, without penalty.
    2. If the learner was in the last two weeks of the course, they have the option of receiving an Incomplete ("I") grade and must complete and submit the coursework no later than two weeks after the course ends; or
    3. The learner may choose to withdraw from the course and retake the course without financial penalty or any penalty for reusing work previously submitted to fulfill assignments for that specific course.
  - E. The decision of the president's designee is final. Matters that have been reviewed and have received a final decision under this policy are not eligible for further review under another policy.
  - F. A record of the final decision and all related materials will become part of the learner's official academic record and upon request, will be made available to all Capella University boards and any appropriate regulatory bodies.
- VI. All procedures in this policy apply to learners in GuidedPath and FlexPath programs.**

## University Policies, *continued*

### 4.02.03 Learner Grievance

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

#### DEFINITIONS

##### **Designee of the President**

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

##### **Faculty**

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

##### **Grievance**

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

##### **Grievance Review Panel (GRP)**

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

##### **Learner**

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

##### **Staff**

Staff members are any university employees other than faculty.

#### PROCEDURES

##### I. Policy Scope

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

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

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

##### II. Initial Resolution Process

- A. Before filing a formal, written grievance, the aggrieved party is encouraged to first make a good faith effort to confer with the party against whom they have a grievance. This represents an effort to achieve a fair and reasonable resolution to the grievance by informal means.
- B. The aggrieved party may contact the Learner Affairs department for assistance in the resolution effort.

##### III. Formal Resolution Process

If the aggrieved party does not receive an adequate resolution to the grievance, they may submit a formal, written grievance to the Learner Affairs department.

- A. Upon receiving the grievance, the Learner Affairs department will acknowledge receipt of the grievance and inform all involved parties that a formal resolution process has been initiated and that the grievance is being referred to a Grievance Review Panel (GRP).
- B. Within 10 calendar days of being sent notification that a formal resolution process has been initiated, all involved parties must submit information regarding the matter to the GRP designee. This information must include:
  1. The individual(s) or department(s) against whom the grievance is directed.
  2. A brief description of the grievance, including the date(s), time(s), and place(s).
  3. Any efforts to resolve the matter during the initial resolution process.
  4. The corrective action the grievant is seeking.
- C. Following referral of the matter, the GRP will convene to review the materials and issue a decision as soon as practicable.
  1. The GRP will investigate all evidence supporting and/or refuting the grievance, and any further issues surrounding the grievance.

**University Policies, *continued***

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

**IV. Formal Appeal Process**

If either party chooses to appeal the Grievance Review Panel's (GRP) decision, they must submit a formal, written appeal request to the president's designee. The appeal request must be submitted via mail or email within 10 calendar days of being sent notification of the GRP's decision.

- A. Upon receiving the appeal request, the president's designee will acknowledge receipt of the request and inform all involved parties that a formal appeal process has been initiated.
- B. The president's designee will receive and review all prior evidence, records, evaluations, and GRP decisions associated with the grievance.
- C. Following the review, the president's designee will issue a decision and report it to all involved parties as soon as practicable. The decision will do one of the following: a) uphold the findings of the GRP, b) reverse the findings of the GRP, c) direct the GRP to provide additional information, or d) the president's designee will determine their own findings. In the event the president's designee requests additional information from the GRP, the involved parties will be notified of a revised time frame for the determination of the grievance.
- D. The decision of the president's designee is final.
- E. A record of the final decision and all related materials will become part of the learner's official academic record and upon request, will be made available to all Capella University boards and any appropriate regulatory bodies.

**V. External Resolution Process****A. For Learners Seeking Resolution Through the Minnesota Office of Higher Education**

In some circumstances, learners may submit their complaints to the Minnesota Office of Higher Education. For more information, please see Minnesota Statute 136A.672. Learners in California, Florida, and Georgia should contact their states' higher education regulatory authorities.

**B. For California Learners**

If a complaint cannot be resolved after exhausting the institution's learner grievance procedure, a learner may file a complaint with the Bureau for Private Postsecondary Education. A complaint may be filed by writing ([https://bppe.ca.gov/forms\\_pubs/complaint.pdf](https://bppe.ca.gov/forms_pubs/complaint.pdf)) or by contacting the Bureau's Enforcement Section: Bureau for Private Postsecondary Education, P.O. Box 980818, West Sacramento, CA 95798-0818, 888.370-7589.

**C. For Florida Learners**

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

**D. For Georgia Learners**

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

**E. For Tennessee Learners**

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

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

## University Policies, *continued*

### 4.02.04 Discrimination, Harassment, and Assault

Capella University does not discriminate on the basis of race, creed, national origin, religion, age, gender, gender identity or expression, disability, sexual orientation, marital status, veteran status, or status with regard to public assistance; or in its admission, enrollment, or employment policies or practices. Capella University prohibits the discrimination, harassment, or assault of any members of the university community and any retaliatory behavior related to reports of such conduct. This policy applies to alleged discrimination, harassment, consensual relationships, assault, or related retaliation against learners. This policy does not apply to allegations of sexual harassment or any retaliatory behavior related to reports of such conduct; such allegations are subject to Capella university policy 4.02.09.

#### DEFINITIONS

##### **Assault**

Assault is the commission of an act with the intent to cause fear in another of immediate bodily harm or death, or the intentional infliction or attempt to inflict bodily harm upon another.

##### **Community**

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

##### **Consensual Relationship**

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

##### **Discrimination**

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

##### **Harassment**

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

##### **Hostile Environment**

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

##### **Prohibited Conduct**

Prohibited conduct includes: consensual relationships,

discrimination, harassment, and retaliation, as defined in this policy, provided that conduct either: a) occurs at a Capella University facility, office, internet courseroom, or vehicle; b) occurs at or in connection with a course or other university-sponsored event; or c) is alleged to have created a hostile environment in a courseroom or other university-sponsored event. Prohibited conduct does not include sexual harassment, which is covered by separate university policy.

##### **Respondent**

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

##### **Retaliation**

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

##### **Sanction**

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

##### **Summary Suspension**

Summary suspension is the immediate suspension of a learner. Summary suspension is a temporary status during which a learner is prohibited from engaging in identified university activities while an evaluation of the prohibited conduct is being completed.

##### **Suspension**

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

##### **University Administrator**

A university administrator is a university employee who holds a

## University Policies, *continued*

position of responsibility at a supervisory or managerial level, or higher. For purposes of faculty, “university administrator” refers to a faculty member holding the position of faculty chair or higher.

### **University Statutory Designee**

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

## PROCEDURES

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

- A. Anyone may report an instance of alleged prohibited conduct to
  1. The faculty member or official directly associated with the activity or event
  2. A university administrator
  3. The university statutory designee; or
  4. Learner Affairs
- B. Upon receipt of an allegation, a faculty member, official, administrator, or statutory designee will notify Learner Affairs.
- C. Learner Affairs may be contacted at:
  1. Email: [LearnerAffairs@Capella.edu](mailto:LearnerAffairs@Capella.edu);
  2. U.S. Postal Service: 225 S. 6th Street, Minneapolis, MN 55402; or
  3. Phone: 1-888-CAPELLA (227-3552), request that an advisor connect the call to Learner Affairs.
- D. Upon receipt of an allegation, Learner Affairs will document reports of prohibited conduct under this policy and will maintain such documentation as dictated by the applicable document retention policy.
- E. An allegation of prohibited conduct under this policy must include
  1. The individual(s) against whom the alleged prohibited conduct is directed
  2. A brief description of the alleged prohibited conduct, including the date(s), time(s), and place(s)
  3. The corrective action the learner is seeking
- F. In the event of a factual dispute at any stage of these procedures, and which follows the report of alleged

prohibited conduct, the burden is on the alleged victim to establish that their version of the events in question is more likely true than not true.

- G. If at any stage of these procedures the alleged victim requests that the complaint not be pursued, that request will be honored.
  - H. If at any stage of these procedures the alleged victim requests anonymity, good faith efforts will be undertaken to act consistently with that request. However, the learner is advised that the ability to maintain anonymity while pursuing a claim under this policy is limited.
  - I. The alleged victim maintains the right to notify law enforcement, including local police, at any time or to refrain from contacting such authorities. The alleged victim also maintains the right to seek an order of protection, no-contact order, restraining order, or similar lawful order from any court with jurisdiction. Upon the alleged victim’s request, Capella will assist the alleged victim(s) in notifying law enforcement authorities. Capella at all times retains the right to notify law enforcement, at its discretion, to protect its learners and/or employees.
- ### **II. Initial Resolution Process**
- A. The Initial Resolution Process will be administered by Learner Affairs. Learner Affairs will consult with Human Resources when a faculty member or employee is involved.
  - B. Upon receipt of an allegation, Learner Affairs will determine whether the allegation as stated constitutes an allegation of prohibited conduct under this policy. In the event Learner Affairs determines that the allegation does not contain alleged prohibited conduct under this policy, there will be no further proceedings under this policy.
  - C. Learner Affairs may attempt to informally bring the matter to resolution. However, the alleged victim at all times retains the right to refuse informal resolution.
  - D. If an informal resolution is not reached, the allegation will be sent to an independent review panel or Human Resources for investigation and review.
- ### **III. Investigation and Review**
- A. Allegations of prohibited conduct under this policy will be investigated by an independent review panel if the respondent is a learner. Allegations will receive a prompt, fair, and impartial investigation and resolution. This process will be conducted by school officials who

## University Policies, *continued*

receive annual training under this policy.

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

Learner Affairs will report the decision and any appeal opportunities to the alleged victim and the respondent in writing, simultaneously.

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

### IV. Summary Suspension

- A. Where the respondent is a learner and the alleged prohibited conduct is deemed to be egregious or to give rise to a perceived threat of danger or hostile environment for any Capella faculty, staff, employee, contractor, or learner, a respondent may be immediately suspended by use of this summary suspension process if it initially appears that the allegation of prohibited conduct is substantiated. The university administrator directly associated with the course, activity, or event in which the prohibited conduct occurs will have the discretion to determine, consistent with this section, when summary suspension is appropriate.
- B. If summary suspension is issued, the university administrator directly associated with the activity or event during which the alleged prohibited conduct occurred will promptly notify the respondent of their summary suspension and their right and opportunity to be heard by submitting a written response and/or appearing by telephone within seven calendar days from the date said notification is issued.
- C. The university administrator directly associated with the activity or event during which the prohibited conduct occurred will complete the procedures set forth in section III within 10 calendar days of the date of issuance of the notification of summary suspension.
- D. The respondent may submit a written request for extension of time for their written response or appearance by telephone beyond the seven calendar day deadline set forth in section IV.B. Such extensions will be automatically granted up to a maximum of 30 calendar days. However, in the event the respondent should exercise this right to an extension, the deadline for the university official's decision under section III will be extended by the length of the learner's extension, with the summary suspension remaining in effect the entire time.
- E. Outcome
  - 1. In the event that the university administrator finds that the summary suspension was justified, the process continues as described in section III, with

**University Policies, *continued***

the suspension remaining in place unless and until reversed on appeal.

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

**V. Appeal Process**

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

- A. The president or president's designee will receive and review the record developed at the investigation and review stage. In addition, at their sole discretion, the president or president's designee may accept or reject any evidence not presented at the investigation and review stage of the appeal process.
- B. Following the review, the president or president's designee will issue a decision and report it to the alleged victim and the respondent as soon as practicable. Decisions will be issued no later than 60 calendar days after receipt of appeal, unless the alleged victim requests extension or circumstances beyond the university's control require extension. The president or president's designee may affirm or reverse the panel's decision, in whole or in part, or may issue a new decision.
- C. The decision of the president or president's designee is final and will be communicated in writing to the alleged victim and respondent simultaneously.

- D. A record of the final decision and all related materials will become part of the respondent's official academic record and upon request, will be made available to all Capella University boards and any appropriate regulatory bodies.
- E. Capella University employees and contractors are ineligible to appeal final decisions rendered by the university's human resources staff pursuant to this policy.

**VI. Additional Procedures for Reporting a Consensual Relationship**

- A. Any reported cases of a consensual relationship involving an employee will be reported to Human Resources.
- B. If Capella determines a prohibited consensual relationship exists, the university employee's position of authority with respect to the specific learner at issue will be adjusted to eliminate the existence of the prohibited consensual relationship. Resolution of any discrimination, harassment, or assault resulting from the consensual relationship will be handled according to university policy 4.02.09

**VII. All procedures in this policy apply to learners in GuidedPath and FlexPath programs.****4.02.05 Drugs and Alcohol**

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

**PROCEDURES****I. Standards of Conduct**

- A. The unlawful possession, consumption, manufacture, sale, and/or distribution of drugs or alcohol by learners, faculty, or staff are prohibited by Capella University whether on Capella University property or at a university activity.



**University Policies, continued**

B. In addition to Capella University sanctions, learners, faculty and staff who violate this policy may be subject to criminal prosecution under local, state, and federal law. Criminal penalties may include but are not limited to:

1. A federal fine of \$1000 and one year imprisonment for simple possession to a \$2,000,000 fine and life imprisonment for continuing criminal enterprise, forfeiture of real and personal property, denial of federal benefits, and denial of federally-provided or supported professional and commercial licensure, as described in the Federal Controlled Substances Act, 21 U.S.C 801, and the DEA Federal Trafficking Penalties charts.
2. Controlled substance and misuse of alcohol laws vary by state and will apply based on where the violation occurs.

**II. Reporting a Violation**

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

**III. Sanctions****A. Staff and Faculty**

1. Prohibited conduct by Capella University staff and faculty members may result in disciplinary action up to and including immediate termination of employment as described in the Capella University *Employee Handbook*. Such violations may also have legal consequences.
2. Staff and faculty members may be required to participate in a substance abuse rehabilitation or treatment program.

**B. Learners**

1. Prohibited conduct by Capella University learners will result in sanctions pursuant to university policy 4.02.02 *Learner Code of Conduct*, up to and including dismissal from the university. Such violations may also have legal consequences.
2. Learners may be required to complete an evaluation as a condition of continued enrollment. The cost of this evaluation, as well as any treatment costs, will be the responsibility of the learner.

**IV. Reporting**

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

**V. Prevention, Education, and Support Resources****A. Health risks**

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

**B. Resources**

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

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

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

**University Policies, continued****SEXUAL HARASSMENT****4.02.09 Sexual Harassment**

Capella University is committed to maintaining education programs and activities that are free of sex-based discrimination, as defined in Title IX of the Education Amendments of 1972 (Title IX). Capella University prohibits sexual harassment of any members of the university community and any retaliatory behavior related to reports of such conduct. To ensure the safety of students and personnel, a healthy and thriving workplace and learning environment, and compliance with Title IX in Capella University's education programs and activities, Capella University has adopted this policy.

**DEFINITIONS****Community**

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

**Complainant**

A complainant is an individual who is participating in or attempting to participate in a Capella University Education Program or Activity and is alleged to be the victim of conduct that could constitute a violation of this policy if proved.

**Consensual Relationship**

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

**Education Program or Activity**

Education program or activity includes locations, events, or circumstances over which Capella exercises substantial control over both the Respondent and the context in which the Sexual Harassment occurs.

**Formal Complaint**

A formal complaint is a document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that the institution investigate the allegation of Sexual Harassment.

**Hostile Environment**

A hostile environment is an objectively hostile or abusive Capella University setting caused by sexual harassment that is so severe, persistent, and pervasive that it effectively denies a person equal access to an Education Program or Activity.

**Prohibited Conduct**

Prohibited conduct includes Sexual Harassment and Retaliation, as defined in this policy, provided that the conduct either a) occurs in the context of a Capella University Education Program or Activity; or b) creates a hostile environment in a Capella University Education Program or Activity.

**Respondent**

The respondent is the person alleged to have engaged in Prohibited Conduct.

**Retaliation**

Retaliation is an adverse action taken in retribution for one's reporting, supporting, or participating in an investigation related to an allegation of Prohibited Conduct.

**Sanction**

A sanction is a disciplinary action that may result from Prohibited Conduct. Disciplinary action may include one or more of the following: a) formal written warning; b) mandated remedial activity; c) suspension from Capella University; d) dismissal from a program; e) dismissal from Capella University; or f) cancellation of a previously-awarded academic credit or degree. This list of possible sanctions is neither progressive nor exhaustive, and Capella University reserves the right to assess sanctions on a case-by-case basis.

**Sexual Harassment**

Sexual harassment is conduct that occurs within an education program or activity, on the basis of sex, and satisfies one or more of the following.

1. A Capella University employee, or contracted worker, conditioning the provision of a Capella University aid, benefit, or service on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct that results in what a reasonable person would deem to be a Hostile Environment; or
3. "Sexual assault" as defined in the Clery Act at 20 U.S.C. 1092(f)(6)(A)(v); and "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30). (34 C.F.R. 106.30(a) (2020); commonly known as the Violence Against Women Act or "VAWA").

**Summary Suspension**

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

**University Policies, continued**

University activities while an evaluation of alleged Prohibited Conduct is being completed.

**Supportive Measures**

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate and reasonably available, without fee or charge. Supportive Measures may include counseling, extensions of deadlines, course-related adjustments, modifications of class schedules, restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas, and other similar measures. Capella University will maintain as confidential any supportive measures provided to a Complainant or Respondent, to the extent that maintaining such confidentiality does not impair the ability of Capella University to provide the Supportive Measures.

**Suspension**

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

**University Administrator**

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

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

- A. Capella University strongly encourages the prompt reporting of sexual misconduct to allow the University to respond promptly and effectively. If the reported respondent is not a member of the Capella community or is no longer associated with the University at the time of the report or at the time a resolution process is initiated, Capella may be unable to conduct an investigation or take disciplinary action.
- B. Anyone may report an instance of alleged prohibited conduct to:
  1. The faculty member or official directly associated with the activity or event;
  2. A university administrator
  3. The Title IX Coordinator; or
  4. Learner Affairs.
- C. Upon receipt of an allegation, a faculty member, official, or administrator will notify the Title IX Coordinator and/or Learner Affairs.
- D. Learner Affairs may be contacted at:
  1. Email: [LearnerAffairs@Capella.edu](mailto:LearnerAffairs@Capella.edu);
  2. U.S. Postal Service: 225 S. 6th Street, Minneapolis, MN 55402;
  3. Phone: 1.888.CAPELLA (.227.3552), request that an advisor connect the call to Learner Affairs; or
  4. By submitting a report (including anonymous reports) through [capella.edu](http://capella.edu)
- E. Upon receipt of an allegation, Learner Affairs will document reports of prohibited conduct under this policy and will maintain such documentation as dictated by the applicable document retention policy.
- F. Upon receipt of an allegation, Learner Affairs will promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain the Title IX complaint resolution process, including which members of the University may have access to – and for what purpose – information obtained during this process.
- G. An allegation of prohibited conduct under this policy must include:
  1. The individual(s) against whom the alleged prohibited conduct is directed.
  2. A brief description of the alleged prohibited conduct, including the date(s), time(s), and place(s) if known.
  3. The corrective action the learner or member of the Capella Community is seeking.
- H. In the event of a factual dispute at any stage of these procedures, and which follows the report of alleged prohibited conduct, the burden is on the alleged victim to establish that their version of the events in question is more likely true than not true.
- I. If at any state of these procedures the Complainant requests in writing (may be written or electronic writing) that the complaint not be pursued, that request will be honored unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances.
- J. If at any stage of these procedures the Complainant requests anonymity, good faith efforts will be undertaken to act consistently with that request.

**University Policies, continued**

However, the learner is advised that the ability to maintain anonymity while pursuing a claim under this policy may be limited by law or regulation in certain circumstances.

- K. The Complainant maintains the right to notify law enforcement at any time or to refrain from contacting such authorities. The Complainant also maintains the right to seek an order of protection, no-contact order, restraining order, or similar lawful order from any court with jurisdiction.

Upon the Complainant's request, Capella will assist the alleged victim(s) in notifying law enforcement. Capella at all times retains the right to notify law enforcement, at its discretion, to protect its learners and/or employees or when required by law or regulation.

- L. In the event an allegation of sexual harassment arises out of a Consensual Relationship as defined by university policy 4.02.04, then the Additional Procedures for Reporting a Consensual Relationship set forth at university policy 4.02.04 (IV) shall also be applied.

**II. Initial Resolution Process**

- A. The Initial Resolution Process will be administered by Learner Affairs. Learner Affairs will consult with Human Resources when a faculty member or employee is involved.
- B. Upon receipt of an allegation, Learner Affairs will determine whether the allegation as stated constitutes an allegation of prohibited conduct under this policy. A complaint will be dismissed in the event that, at any time during the investigation or hearing any of the following occur: a) the alleged conduct does not meet the definition of sexual harassment under this policy even if proved; b) the conduct did not occur in an educational program or activity; or c) specific circumstances prevent the institution from gathering evidence sufficient to reach a determination.
- C. Only after a formal complaint has been filed, Learner Affairs may offer both parties the opportunity to attempt an informal resolution of the matter. In order for any kind of informal resolution process to occur that forecloses the procedures contained in this policy, the following must occur:
1. Both parties must give voluntary, informed, written consent to attempt informal resolution.
  2. Both parties must be informed of any consequences of participating in an informal resolution process.

3. Parties must be notified that they can withdraw from any informal resolution process at any time and resume the formal grievance process.
  4. Informal resolution is not available where allegations involve employee sexual harassment of a learner.
  5. If informal resolution is not reached, the allegation will be sent back to the formal grievance process as defined in this policy (or to Human Resources as appropriate) for investigation and review.
- D. At any time during any portion of the procedures contained in this policy, either party may request a temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. Capella University reserves the right, in its sole discretion, to deny such requests if they are made merely to delay or impede the prompt resolution of such matters.

**III. Investigation and Review**

- A. Allegations of prohibited conduct under this policy will be investigated by an independent review panel if the Respondent is a learner. Allegations will receive a prompt, fair, and impartial investigation and resolution. The process will be conducted by school officials who receive annual training under this policy, which includes but is not limited to training on issues related to domestic violence, dating violence, sexual harassment, and stalking, and how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability.
- B. Allegations of prohibited conduct under this policy will be investigated by Capella University's Human Resources department if the respondent is a Capella University employee or contractor. Allegations will receive a prompt, fair, and impartial investigation and resolution.
- C. Throughout the investigation and review process, there will be a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- D. Investigations of alleged prohibited conduct will include:

## University Policies, *continued*

1. Notification to the respondent of the allegation of prohibited conduct, that respondent is presumed not responsible, and that a determination regarding responsibility will be made at the conclusion of the process.
  2. An opportunity for both parties to submit any writing, information, evidence, and/or witnesses supporting or refuting the allegation. As a part of this opportunity, both parties have the ability to review any such information provided by another party to any interviews, meetings, or hearings, as long as the information is directly related to the allegations. Note that prior to a live hearing, both parties must have at least 10 calendar days to make corrections, provide context, and prepare responses to such information or evidence.
  3. Written notice of all hearings, investigative interviews, or other meeting where participation is invited or expected will include the date, time, location and participants. This will be provided in sufficient time for the party to prepare to participate.
  4. Prior to completion of the investigative report, Capella University will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties will have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report. The institution will make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.
  5. Capella University will create an investigative report that fairly summarizes relevant evidence. The investigative report will be sent to each party and the party's advisor, if any, for their review and written response at least 10 calendar days prior to a hearing (if a hearing is required) or other time of determination regarding responsibility.
- E. Capella University will not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the institution obtains that party's voluntary, written consent to do so for a grievance process under this section (if a party is not an "eligible student," as defined in 34 C.F.R. 99.3, then the institution must obtain the voluntary, written consent of a "parent," as defined in 34 C.F.R. 99.3).
- F. Role and Appointment of Advisors
1. During the course of any grievance proceeding, parties' advisors may be, but are not required to be, attorneys. Capella University will not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the institution may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties. During the investigative phase, advisors will only be allowed to interact with Capella University personnel and will not have direct contact with adverse parties or witnesses. During a live hearing, advisors will conduct cross-examination.
  2. If a party does not have an advisor present at the live hearing, Capella University will provide, without fee or charge to that party, an advisor of the institution's choice solely for the purpose of conducting cross-examination on behalf of that party. The institutionally-provided advisor may be, but is not required to be, an attorney. Only advisors may cross-examine another party or adverse witness. To be clear, under no circumstances will one party be allowed to directly cross-examine another party or an adverse witness.
  3. A party must notify Capella University at least seven (7) days prior to any hearing or proceeding at which an advisor may participate with the contact information for that advisor. If a party does not have their own advisor but will need to have one provided by Capella University, that party must also notify Capella University at least seven (7) days prior to any hearing or proceeding at which an advisor may participate so that the University can arrange for advisor to be present and to have time to prepare for such hearing or proceeding.
- G. Live Hearings, Examination, Cross-Examination, Relevance, Sexual History

**University Policies, *continued***

1. Both parties will have an opportunity to participate in a live hearing. At the University's discretion, the hearing may be conducted virtually with technology enabling participants to simultaneously see and hear each other or with all parties physically present in the same geographic location. The University may also conduct the live hearing with some participants in the same geographic location, and others virtually, so long as both parties are provided the same opportunity (if any) to be present in the same geographic location..
  2. During the live hearing, the decision-maker(s) will make an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and ensure that credibility determinations may not be based on a person's status as a complainant, respondent, or witness.
  3. The decision-makers will not draw an inference solely based upon a party's or witness's failure or refusal to appear at live hearing or submit to cross-examination.
  4. Where a party or a witness does appear at live hearing, the decision-maker will only rely on statements of that party or witness if that party or witness submits to cross-examination.
  5. At the live hearing, the decision-maker(s) must permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Cross-examination at the live hearing must be conducted directly, orally, and in real time by the party's advisor of choice and never by a party personally.
  6. Only relevant cross-examination and other questions may be asked of a party or witness. Before a complainant, respondent, or witness answers a cross-examination or other question, the decision-maker(s) may issue a determination as to relevance and explain any decision to exclude a question as not relevant.
  7. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions or evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
  8. Capella University will create an audio or audiovisual recording, or transcript, of any live hearing and make it available to the parties for inspection and review, without charge or fee, within a reasonably prompt timeframe.
  9. During the course of the hearing, the decision-maker(s) may consult with Capella University's legal counsel by telephone or in person.
- H. Determination of Responsibility
1. The decision-maker(s), who will not be the same person(s) as the Title IX Coordinator or the investigator(s), will issue a written determination regarding responsibility.
  2. The decision-maker(s)' written determination will include:
    - a. The identification of the allegations potentially constituting Title IX Sexual Harassment as noticed.
    - b. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held.
    - c. Findings of fact supporting the determination.
    - d. Conclusions regarding the application of the institution's code of conduct to the facts.
    - e. A statement of, and rationale for, the result as to each material allegation, including a determination regarding responsibility, any disciplinary sanctions the institution imposes on the respondent, and whether remedies will be provided by the institution to the complainant.
    - f. The institution's procedures and permissible bases for the complainant and respondent to appeal the determination of responsibility.
    - g. The institution will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the institution provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely. This constitutes the

## University Policies, *continued*

conclusion of the Title IX complaint resolution process.

### IV. Appeal Process

- A. Both parties will have the opportunity to appeal, via written request to Learner Affairs within ten (10) calendar days of being sent notice of the outcome, on the following basis:
  1. Procedural irregularity that affected the outcome of the matter.
  2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter.
  3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If either party chooses to appeal the initial decision on any other basis, they must submit a formal, written appeal request to Learner Affairs. The appeal request must be submitted via mail or email and within 10 calendar days of being sent notification of the panel's decision.
  1. The president or president's designee will receive and review the record developed at the investigation and review stage.
  2. Following the review, the president or president's designee will issue a decision and report. The president or president's designee may affirm or reverse the decision, in whole or in part, or may issue a new decision.
  3. The decision of the president or president's designee is final and will be communicated in writing to the alleged victim and respondent simultaneously.
  4. A record of the final decision and all related materials will become part of the respondent's official academic record and, upon request, will be made available to all Capella University boards and any appropriate regulatory bodies.
  5. Capella University employees and contractors are ineligible to appeal final decisions rendered by the university's Human Resources staff pursuant to this policy, except to the extent their appeal is made in their capacity as a Capella University learner.

### V. Summary Suspension Procedures

- A. Where the respondent is a learner and the alleged prohibited conduct is deemed to be egregious or to give rise to a perceived threat of danger or hostile environment for any Capella faculty, staff, employee, contractor, or learner, a respondent may be immediately suspended by use of this summary suspension process if it initially appears that the allegation of prohibited conduct is substantiated. The university administrator directly associated with the course, activity, or event in which the prohibited conduct occurs will have the discretion to determine, consistent with this section, when summary suspension is appropriate.
- B. If summary suspension is issued, the university administrator directly associated with the activity or event during which the alleged prohibited conduct occurred will promptly notify the respondent of their summary suspension and their right and opportunity to be heard by submitting a written response and/or appearing by telephone within seven calendar days from the date said notification is issued.
- C. The university administrator directly associated with the activity or event during which the prohibited conduct occurred will complete the procedures set forth in section III within 10 calendar days of the date of issuance of the notification of summary suspension.
- D. The respondent may submit a written request for extension of time for their written response or appearance by telephone beyond the seven calendar day deadline set forth in section IV.B. Such extensions will be automatically granted up to a maximum of 30 calendar days. However, in the event the respondent should exercise this right to an extension, the deadline for the university official's decision under section III will be extended by the length of the learner's extension, with the summary suspension remaining in effect the entire time.
- E. Outcome
  1. In the event that the university administrator finds that the summary suspension was justified, the process continues as described in section III, with the suspension remaining in place unless and until reversed on appeal.
  2. In the event that the university administrator finds that the evidence reviewed does not justify the summary suspension, or in the event that no decision is issued by the university administrator

**University Policies, *continued***

within the time constraints described in sections IV.C and IV.D, the summary suspension will expire. The process will continue as described in section III, but the respondent will return to the status previous to the summary suspension:

- a. In this instance, the respondent will have an opportunity to complete the missed coursework within 10 calendar days of returning to the courseroom without penalty.
- b. If the respondent was in the last two weeks of the course, they have the option of receiving an Incomplete (“I”) grade; in that case, the coursework must be completed and submitted no later than two weeks after the course ends; or
- c. The respondent may choose to withdraw from the course and retake the course without financial penalty or any penalty for reusing work previously submitted to fulfill assignments for that specific course.

**VI. Alcohol and Drug Use Amnesty**

The health and safety of every learner at Capella is of utmost importance. Capella recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time sexual misconduct occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. Capella strongly encourages students to report incidents of sexual misconduct. A witness to or individual who experiences sexual misconduct, acting in good faith, who discloses any incident of sexual misconduct to University officials or law enforcement will not be sanctioned under

Capella’s code of conduct for violations of alcohol and/or drug use policies occurring at or near the time of the incident(s) of sexual harassment or sexual violence. Capella may request the individual attend an approved alcohol or drug education program and without assessing any charges for such program. This amnesty provision also applies to student groups making a report of sexual misconduct. Amnesty does not preclude or prevent action by police or other legal authorities pursuant to relevant state or federal criminal statutes.

**VII. Additional Procedures for reporting a consensual Relationship**

In the event an allegation of sexual harassment arises out of a Consensual Relationship as defined by university policy 4.02.04, then the Additional Procedures for Reporting a Consensual Relationship set forth at university policy 4.02.04 (IV) shall also be applied.

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

**TUITION AND FEES**

*See Tuition and Fees table on pages 104–107*

**4.03.01 Tuition and Fees**

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

**PROCEDURES**

**I. Tuition Structure**

**A. Course Tuition**

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

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

**\* Accepted Payment Methods**

**Credit Card**

To pay via credit card, contact the Financial Aid Support Team at 1.888.CAPELLA (227.3552)

**Check**

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

Capella University, LLC.—Learner Payments  
62762 Collections Center Drive  
Chicago, IL 60693

**Domestic Wire Payment**

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

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

**International Wire Payment**

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

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



University Policies, *continued*

## TUITION AND FEES TABLE

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

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

SCHOOL OF BUSINESS AND TECHNOLOGY (SOBT)	Tuition (Per Credit)	Resource Kit (Per Quarter)	Tuition (Per Upper- Division Credit)	Tuition (Per Lower- Division Credit)	Quarterly Tuition (Flat Rate)	Capped Pricing
Bachelor of Science (BS) in Business		\$150	\$411	\$357		
Undergraduate Certificate in Accounting*	\$411	\$150				
Doctor of Philosophy (PhD) in Business Management <sup>†</sup>	\$965	\$175				\$965/\$1,930/\$2,895/ \$3,860/\$4,825/\$5,000 <sup>‡</sup>
Doctor of Business Administration (DBA) <sup>†</sup>	\$750	\$175				\$750/\$1,500/\$2,250/\$3,000/ \$3,750/\$4,500/\$4,850 <sup>§</sup>
Bachelor of Science (BS) in Information Technology		\$175	\$411	\$357		
Undergraduate Certificate in Network Technology: Cisco*		\$175	\$411	\$357		
Undergraduate Certificate in Network Technology: Microsoft*		\$175	\$411	\$357		
Undergraduate Certificate in Software Development*		\$175	\$411	\$357		
Doctor of Information Technology (DIT) <sup>†</sup>	\$750	\$175				\$750/\$1,500/\$2,250/\$3,000/ \$3,750/\$4,500/\$4,850 <sup>§</sup>
Master of Business Administration (MBA)	\$805	\$175				
Master of Science (MS) in Analytics	\$695	\$175				
Master of Science (MS) in Human Resource Management	\$725	\$175				
Graduate Certificate in Business Administration*	\$805	\$175				
Graduate Certificate in Human Resource Management*	\$725	\$150				
Doctor of Philosophy (PhD) in Information Technology <sup>†</sup>	\$965	\$175				\$965/\$1,930/\$2,895/ \$3,860/\$4,825/\$5,000 <sup>‡</sup>
Master of Science (MS) in Information Assurance and Cybersecurity	\$695	\$175				
Master of Science (MS) in Information Technology	\$695	\$175				
Graduate Certificate in Analytics Using SAS <sup>®*</sup>	\$695	\$175				
Graduate Certificate in Advanced Analytics Using SAS <sup>®*</sup>	\$695	\$175				
Graduate Certificate in Digital Forensics*	\$695	\$175				
Graduate Certificate in Information Assurance and Cybersecurity*	\$695	\$175				
Graduate Certificate in Network Defense*	\$695	\$175				
Graduate Certificate in Project Management*	\$695	\$175				

	Tuition (Per 12-Week Session)	Resource Kit (Per 12-Week Session)
Bachelor of Science (BS) in Business, FlexPath options	\$2,500	\$125
Bachelor of Science (BS) in Information Technology, FlexPath options	\$2,500	\$125
Master of Business Administration (MBA), FlexPath options	\$2,750	\$175
Master of Science (MS) in Human Resource Management FlexPath option	\$2,500	\$175
Graduate Certificate in Business Administration, FlexPath option	\$2,750	\$175

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

<sup>†</sup> Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus. Learners who cancel their residency registration more than 30 days prior to the start of the residency will not be assessed a cancellation fee. Learners who cancel their residency registration 7–30 days prior to the start of the residency will be assessed a \$150 cancellation fee. Learners who cancel their residency registration 0–7 days prior to the start of the residency will be assessed the entire residency fee.

<sup>‡</sup> The capped tuition rates are as follows for learners enrolled in the Doctor of Philosophy (PhD) in Business Management or PhD in Information Technology degree programs: \$965 for learners registered in 1 quarter credit; \$1,930 for learners registered in 2 quarter credits; \$2,895 for learners registered in 3 quarter credits; \$3,860 for learners registered in 4 quarter credits; \$4,825 for learners registered in 5 quarter credits; and \$5,000 for learners registered in 6 or more quarter credits.

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

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

SCHOOL OF COUNSELING AND HUMAN SERVICES (SOCHS)	Tuition (Per Credit)	Resource Kit (Per Quarter)	Quarterly Tuition	Quarterly Tuition (Comprehensive Examination and Dissertation)
Doctor of Philosophy (PhD) in Counselor Education and Supervision <sup>†</sup>	\$710	\$175		
Master of Science (MS) in Addiction Studies <sup>†</sup>	\$560	\$175		
Master of Science (MS) in Marriage and Family Therapy <sup>†</sup>	\$487	\$175		
Master of Science (MS) in Clinical Mental Health Counseling <sup>†</sup>	\$487	\$175		
Master of Science (MS) in School Counseling <sup>†</sup>	\$487	\$175		
Graduate Certificate in Contemporary Theory in Addictive Behavior*	\$487	\$175		
Graduate Certificate in Contemporary Theory in Mental Health Services*	\$487	\$175		
Graduate Certificate in Contemporary Theory in School-Based Services*	\$487	\$175		
Graduate Certificate in Systemic Couple and Family Therapy*	\$487	\$175		
Doctor of Philosophy (PhD) in Human Services <sup>†</sup>	\$700	\$175		\$2,780
Doctor of Human Services (DHS)	\$710	\$175		
Master of Science (MS) in Human Services	\$550	\$150		
Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior <sup>†</sup>		\$175	\$4,900	\$4,200

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

<sup>†</sup> Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus. Learners who cancel their residency registration more than 30 days prior to the start of the residency will not be assessed a cancellation fee. Learners who cancel their residency registration 7–30 days prior to the start of the residency will be assessed a \$150 cancellation fee. Learners who cancel their residency registration 0–7 days prior to the start of the residency will be assessed the entire residency fee.

SCHOOL OF EDUCATION (SOE)	Tuition (Per Credit)	Resource Kit (Per Quarter)
Doctor of Education (EdD)	\$745	\$175
Doctor of Philosophy (PhD) in Education <sup>†</sup>	\$745	\$175
Master of Education (MEd) in Teaching and Learning	\$455	\$150
Master of Science (MS) in Education	\$455	\$150
Master of Science (MS) in Education Innovation and Technology	\$455	\$150
Master of Science (MS) in Higher Education	\$455	\$150
	Tuition (Per 12-Week Session)	Resource Kit (Per 12-Week Session)
Master of Education (MEd) in Teaching and Learning, FlexPath option	\$2,400	\$150

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

<sup>†</sup> Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus. Learners who cancel their residency registration more than 30 days prior to the start of the residency will not be assessed a cancellation fee. Learners who cancel their residency registration 7–30 days prior to the start of the residency will be assessed a \$150 cancellation fee. Learners who cancel their residency registration 0–7 days prior to the start of the residency will be assessed the entire residency fee.

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

<b>SCHOOL OF NURSING AND HEALTH SCIENCES (SONHS)</b>	<b>Tuition (Per Credit)</b>	<b>Resource Kit (Per Quarter)</b>	<b>Tuition (Per Upper-Division Credit)</b>	<b>Tuition (Per Lower-Division Credit)</b>
Bachelor of Science (BS) in Health Care Administration		\$125	\$375	\$357
Bachelor of Science in Nursing (BSN)		\$125	\$375	\$357
Bachelor of Science in Public Health (BS)		\$125	\$375	\$357
Doctor of Health Administration (DHA)	\$755	\$175		
Doctor of Public Health (DrPH)	\$755	\$175		
Master of Health Administration (MHA)	\$535	\$125		
Master of Public Health (MPH)	\$500	\$125		
Graduate Certificate in Public Health*	\$500	\$125		
Doctor of Nursing Practice (DNP) <sup>†</sup>	\$800	\$175/\$125 <sup>‡</sup>		
Master of Science in Nursing (MSN)	\$435	\$125		
Graduate Certificate in Care Coordination*	\$435	\$125		
Graduate Certificate in Nursing Informatics*	\$435	\$125		
Graduate Certificate in Nursing Leadership*	\$435	\$125		

  

	<b>Tuition (Per 12-Week Session)</b>	<b>Resource Kit (Per 12-Week Session)</b>
Bachelor of Science (BS) in Health Care Administration, FlexPath option	\$2,500	\$125
Bachelor of Science in Nursing (BSN), FlexPath option	\$3,200	\$50
Master of Health Administration (MHA), FlexPath option	\$2,400	\$125
Master of Science in Nursing (MSN), FlexPath option	\$2,700	\$125
Doctor of Nursing Practice (DNP), FlexPath option	\$3,200	\$175

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

<sup>†</sup> Learners enrolled in the Doctor of Nursing Practice (DNP) Preparatory Program are charged \$435 per credit for their DNP Preparatory Program courses.

<sup>‡</sup> The Resource Kit fees (per Quarter) are as follows: \$175 for learners enrolled in the Doctor of Nursing Practice (DNP) degree program and \$125 for learners enrolled in the Doctor of Nursing Practice (DNP) Preparatory Program.

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

HAROLD ABEL SCHOOL OF PSYCHOLOGY (SOP) UNDERGRADUATE	Tuition (Per Upper-Division Credit)	Tuition (Per Lower-Division Credit)	Resource Kit (Per Quarter)
Bachelor of Science (BS) in Psychology	\$411	\$357	\$150
Bachelor of Science (BS) in Psychology Pre-Counseling Program	\$411	\$357	\$150
	Tuition (Per 12-Week Session)		Resource Kit (Per 12-Week Session)
Bachelor of Science (BS) in Psychology, FlexPath option	\$2,500		\$125

HAROLD ABEL SCHOOL OF PSYCHOLOGY (SOP) GRADUATE	Tuition (Per Credit)	Resource Kit (Per Quarter)	Tuition (Per Credit for Practicum Coursework)	Quarterly Tuition	Quarterly Tuition (Comprehensive Examination and Dissertation)	Year-in- Residence <sup>†</sup> (Weekend-in- Residence)	Year-in- Residence <sup>†</sup> (Week-in- Residence)	Year-in- Residence <sup>†</sup> (Extended Seminar)
Doctor of Philosophy (PhD) in Psychology <sup>†</sup>	\$540	\$175			\$2,780			
Doctor of Psychology (PsyD)	\$540	\$175			\$2,780		\$600	\$3,290
Doctor of Psychology (PsyD) in School Psychology <sup>†</sup>	\$540	\$175			\$2,780		\$1,495	\$2,990
Master of Science (MS) in Clinical Psychology <sup>†</sup>	\$485	\$160						
Master of Science (MS) in Psychology	\$495	\$160						
Graduate Certificate in Applied Behavior Analysis*	\$495	\$160						
Graduate Certificate in Play Therapy*	\$495	\$160						
	Tuition (Per 12-Week Session)	Resource Kit (Per 12-Week Session)						
Master of Science (MS) in Psychology, FlexPath option	\$2,800	\$160						

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

<sup>†</sup> Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with residencies. See university policy 3.04.05 [Attendance at Residencies](#) and the [Residencies](#) page on Campus. Learners who cancel their residency registration more than 30 days prior to the start of the residency will not be assessed a cancellation fee. Learners who cancel their residency registration 7–30 days prior to the start of the residency will be assessed a \$150 cancellation fee. Learners who cancel their residency registration 0–7 days prior to the start of the residency will be assessed the entire residency fee.

SCHOOL OF PUBLIC SERVICE LEADERSHIP (SOPSL)	Tuition (Per Credit)	Resource Kit (Per Quarter)	Tuition (Per Upper-Division Credit)	Tuition (Per Lower-Division Credit)	Capped Pricing
Doctor of Public Administration (DPA) <sup>†</sup>	\$710	\$175			
Master of Public Administration (MPA)	\$540	\$150			
Doctor of Social Work (DSW) <sup>†‡</sup>	\$975	\$175			\$975/\$1,950/\$2,925/ \$3,900/\$4,385
Master of Social Work (MSW)—Advanced Standing <sup>†</sup>	\$525	\$150			
Master of Social Work (MSW) <sup>†</sup>	\$525	\$150			

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

<sup>†</sup> Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with residencies. See university policy 3.04.05 [Attendance at Residencies](#) and the [Residencies](#) page on Campus. Learners who cancel their residency registration more than 30 days prior to the start of the residency will not be assessed a cancellation fee. Learners who cancel their residency registration 7–30 days prior to the start of the residency will be assessed a \$150 cancellation fee. Learners who cancel their residency registration 0–7 days prior to the start of the residency will be assessed the entire residency fee.

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

**University Policies, continued****4.03.01 Tuition and Fees, continued****B. Residency Tuition**

1. Residency tuition and fees
  - a. Learners pay tuition for each residency they attend.
  - b. Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with residencies.
2. Residency cancellation fee
  - a. Learners canceling their non-credit-bearing residency registration may be charged a cancellation fee for the full tuition of the residency, depending on when the cancellation is made. See the Residencies section of [Campus](#) for details on registration and cancellation fees.
  - b. Learners canceling their credit-bearing residency registration, as described in section IV of university policy 2.02.02 *Course Registration*, should refer to university policy 4.03.02 *Tuition and Fee Refunds* to determine the financial implications of their actions.

**C. Payment of Tuition and Fees**

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

**II. Other Fees****A. All fees are due upon assessment.****B. Admission Application Fees**

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

**C. Resource Kit and Technology Fee**

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

**D. Official Transcript Fee**

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

**E. Diploma Fee**

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

**F. Prior Learning Assessment Evaluation Fee**

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

**G. Non-Sufficient Funds (NSF)**

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

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

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

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

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

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

**University Policies, *continued***

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

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

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

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

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

1. Learners receiving employer tuition assistance must arrange for payment to Capella prior to the start of their course(s).
2. This policy does not affect learners receiving veterans or vocational rehabilitation assistance, active armed forces learners, or learners whose employers arrange to receive an invoice directly from Capella.

**B. Direct Bills**

1. Direct bills and tuition assistance vouchers are only an option when no specific grade is required by the learner's employer or third party as a condition

**University Policies, *continued***

of reimbursement. Learners must complete and submit direct bills or tuition assistance vouchers prior to the start of the course.

2. Direct bill invoices are created and sent after census.
3. The learner will be responsible for paying any amount remaining from refusal or inability of employer or third party to pay.

**C. Employer, Military, or Educational Institution Affiliation Discounts**

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

**IV. Capella University Scholarships**

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

**V. Special Business Office Hold (SBOH)**

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

**VI. Three-Day Cancellation**

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

**VII. Collection Agency/Credit Reporting**

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

**VIII. Resources for Communicating Tuition and Fees Information**

- A. Tuition and fees are posted in Capella's University Catalog and on Campus.
- B. Tuition and fees are subject to change.
- C. Tuition and fees schedule can be found at: [https://www.capella.edu/content/dam/capella/PDF/tuition\\_chart.pdf](https://www.capella.edu/content/dam/capella/PDF/tuition_chart.pdf)

**IX. All procedures with this policy apply to learners in GuidedPath and FlexPath programs.****4.03.02 Tuition and Fee Refunds**

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

**University Policies, continued****PROCEDURES****I. Tuition Structure and Fees for All Learners****A. Course Tuition**

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

**B. Fees**

1. Capella University does not provide refunds for books, supplies, non-credit-bearing residencies, or other listed fees unless noted.
2. Resource Kit Refund and Technology Fee Refund
  - a. For GuidedPath courses that have a resource kit fee or a technology fee, the fee will be refundable only during the first five days of the course.
  - b. For FlexPath courses that have a resource kit fee or a technology fee, the fee will be refundable during the 100 percent refund period for the FlexPath session.

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

**II. Credit-Bearing Tuition Refund Schedule****A. Initial Course Participation**

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

**B. Ongoing Course Participation**

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

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

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

**III. FlexPath Tuition Refund Schedule****A. FlexPath Participation and Engagement**

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

**B. FlexPath Refund Schedule**

FlexPath learners will adhere to the following refund schedule.

1. FlexPath learners in their first FlexPath program session will be refunded 100 percent of their subscription tuition if canceling on or before course census day, the 12th calendar day of the course.
2. FlexPath learners in their first FlexPath program session who have completed a FlexPath course and cancel their subscription between completion of that course and census will not receive a subscription tuition refund.
3. FlexPath learners in their second or a later session will not be eligible for subscription tuition refunds.

**C. FlexPath Program Changes**

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

**ACADEMIC SERVICES****4.04.01 Interlibrary Loan**

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



## University Policies, *continued*

### PROCEDURES

#### I. Loan Period

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

#### II. Restrictions

- A. The following items are not available through interlibrary loan:
1. Required textbooks, or chapters from required textbooks
  2. Dissertations
  3. Materials available in Capella University Library (CUL) resources
  4. Reference books
  5. Entire issues or several articles from the same journal
  6. Non-academic related items (e.g., books on a best-seller list or books on hobbies)
  7. Media (e.g., videos, films, CDs)
  8. Test or exam preparation materials
- B. Borrowers are limited to 25 interlibrary loan items of standard cost per quarter. If the cost to CUL for a request exceeds \$65, the request will be canceled.
- C. Interlibrary loan requests submitted by learners outside of the continental United States and Canada are filled on a case-by-case basis.
- D. Post office boxes will not be accepted as deliverable addresses for interlibrary loan requests. Learners must provide a current street address for all interlibrary loan requests.

#### III. Overdue Items

- A. The Capella University Library (CUL) reserves the right to limit or refuse interlibrary loan service to borrowers who repeatedly lose or return items late.
- B. Overdue notices are courtesy notices only. Failure to receive overdue notices will not be accepted as grounds to cancel fines. Items that are not returned or renewed by the due date will be assessed a fine at the rates described in section III.D.
- C. If an item is returned at any time between seven and 30 days past the due date, accumulated charges will be applied. All charges are irreversible.
- D. All interlibrary loan users will be subject to the following penalties for overdue and lost interlibrary loan materials:

1. Seven calendar days overdue:  
Fine of \$1/day applied from due date.
2. Thirty calendar days overdue:
  - a. The item is considered lost.
  - b. In addition to the accumulated fine, a \$30 processing fee will be assessed on the 30th calendar day.
  - c. Future interlibrary loan requests will not be processed until the item is returned or payment is received.
  - d. Replacement charges as determined by the lending library will also be assessed.
  - e. Charges will be applied to the learner's account.
- E. If an overdue item is returned within 90 days after the learner has been billed, the replacement fee will be removed from the learner's account upon receipt of the item and processing of the return by CUL.

#### IV. Book Recalls

- A. On occasion, a lending library will recall a book from Capella in order to sufficiently meet demand for materials. If a book is recalled, it must be returned immediately even if the original loan period has not yet expired.
- B. If a book is returned at any time between seven and 30 days past the recall notice, appropriate charges will be applied. All charges are irreversible.
- C. The following penalties will be applied for recalled books that are not returned promptly:
1. Seven calendar days following recall notice:  
Fine of \$1/day applied from due date.
  2. Thirty calendar days following recall notice:
    - a. The book is considered lost.
    - b. In addition to the accumulated fine, a \$30 processing fee will be assessed on the 30th calendar day.
    - c. Future interlibrary loan requests will not be processed until the book is returned or payment is received.
    - d. Replacement charges as determined by the lending library will be assessed.
    - e. Charges will be applied to the learner's account.
- D. If a recalled book is returned within 90 days after the learner has been billed, the replacement fee will be removed from the learner's account upon receipt of the book and processing of the return by CUL.

## University Policies, *continued*

### 4.04.02 Licensure

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

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

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

### 4.04.03 Honor Societies and Professional Organizations

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

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

#### DEFINITIONS

##### ***Honor Societies and Professional Organizations***

Honor societies and professional organizations are Capella University-approved and supported chapters of national honor societies and professional organizations that are related to learners' academic pursuits at Capella University.

#### PROCEDURES

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

###### **A. Honor Society and Professional Organization Request**

1. To establish a new Capella University chapter of an honor society or professional organization, the faculty or university staff sponsor of the new chapter must complete the Honor Society and Professional Organization Chapter Request Form located on Campus and submit it to the Academic Success department.

2. The Academic Success department schedules review of the request by the Honor Society and Professional Organization Review Panel.

###### **B. Honor Society and Professional Organization Chapter Approval**

1. The Honor Society and Professional Organization Review Panel reviews and approves the request.
2. Honor society and professional organization chapter approval criteria
  - a. Chapters must be affiliated with a national honor society or professional organization.
  - b. Chapters must be advised by a dean-approved faculty sponsor.
  - c. Chapters must designate a learner as chapter president.
  - d. Chapters must have a minimum of one chapter officer.
  - e. Chapters must have completed an Honor Society and Professional Organization Request Form and had it approved by the Honor Society and Professional Organization Review Panel.
  - f. The faculty or university staff sponsor must have completed a Faculty or University Staff Acknowledgment Agreement located on Campus and submitted it to the Academic Success department.

###### **C. Honor Society and Professional Organization Chapter Renewal**

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

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

###### **A. Honor Society and Professional Organization Chapter Support**

1. Member eligibility verification processes:
  - a. The Academic Success department verifies the eligibility of potential chapter members on behalf of the chapter.

## University Policies, *continued*

- b. On a quarterly basis, the chapter's faculty or university staff sponsor must provide the Academic Success department with a current chapter membership list.
    - c. The Academic Success department uses the chapter membership list to coordinate invitations of new chapter members on behalf of the chapter.
  2. Capella University provides the following information technology resources for chapters to use as appropriate:
    - a. Campus Micro site
    - b. Email account
    - c. SharePoint access (for faculty or university staff sponsors)
- B. Honor Society and Professional Organization Chapter Responsibilities
  1. Faculty sponsor responsibilities:
    - a. The faculty or university staff sponsor must be actively involved in the chapter.
    - b. The faculty or university staff sponsor is the chapter's designated contact person for internal university staff and the chapter's national governing organization, unless the responsibility is delegated to a learner chapter member.
  2. Chapter president responsibilities:
    - a. Chapters must designate a learner as chapter president.
    - b. The chapter president is the chapter's designated learner contact for internal university staff and the chapter's national governing organization, unless the responsibility is delegated to a different chapter member.
  3. Chapter finance responsibilities:
    - a. The faculty or university staff sponsor serves as the primary or secondary signatory on a bank account established specifically for the purpose of collecting dues and other expenses associated with the operations of the chapter.
    - b. Chapters must designate a chapter officer(s) to facilitate and maintain the chapter's financial activities.
    - c. Chapters are responsible for any liability associated with the chapter's financial activities.
  4. Learners participating in chapter activities must maintain compliance with all university policies, including 4.02.02 *Learner Code of Conduct*, 4.02.04 *Discrimination, Harassment, and Assault*, and 4.02.05 *Drugs and Alcohol*.
  5. Capella University is not responsible for chapter activities, financial or otherwise.

# Financial Aid

Capella University offers assistance to learners who would like to secure educational funding to help finance their academic program. Learners can find out more about financial aid by calling 1.888.CAPELLA (227.3552), option 1, or on Campus at [Financial Aid](#) and [Finances FAQs](#).

## Course Repeat Policy

### Undergraduate and Graduate Learners

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

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

### Financial Aid Satisfactory Academic Progress

Federal and state laws require learners to maintain satisfactory academic progress during their period of enrollment to remain eligible for financial aid. In compliance with federal and state regulations, Capella University has established policies for all learners regarding financial aid satisfactory academic progress, financial aid warning, financial aid probation, and the financial aid appeals process.

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

### FlexPath Option and Course Progression Requirements

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

The minimum progression requirements to maintain eligibility are as follows:

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

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

### Refund Procedure for Financial Aid Recipients

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

### Return of Title IV Policy

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

Undergraduate learners will have funds returned in the order of:

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

Graduate learners will have funds returned in the order of:

1. Unsubsidized Direct Loans
2. Graduate PLUS Loans

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

### Scholarships

Capella University offers scholarships to new learners, currently enrolled learners and alumni. Eligibility rules apply, connect with us for details or visit [Capella.edu](#) or [Campus](#) for more information. External scholarship search engines are available on [Campus](#). Scholarships found using these search engines are not sponsored by Capella.

# Military Education Benefits

## Military and Veteran Education and Employment Benefits

Capella University is approved by the Minnesota State Approving Agency to grant veterans education benefits. Learners may determine their eligibility for veterans benefits by visiting <https://benefits.va.gov/gibill/> or contacting the Department of Veterans Affairs (VA) at 1.888.442.4551. Learners can find more information about veterans education benefits on the Military Support page on Campus.

Capella honors the following military and veterans education benefits:

- Post-9/11 GI Bill® (Chapter 33)
- Montgomery GI Bill (Chapter 30 and Chapter 1606)
- Survivors and Dependents Educational Assistance (DEA) (Chapter 35)
- Veterans Educational Assistance Program (VEAP) (Chapter 32)
- Tuition Assistance and Top-Up
- Minnesota GI Bill

Capella also honors the following military and veterans employment benefit:

- Veteran Readiness and Employment (Chapter 31)

## Yellow Ribbon Program

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

## Capella Service Grant

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

## Tuition Assistance (TA)

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

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

To learn more about any military or veteran benefits, please visit the [Military Support](#) page on Campus.

# UNDERGRADUATE AND GRADUATE PROGRAMS

Division of Arts and Sciences

School of Business and Technology

School of Counseling and  
Human Services

School of Education

School of Nursing and Health Sciences

Harold Abel School of Psychology

School of Public Service Leadership



# Division of Arts and Sciences Essential Undergraduate Learning Outcomes and Concentration Information

## Essential Undergraduate Learning Outcomes

**Intercultural Competence:** Learners will demonstrate the ability to engage effectively in a diverse society.

- **Ethics:** Capella learners will develop an understanding of the ethical dimensions of their personal and professional lives, making sound decisions and taking appropriate actions with awareness of the rights and well-being of others.
- **Social Responsibility:** Capella learners will make personal and professional decisions with respect for human diversity, as well as being socially responsible citizens.

**Problem Solving:** Learners will understand how to develop solutions to complex problems.

- **Critical Thinking:** Capella learners will develop the thinking skills necessary to critically evaluate information, integrate differing points of view, and develop a process of reasoning.
- **Creative Thinking:** Capella learners will develop the thinking skills necessary to analyze a problem from a new perspective to come to innovative solutions.
- **Quantitative Reasoning:** Capella learners will apply basic mathematical skills to interpret quantitative information in a real-world context.
- **Scientific and Evidence-Based Inquiry:** Capella learners will use research and empirical evidence to further develop questions and propose explanations to problems or scenarios.
- **Information Literacy:** Capella learners will approach lifelong learning with the ability to locate, analyze, and use knowledge and resources appropriately.

**Communications:** Capella learners will develop the skills necessary to communicate ideas effectively in a variety of written, verbal, and visual formats using an appropriate tone for the intended audience.

**Integrative Learning:** Capella learners will make connections using multidisciplinary and multicontextual lenses to address complex ideas and questions.

Capella University's general education curriculum works in concert with the coursework in a learner's field of study to develop reflective-practitioners at the bachelor's level. Reflective-practitioners learn to use analytical and relational skills to improve their professional practices through action, reflection, and adaptation.

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

- 1. Communication:** Capella learners develop the communication skills necessary to effectively use the English language to communicate both verbally and in written form. They develop the thinking skills necessary to critically evaluate information, integrate differing points of view, and establish a reasoned course of action for effectively solving problems. These critical thinking skills are reinforced throughout the program and through reading, writing, speaking, and listening.
- 2. Humanities:** Capella learners develop an understanding of the arts and humanities as an expression of human culture, and through the critical analysis of works of art, literature, and philosophy, they develop the ability to form their own aesthetic judgments. Through reflection on their own

values and positions, as well as those of others, they learn what it means to be a socially responsible citizen in today's world and develop the ability to appropriately exercise that citizenship.

### 3. Natural Science and Mathematics:

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

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

## Concentrations

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





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

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

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

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

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

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

*Jennifer A. Straub, PhD*

*Dean of the Division of Arts and Sciences*

## Division of Arts and Sciences General Education Courses

### General Education Courses<sup>†</sup>

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

#### Communication

ENG1000	English Composition (6 quarter credits)
ENG1100	Writing Strategies for Criminal Justice (6 quarter credits)
ENG1200	Discover the Writer in You (4 quarter credits)
ENG2200	The Power of Persuasion (4 quarter credits)
COM1000	Public Speaking (3 quarter credits)
COM1100	Navigating a Digital World (4 quarter credits)
COM1200	Communication at Work (4 quarter credits)
COM2000	Intercultural Communication (6 quarter credits)
COM2050	Visual Design in Communications (3 quarter credits)
COM3700	Conflict Resolution (6 quarter credits)
COM4100	Media and Culture (6 quarter credits)
COM-H4005 *	Communicating and Integrating Solutions in the Professional World (6 quarter credits)

#### Humanities

HUM1100	Exploring Cultures: Adapting in a Global World (4 quarter credits)
HUM1200	Philosophy of Work (6 quarter credits)
PHI1000	Introduction to Philosophy (6 quarter credits)
PHI2000	Ethics (6 quarter credits)
PHI3200	Ethics in Health Care (6 quarter credits)
PHI-H2005	Honors Seminar: Critical Thinking for the Professional World (3 quarter credits)

#### Natural Science and Mathematics

BIO1000	Human Biology (6 quarter credits)
BIO2000	Environmental Health (6 quarter credits)
PHY1000	Introduction to Astronomy (6 quarter credits)
MAT1050	College Algebra (6 quarter credits)
MAT1100	Using Math in the Real World (4 quarter credits)
MAT2001	Statistical Reasoning (6 quarter credits)
MAT2051 *	Discrete Mathematics (6 quarter credits)
MAT2100	Data-Driven Decisions (4 quarter credits)

#### Social Science

ECO1100	Taking Charge of Your Economic Future (4 quarter credits)
HIS1100	U.S. History: Learn from the Past, Prepare for the Future (4 quarter credits)
POL1000	The Politics of American Government (6 quarter credits)
PSYC1000	Introduction to Psychology (6 quarter credits)
PSYC1100	Smarter Decisions Through Psychology (4 quarter credits)
SOC1000	Introduction to Human Society (6 quarter credits)
SOC1100	Story of Us: Embracing Diversity and Collaboration (4 quarter credits)
SOC1200	Preparing for the Future of Work (4 quarter credits)
SOC2000	Cultural Diversity (6 quarter credits)
SOC3400	Social Deviance (6 quarter credits)
SOC-H3005 *	Honors Professional Internship (6 quarter credits)

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

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

### General Education Courses, FlexPath option<sup>†</sup>

#### Communication

COM-FP1100	Navigating a Digital World (2 program points)
COM-FP1200	Communication at Work (2 program points)
COM-FP2050	Visual Design in Communications (1.5 program points)
COM-FP3700	Conflict Resolution (3 program points)
COM-FPX1100	Navigating a Digital World (2 program points)
COM-FPX1200	Communication at Work (2 program points)
COM-FPX3700	Conflict Resolution (3 program points)
ENG-FP1000	English Composition (3 program points)
ENG-FP1200	Discover the Writer in You (2 program points)
ENG-FP2200	The Power of Persuasion (2 program points)
ENG-FPX1000	English Composition (3 program points)
ENG-FPX1200	Discover the Writer in You (2 program points)

#### Humanities

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

#### Natural Science and Mathematics

BIO-FP1000	Human Biology (3 program points)
BIO-FP2000	Environmental Health (3 program points)
BIO-FPX1000	Human Biology (3 program points)
BIO-FPX2000	Environmental Health (3 program points)
MAT-FP1050	College Algebra (3 program points)
MAT-FP1100	Using Math in the Real World (2 program points)
MAT-FP2001	Statistical Reasoning (3 program points)
MAT-FP2051 *	Discrete Mathematics (3 program points)
MAT-FPX2001	Statistical Reasoning (3 program points)
MAT-FPX2100	Data-Driven Decisions (2 program points)

#### Social Science

ECO-FP1100	Taking Charge of Your Economic Future (2 program points)
ECO-FPX1100	Taking Charge of Your Economic Future (2 program points)
HIS-FP1100	U.S. History: Learn from the Past, Prepare for the Future (2 program points)
PSYC-FP1100	Smarter Decisions Through Psychology (2 program points)
PSYC-FPX1000	Introduction to Psychology (3 program points)
SOC-FP1000	Introduction to Human Society (3 Program Points)
SOC-FP1100	Story of Us: Embracing Diversity and Collaboration (2 program points)
SOC-FP1200	Preparing for the Future of Work (2 program points)
SOC-FP2000	Cultural Diversity (3 program points)
SOC-FPX1000	Introduction to Human Society (3 Program Points)
SOC-FPX1200	Preparing for the Future of Work (2 program points)
SOC-FPX2000	Cultural Diversity (3 program points)

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

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

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

# Undergraduate Concentrations

## Accounting

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

<b>Five Required Courses</b>	<b>24 quarter credits</b>
BUS3061 Fundamentals of Accounting (3 quarter credits)	
BUS3062 Fundamentals of Finance (3 quarter credits)	
BUS4060 * Financial Accounting Principles (6 quarter credits)	
BUS4061 * Managerial Accounting Principles (6 quarter credits)	
BUS4062 * Intermediate Financial Accounting Topics and Trends (6 quarter credits)	
<b>Total</b>	<b>24 quarter credits</b>

## Addictions

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

<b>Four Required Courses</b>	<b>18 quarter credits</b>
PSYC2300 Introduction to Addiction Theories (3 quarter credits)	
PSYC2900** Introduction to Psychology of Personality (3 quarter credits)	
PSYC3110** Abnormal Psychology (6 quarter credits)	
PSYC4300 * Introduction to Addiction Treatment (6 quarter credits)	
<b>Total</b>	<b>18 quarter credits</b>

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

## Behavioral Health

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

<b>Four Required Courses</b>	<b>18 quarter credits</b>
PSYC2320** Introduction to Counseling and Psychotherapy (3 quarter credits)	
PSYC2900** Introduction to Psychology of Personality (3 quarter credits)	
PSYC3110** Abnormal Psychology (6 quarter credits)	
PSYC4320** Theories of Counseling and Psychotherapy (6 quarter credits)	
<b>Total</b>	<b>18 quarter credits</b>

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

## Business Intelligence

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

<b>Eight Required Courses</b>	<b>24 quarter credits</b>
IT4200 * Data Governance and Stewardship (3 quarter credits)	
BUS4200 Identifying Core Business Processes and Master Data (3 quarter credits)	
BUS4210 Data Identification and Collection Strategies (3 quarter credits)	
BUS4220 * Data Mining and Analysis in Business (3 quarter credits)	
BUS4230 Data Modeling Strategies and Tools in Business (3 quarter credits)	
BUS4240 * Data Interpretation and Statistical Analysis in Business (3 quarter credits)	
BUS4250* Advanced Data Interpretation and Statistical Analysis in Business (3 quarter credits)	
IT4350 * Information Solutions and Delivery Strategies (3 quarter credits)	
<b>Total</b>	<b>24 quarter credits</b>

## Finance

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

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

## Forensic Psychology

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

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

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

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

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

**Division of Arts and Sciences—Undergraduate Concentrations, *continued****Undergraduate Concentrations, continued***Health Care Management**

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

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

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

**Human Resource Management**

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

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

**Management and Leadership**

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

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

**Marketing**

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

<b>Four Required Courses</b>	<b>24 quarter credits</b>
BUS3030 Fundamentals of Marketing and Sales (6 quarter credits)	
BUS4030 * Marketing Distribution Channel Management (6 quarter credits)	
BUS4033 * Brand Identity and Marketing Communications (6 quarter credits)	
BUS4036 * Marketing Research (6 quarter credits)	
<b>Total</b>	<b>24 quarter credits</b>

**Project Management**

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

<b>Four Required Courses</b>	<b>21 quarter credits</b>
PM3000 Principles of Project Management (3 quarter credits)	
PM4010 * Process Groups and Knowledge Areas in Project Management (6 quarter credits)	
PM4020 * Integration and Scope Management (6 quarter credits)	
PM4030 * Scheduling, Cost, and Quality Management (6 quarter credits)	
<b>Total</b>	<b>21 quarter credits</b>

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

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

# School of Business and Technology

## Program Descriptions and Information

### School Mission Statement

Our mission is to educate adult learners using highly relevant curriculum and exceptional instruction to deliver competency-based learning. Our learners' educational experiences provide immediate impact to their jobs as well as lay the foundation for addressing challenges throughout their professional careers. Our learners participate in powerful, faculty-guided learning communities that support the sharing of experience and knowledge across industries, professions, and geographies. The School of Business and Technology is committed to continual integration of relevant theory with effective practice. In our own work and in the education of our learners, we provide and develop the necessary framework to drive meaningful solutions to complex problems. Through the development of business, research, and information technology knowledge, our learners are uniquely equipped to be exceptional problem-solvers who make a positive impact in their organizations and society.

### Undergraduate—Business Degree Program

#### *Bachelor of Science (BS) in Business*

The Bachelor of Science in Business degree program integrates the mastery of business fundamentals with practical application in a rich, interactive learning environment that enhances learners' personal and organizational effectiveness in their chosen field of study. The curriculum provides an integrated approach to complex organizational systems, preparing learners to work in collaboration with diverse work groups and functional areas.

### Graduate—Business Degree Programs

#### *Doctor of Philosophy (PhD) in Business Management*

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

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

#### *Doctor of Business Administration (DBA)*

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

#### *Master of Business Administration (MBA)*

The Master of Business Administration (MBA) degree program is designed to provide working professionals with the knowledge and skills necessary for achieving their professional and personal goals and advancing their careers. It provides broad exposure to core business disciplines and the opportunity

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

#### *Master of Science (MS) in Human Resource Management*

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

### Undergraduate—Technology Degree Program

#### *Bachelor of Science (BS) in Information Technology*

The ABET-accredited Bachelor of Science in Information Technology degree program integrates technology skill development with the business enterprise knowledge needed in today's rapidly changing, global workplace. The curriculum focuses on key elements of the IT lifecycle, including requirements analysis, architecture,

**School of Business and Technology, *continued***

software construction, and support and maintenance. Learners develop a fundamental understanding of software, hardware, networks, databases, human-computer interaction, project management, and security and gain knowledge of both theory and practice that are required of today's IT professional. Building on all of these concepts and skills, learners then specialize in fields that prepare them for specific IT careers.

**Graduate—Technology Degree Programs*****Doctor of Philosophy (PhD) in Information Technology***

The Doctor of Philosophy in Information Technology provides learners with advanced information technology knowledge and skills, and assists them in developing solid research and scholarly writing abilities. The program culminates in a dissertation that adds to the existing body of IT knowledge. The PhD in Information Technology prepares learners to pursue careers in organizations or in consulting and/or teaching.

***Doctor of Information Technology (DIT)***

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

***Master of Science (MS) in Information Assurance and Cybersecurity***

The Master of Science in Information Assurance and Cybersecurity degree program prepares information security

professionals to assess information security risks and develop and implement solutions to safeguard the information assets and enterprise IT infrastructures of organizations. Learners examine the technical and managerial controls critical to the success of an information assurance program, including security fundamentals, network, operating system and application security, information security ethics, laws and regulations, risk assessment and management and planning. Upon successful completion of this degree program, learners are prepared to pursue careers as information and security specialists.

***Master of Science (MS) in Analytics***

The Master of Science in Analytics degree program prepares data analytics professionals to work with, understand, and transform data to develop solutions that resolve applied problems while effectively providing insights and communicating results to the organization. Throughout the program, learners develop skills in data sources, statistics, data mining, applied analytics and modeling, leadership, reporting, forecasting, and visualization in order to solve problems within a variety of industry domains. Additionally, learners strengthen their collaboration, communication, presentation, and negotiation skills. Upon successful completion of this degree program, learners are prepared to pursue careers in the diverse field of data analytics.

***Master of Science (MS) in Information Technology***

The Master of Science in Information Technology degree program provides computing professionals a technology-oriented career path with advanced knowledge, skills, and abilities in existing and emerging technologies. In this program, learners may pursue a specialization that allows them to combine technical electives to meet their professional needs.

Throughout the program, learners develop theoretical and functional skills to analyze and address technical and organizational problems, needs, and opportunities. Learners also strengthen the communication, critical thinking, collaborative, and problem-solving skills needed in today's fast-changing IT organizations.

**Bachelor's/Master's Options**

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

***Combined Bachelor's/Master's Option***

Combined bachelor's/master's options are designated bachelor's offerings with a set of master's-level courses that are applied to the requirements for a bachelor's degree and may also be applied in a subsequent master's degree program. Within combined option offerings, the master's-level courses are often applied toward learners' undergraduate elective requirements.

To qualify for a GuidedPath combined option, learners must enroll in an eligible bachelor's degree program and earn a minimum 2.8 cumulative grade point average (GPA) while completing the first 100 quarter credits of bachelor's-level coursework, which includes a minimum of 18 quarter credits earned at Capella University (first course and at least 12 quarter credits of core and/or specialization or minor courses). After completing 100 quarter credits of bachelor's-level coursework, learners may request to be enrolled in an eligible combined option during which they complete 12–15 quarter credits of master's-level coursework. Learners must receive no more than one grade of "C" in any master's-level course and maintain an overall cumulative GPA of 2.8 to remain enrolled in the combined option.

## School of Business and Technology, *continued*

Once learners have successfully completed the requirements for their bachelor's degree program and their degree has been awarded, they may apply for the master's degree program that corresponds to their chosen combined option. Learners are not guaranteed admission into a corresponding master's degree program and must complete a separate application for admission to the program. Learners are encouraged to enroll in their master's degree program within one year of graduating from their bachelor's degree program to ensure all master's-level courses are relevant and applicable to the graduate program's degree requirements, and must start their master's degree program in accordance with the University's Academic Calendar. The 12–15 quarter credits of master's-level coursework completed as part of the requirements for their bachelor's degree program will be applied toward those for their master's degree program.

### Honors Pathway

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

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

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

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

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

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

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

### Graduate Certificate Programs

The School of Business and Technology graduate certificate programs provide business and information technology professionals with the opportunity to pursue new knowledge and skills through completion of a concentrated graduate-level program of study.

### Learning Formats

Capella University offers two pathways for completing degree and certificate programs: the original GuidedPath, which is structured in credit hours and in which learners earn grades; and the innovative FlexPath, which is a self-paced, non-credit bearing, direct assessment pathway to earning the same degree or certificate. Both pathways are delivered online and, in both, learning is measured through the demonstration of competencies.

### GuidedPath

GuidedPath allows learners to earn a Capella degree or certificate by demonstrating competencies through structured weekly assignments and interactions with faculty and peers in the online courseroom. Faculty offer substantive feedback on and assign grades to learners' coursework. Courses are offered in a traditional quarter-based academic calendar. The degree or certificate and its specialization are awarded upon completion of the learner's program requirements. All Capella programs are offered in the GuidedPath delivery model, unless otherwise noted.

## School of Business and Technology, *continued*

### **FlexPath**

FlexPath allows learners to earn a Capella degree or certificate through the demonstration of competencies on assessments completed at one's own pace. Learners prepare for assessments through self-designed study, which may include work experience and resources recommended by faculty and tutors. Faculty provide substantive feedback on and evaluate learners' assessments in terms of the level of competency demonstration, rather than assigning grades. FlexPath has a flat-rate tuition for a subscription period of 12 weeks, during which learners may be registered for two courses concurrently; learners may complete courses at their own pace but must complete a course within the subscription period. The degree or certificate and its specialization are awarded upon completion of the learner's program requirements. FlexPath is available for select offerings.

### **Multiple Specializations**

Multiple specializations are designed to provide learners with knowledge in more than one course of study within an eligible degree program. They lead to the award of a single degree with two or more specializations. Learners enrolled in an eligible degree program may request to be enrolled in additional eligible specializations at any point during their program. The degree and its specializations are awarded simultaneously upon completion of the program requirements for each specialization.





**Todd Wilson, PhD, MBA**  
**Dean of Business and Technology**

## A Message from the Dean of Business and Technology

Welcome to the School of Business and Technology at Capella University. We are excited to participate in your academic journey as a lifelong learner. Offerings include doctoral, master's, and bachelor's degrees, and certificate programs. Within each program, a range of specialized and current, profession-relevant curricula provide you with opportunities to build knowledge and expand your skills.

Our business degrees offer preparation for the workplace through application of theory and practice of core business and professional knowledge and skills in a variety of organizational, technological, and academic settings.

Our information technology degrees integrate technology skill development with the business enterprise knowledge needed in today's rapidly changing global workplace by cultivating best practices in the field of IT and linking theory with practice in fundamentally new ways.

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

*Todd Wilson, PhD, MBA*

*Dean of Business and Technology*



## Undergraduate—Business Academic Offerings, *continued*

### Bachelor of Science (BS) in Business Specializations

#### Accounting

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

#### Accounting CPA

Learners in the BS Accounting CPA acquire and apply various methods of ethically maintaining accurate and up-to-date records. Learners gain an understanding of a wide array of accounting-related services, including budget analysis, financial and investment planning, and financial statement and internal control auditing. Learners also delve deeper into accounting ethics as well as forensic, governmental, and international accounting. In addition, learners demonstrate the interpersonal and communication skills required to present information to both internal and external clients, influencing organizational effectiveness at all levels of an organization. Successful graduates of the BS Accounting CPA are prepared to pursue a profession in financial, managerial, taxation, auditing, nonprofit, or government accounting. Completion of the BS Accounting CPA alone does not adequately prepare learners to be eligible to sit for the CPA exam or to become licensed certified public accountants. Learners also need to understand and follow their specific state licensing requirements to ensure they meet their state's requirements.

#### General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

#### Required course:

MAT2001 Statistical Reasoning (6 quarter credits)

#### Additional Program Requirements

BUS1003 Developing Business Thinking (6 quarter credits)<sup>†</sup>

#### Core courses - 42 quarter credits

BUS3003	Developing a Business Perspective (6 quarter credits) <sup>†</sup> <b>OR</b>
BUS3007	Developing a Business Perspective (6 quarter credits) <sup>‡</sup>
BUS3011	Fundamentals of Management (3 quarter credits)
BUS3012	Fundamentals of Leadership (3 quarter credits)
BUS3021	Fundamentals of Business Law (3 quarter credits)
BUS3022	Fundamentals of Supply Chain Management (3 quarter credits)
BUS3030	Fundamentals of Marketing and Sales (6 quarter credits)
BUS3040	Fundamentals of Human Resource Management (6 quarter credits)
BUS3050	Fundamentals of Organizational Communication (6 quarter credits)
BUS3061	Fundamentals of Accounting (3 quarter credits)
BUS3062	Fundamentals of Finance (3 quarter credits)

#### Specialization courses - 48 quarter credits

BUS4060 *	Financial Accounting Principles (6 quarter credits)
BUS4061 *	Managerial Accounting Principles (6 quarter credits)
BUS4062 *	Intermediate Financial Accounting Topics and Trends (6 quarter credits)
BUS4063 *	Advanced Financial Accounting Topics and Trends (6 quarter credits)
BUS4064 *	Cost Accounting for Planning and Control (6 quarter credits)
BUS4065 *	Income Tax Concepts and Strategies (6 quarter credits)
BUS4068 *	Contemporary Auditing Using Investigative Accounting Practices (6 quarter credits)
BUS4070 *	Foundations in Finance (6 quarter credits)

#### Accounting CPA

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

BUS4110 *	Forensic Accounting (3 quarter credits)
BUS4111	Ethics in Accounting (3 quarter credits)
BUS4112 *	Accounting Research (3 quarter credits)
BUS4113 *	International Accounting (3 quarter credits)
BUS4114 *	Government and Nonprofit Accounting (3 quarter credits)
BUS4115	Business Law in Accounting (6 quarter credits)

#### Elective courses - 27<sup>||</sup> or 39<sup>¶</sup> quarter credits

Choose any undergraduate courses.

#### Capstone course - 6 quarter credits

Taken during the learner's final quarter:

BUS4993	Business Capstone Project (6 quarter credits)
---------	---

**Total** **180 quarter credits**

#### Honors Pathway

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

#### Honors courses - 15 quarter credits

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

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

**Total** **180 quarter credits**

<sup>†</sup> Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take BUS1003 during their first quarter.

<sup>‡</sup> Learners who have completed BUS1003 are required to take BUS3003.

<sup>§</sup> Learners who are not required to take BUS1003 are placed in BUS3007.

<sup>||</sup> Learners enrolled in the Accounting CPA must complete 27 quarter credits of additional undergraduate courses. However, those learners enrolled in the Accounting CPA who have completed BUS1003 choose only 21 quarter credits of additional undergraduate courses.

<sup>¶</sup> Learners enrolled in the Accounting specialization must complete 39 quarter credits of additional undergraduate courses. However, those learners enrolled in the Accounting specialization who have completed BUS1003 choose only 33 quarter credits of additional undergraduate courses.

Completion of Accounting CPA courses alone will not meet the educational requirements to be eligible to sit for the CPA exam or to become licensed certified public accountants. Graduates will need to complete additional credits and/or degrees outside of Capella. Each state has minimum credit requirements and specific course requirements that exceed Capella's graduation requirements. Learners seeking a CPA license will need to evaluate their Capella coursework to determine how their state's educational requirements can be fulfilled. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work.

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

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

## Undergraduate—Business Academic Offerings, *continued*

### *BS in Business Specializations, continued*

#### Accounting, FlexPath option

In the Accounting specialization, learners acquire and apply various methods of ethically maintaining accurate and up-to-date financial records and reporting procedures for business transactions. Learners also gain and practice an understanding of a wide array of accounting-related services, including budget analysis, financial and investment planning, and financial statement and internal control auditing. These skills prepare graduates for a profession in financial, managerial, or government accounting. In addition to accounting expertise, learners in this specialization demonstrate the interpersonal and communication skills required to present information to both internal and external clients, influencing organizational effectiveness at all levels of their organization. This specialization is not designed to prepare learners for a CPA exam. Learners who pursue this specialization through the FlexPath option earn a BS in Business through self-paced demonstrations of competencies.

#### General Education Requirements

A minimum of 22.5 program points; see [General Education Courses, FlexPath option](#).<sup>†</sup>

#### Additional Program Requirements

Core courses - 21 program points

BUS-FP3007	Developing a Business Perspective (3 program points)
BUS-FP3011	Fundamentals of Management (1.5 program points)
BUS-FP3012	Fundamentals of Leadership (1.5 program points)
BUS-FP3021	Fundamentals of Business Law (1.5 program points)
BUS-FP3022	Fundamentals of Supply Chain Management (1.5 program points)
BUS-FP3030	Fundamentals of Marketing and Sales (3 program points)
BUS-FP3040	Fundamentals of Human Resource Management (3 program points)
BUS-FP3050	Fundamentals of Organizational Communication (3 program points)
BUS-FP3061	Fundamentals of Accounting (1.5 program points)
BUS-FP3062	Fundamentals of Finance (1.5 program points)

Specialization courses - 24 program points

BUS-FP4060 *	Financial Accounting Principles (3 program points)
BUS-FP4061 *	Managerial Accounting Principles (3 program points)
BUS-FP4062 *	Intermediate Financial Accounting Topics and Trends (3 program points)
BUS-FP4063 *	Advanced Financial Accounting Topics and Trends (3 program points)
BUS-FP4064 *	Cost Accounting for Planning and Control (3 program points)
BUS-FP4065 *	Income Tax Concepts and Strategies (3 program points)

BUS-FP4068 \* Contemporary Auditing Using Investigative Accounting Practices (3 program points)

BUS-FP4070 \* Foundations in Finance (3 program points)

Elective courses - 19.5 program points

Choose courses to fulfill total program points.<sup>†</sup>

Capstone course - 3 program points

Taken during the learner's final quarter:

BUS-FP4993 Business Capstone Project (3 program points)

**Total** **90 program points**

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

#### Business Administration

The BS Business Administration specialization provides learners with opportunities to develop and demonstrate the business, interpersonal, and professional knowledge, skills, and abilities needed to contribute to organizational effectiveness across all functional levels in manufacturing, service, professional, and government arenas. Learners select elective courses based on their individual professional needs.

#### General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

#### Additional Program Requirements

BUS1003 Developing Business Thinking (6 quarter credits)<sup>†</sup>

Core courses - 42 quarter credits

BUS3003	Developing a Business Perspective (6 quarter credits) <sup>‡</sup> <b>OR</b>
BUS3007	Developing a Business Perspective (6 quarter credits) <sup>§</sup>
BUS3011	Fundamentals of Management (3 quarter credits)
BUS3012	Fundamentals of Leadership (3 quarter credits)
BUS3021	Fundamentals of Business Law (3 quarter credits)
BUS3022	Fundamentals of Supply Chain Management (3 quarter credits)
BUS3030	Fundamentals of Marketing and Sales (6 quarter credits)
BUS3040	Fundamentals of Human Resource Management (6 quarter credits)
BUS3050	Fundamentals of Organizational Communication (6 quarter credits)
BUS3061	Fundamentals of Accounting (3 quarter credits)
BUS3062	Fundamentals of Finance (3 quarter credits)

Specialization courses - 36 quarter credits

Required course:

BUS4801 Ethics and Enterprise (6 quarter credits)

In addition, choose 30 quarter credits of upper-division business or project management courses.

Elective courses - 51 quarter credits

Choose 51 quarter credits of additional undergraduate courses.<sup>‡</sup>

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

BUS4993 Business Capstone Project (6 quarter credits)

**Total** **180 quarter credits**

#### Honors Pathway

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

Honors courses - 15 quarter credits

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

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

**Total** **180 quarter credits**

<sup>†</sup> Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take BUS1003 during their first quarter.

<sup>‡</sup> Learners who have completed BUS1003 are required to take BUS3003.

<sup>§</sup> Learners who are not required to take BUS1003 are placed in BUS3007.

<sup>‡</sup> Learners who have completed BUS1003 choose 45 quarter credits of additional undergraduate courses.

#### Business Administration, FlexPath option

The BS Business Administration specialization provides learners with opportunities to develop and demonstrate the business, interpersonal, and professional knowledge, skills, and abilities needed to contribute to organizational effectiveness across all functional levels in manufacturing, service, professional, and government arenas. Learners select elective courses based on their individual professional needs. Learners who pursue this specialization through the FlexPath option earn a BS in Business through self-paced demonstrations of competencies.

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

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

## Undergraduate—Business Academic Offerings, *continued*

### *BS in Business Specializations, continued*

#### General Education Requirements

A minimum of 22.5 program points; see [General Education Courses, FlexPath option](#).<sup>†</sup>

#### Additional Program Requirements

Core courses - 21 program points

BUS-FP3007	Developing a Business Perspective (3 program points)
BUS-FP3011	Fundamentals of Management (1.5 program points)
BUS-FP3012	Fundamentals of Leadership (1.5 program points)
BUS-FP3021	Fundamentals of Business Law (1.5 program points)
BUS-FP3022	Fundamentals of Supply Chain Management (1.5 program points)
BUS-FP3030	Fundamentals of Marketing and Sales (3 program points)
BUS-FP3040	Fundamentals of Human Resource Management (3 program points)
BUS-FP3050	Fundamentals of Organizational Communication (3 program points)
BUS-FP3061	Fundamentals of Accounting (1.5 program points)
BUS-FP3062	Fundamentals of Finance (1.5 program points)

Specialization courses - 18 program points

Required course:

BUS-FP4801	Ethics and Enterprise (3 program points)
------------	--

In addition, choose 15 program points of upper-division business or project management courses.<sup>†</sup>

Elective courses - 25.5 program points

Choose additional FlexPath undergraduate courses to fulfill total program points.<sup>†</sup>

Capstone course - 3 program points

Taken during the learner's final quarter:

BUS-FP4993	Business Capstone Project (3 program points)
------------	--

**Total** **At least 90 program points**

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

### Finance

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

#### General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

Required course:

MAT2001	Statistical Reasoning (6 quarter credits)
---------	---

#### Additional Program Requirements

BUS1003	Developing Business Thinking (6 quarter credits) <sup>†</sup>
---------	---

Core courses - 42 quarter credits

BUS3003	Developing a Business Perspective (6 quarter credits) <sup>†</sup> <b>OR</b>
BUS3007	Developing a Business Perspective (6 quarter credits) <sup>§</sup>
BUS3011	Fundamentals of Management (3 quarter credits)
BUS3012	Fundamentals of Leadership (3 quarter credits)
BUS3021	Fundamentals of Business Law (3 quarter credits)
BUS3022	Fundamentals of Supply Chain Management (3 quarter credits)
BUS3030	Fundamentals of Marketing and Sales (6 quarter credits)
BUS3040	Fundamentals of Human Resource Management (6 quarter credits)
BUS3050	Fundamentals of Organizational Communication (6 quarter credits)
BUS3061	Fundamentals of Accounting (3 quarter credits)
BUS3062	Fundamentals of Finance (3 quarter credits)

Specialization courses - 48 quarter credits

BUS4070 *	Foundations in Finance (6 quarter credits)
BUS4071 *	Financial Markets and Institutions (6 quarter credits)
BUS4072 *	Analysis for Financial Management (6 quarter credits)
BUS4073 *	Investments and Portfolio Management (6 quarter credits)
BUS4801	Ethics and Enterprise (6 quarter credits)

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

BUS4074 *	Entrepreneurial Finance (6 quarter credits)
BUS4075 *	Public and Nonprofit Finance (6 quarter credits)
BUS4076 *	Issues in International Finance (6 quarter credits)
BUS4077 *	Risk Management Strategies (6 quarter credits)
BUS4078 *	Financial Institution Management (6 quarter credits)
BUS4079 *	Real Estate Finance (6 quarter credits)

Elective courses - 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses.<sup>||</sup>

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

BUS4993	Business Capstone Project (6 quarter credits)
---------	---

**Total** **180 quarter credits**

#### Honors Pathway

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

Honors courses - 15 quarter credits

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

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

**Total** **180 quarter credits**

<sup>†</sup> Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take BUS1003 during their first quarter.

<sup>‡</sup> Learners who have completed BUS1003 are required to take BUS3003.

<sup>§</sup> Learners who are not required to take BUS1003 are placed in BUS3007.

<sup>||</sup> Learners who have completed BUS1003 choose 33 quarter credits of additional undergraduate courses

### Health Care Management

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

#### General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

#### Additional Program Requirements

Core courses - 42 quarter credits

BUS3006	Developing a Health Care Management Perspective (6 quarter credits)
BUS3011	Fundamentals of Management (3 quarter credits)
BUS3012	Fundamentals of Leadership (3 quarter credits)
BUS3026	Foundations and Future of Health Care Delivery Management (6 quarter credits)
BUS3030	Fundamentals of Marketing and Sales (6 quarter credits)

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

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

## Undergraduate—Business Academic Offerings, *continued*

### *BS in Business Specializations, continued*

BUS3040	Fundamentals of Human Resource Management (6 quarter credits)
BUS3050	Fundamentals of Organizational Communication (6 quarter credits)
BUS3061	Fundamentals of Accounting (3 quarter credits)
BUS3062	Fundamentals of Finance (3 quarter credits)

#### *Specialization courses - 48 quarter credits*

BUS4121 *	Ethics in Health Care Management (6 quarter credits)
BUS4122 *	Health Care Economics (6 quarter credits)
BUS4123 *	Quality Assurance and Risk Management (6 quarter credits)
BUS4124 *	Health Care Marketing and Strategic Planning (6 quarter credits)
BUS4125 *	Legal Aspects of Health Care Management (6 quarter credits)
BUS4126 *	Health Care Information Management (6 quarter credits)
BUS4127 *	Evidence-Based Health Care Management (6 quarter credits)
BUS4128 *	Cultural Competence in Health Care (6 quarter credits)

#### *Elective courses - 39 quarter credits*

Choose 39 quarter credits of additional undergraduate courses.

#### *Capstone course - 6 quarter credits*

Taken during the learner's final quarter:

BUS4993	Business Capstone Project (6 quarter credits)
---------	---

**Total** **180 quarter credits**

### **Combined BS in Business/MHA option**

Learners enrolled in the Combined BS in Business/MHA option complete the following master's-level courses.

#### *Master's-level courses - 12 quarter credits*

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners (4 quarter credits)
MHA5010	Strategic Health Care Planning (4 quarter credits)
NHS6008	Economics and Decision Making in Health Care (4 quarter credits)

These courses are taken in addition to the general education, core, and specialization courses and may be applied toward learners' elective requirements.

**Total** **180 quarter credits**

### **Combined BS in Business/MPH option**

Learners enrolled in the Combined BS in Business/MPH option complete the following master's-level courses.

#### *Master's-level courses - 12 quarter credits*

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners (4 quarter credits)
MPH5500	Introduction to Public Health Administrative Systems (4 quarter credits)
MPH5503	Environmental Health Concepts in Public Health (4 quarter credits)

These courses are taken in addition to the general education, core, and specialization courses and may be applied toward learners' elective requirements.

**Total** **180 quarter credits**

### **Honors Pathway**

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

#### *Honors courses - 15 quarter credits*

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

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

**Total** **180 quarter credits**

### **Health Care Management, FlexPath option**

The bachelor's Health Care Management specialization provides learners with an opportunity to demonstrate their understanding of basic health care business functions, including accounting, finance, human resources, communications, and marketing, as well as more focused functions such as quality assurance, risk management, and health care operations. Other specialization topics include health care laws and regulations, leadership, and ethics. Successful graduates of this specialization are prepared to pursue leadership or management roles in today's challenging health care environment. Learners who pursue this specialization through the FlexPath option earn a BS in Business through self-paced demonstrations of competencies.

### **General Education Requirements**

A minimum of 22.5 program points; see *General Education Courses, FlexPath option*.<sup>†</sup>

### **Additional Program Requirements**

Core courses - 21 program points

BUS-FP3006	Developing a Health Care Management Perspective (3 program points)
BUS-FP3011	Fundamentals of Management (1.5 program points)
BUS-FP3012	Fundamentals of Leadership (1.5 program points)
BUS-FP3026	Foundations and Future of Health Care Delivery Management (3 program points)
BUS-FP3030	Fundamentals of Marketing and Sales (3 program points)
BUS-FP3040	Fundamentals of Human Resource Management (3 program points)
BUS-FP3050	Fundamentals of Organizational Communication (3 program points)
BUS-FP3061	Fundamentals of Accounting (1.5 program points)
BUS-FP3062	Fundamentals of Finance (1.5 program points)

#### *Specialization courses - 24 program points*

BUS-FP4121 *	Ethics in Health Care Management (3 program points)
BUS-FP4122 *	Health Care Economics (3 program points)
BUS-FP4123 *	Quality Assurance and Risk Management (3 program points)
BUS-FP4124 *	Health Care Marketing and Strategic Planning (3 program points)
BUS-FP4125 *	Legal Aspects of Health Care Management (3 program points)
BUS-FP4126 *	Health Care Information Management (3 program points)
BUS-FP4127 *	Evidence-Based Health Care Management (3 program points)
BUS-FP4128 *	Cultural Competence in Health Care (3 program points)

#### *Elective courses - 19.5 program points*

Choose courses to fulfill total program points.<sup>†</sup>

#### *Capstone course - 3 program points*

Taken during the learner's final quarter:

BUS-FP4993	Business Capstone Project (3 program points)
------------	--

**Total** **90 program points**

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

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

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

## Undergraduate—Business Academic Offerings, *continued*

### *BS in Business Specializations, continued*

#### Human Resource Management

Learners in the bachelor's Human Resource Management specialization build the human resource management, interpersonal, and professional thinking skills needed to manage talent, develop intellectual capital, deal with continuous change, and impact organizational effectiveness as HR leaders and managers at all levels of their organizations. Learners gain and demonstrate a working knowledge of how to staff an organization, train and develop employees, maintain a fair and equitable compensation system, establish human resource policies and procedures, and institute strategies to meet the HR needs for the organization's future.

#### General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

#### Additional Program Requirements

BUS1003 Developing Business Thinking (6 quarter credits)<sup>†</sup>

#### Core courses - 42 quarter credits

BUS3003 Developing a Business Perspective (6 quarter credits)<sup>‡</sup> **OR**  
 BUS3007 Developing a Business Perspective (6 quarter credits)<sup>§</sup>  
 BUS3011 Fundamentals of Management (3 quarter credits)  
 BUS3012 Fundamentals of Leadership (3 quarter credits)  
 BUS3021 Fundamentals of Business Law (3 quarter credits)  
 BUS3022 Fundamentals of Supply Chain Management (3 quarter credits)  
 BUS3030 Fundamentals of Marketing and Sales (6 quarter credits)  
 BUS3040 Fundamentals of Human Resource Management (6 quarter credits)  
 BUS3050 Fundamentals of Organizational Communication (6 quarter credits)  
 BUS3061 Fundamentals of Accounting (3 quarter credits)  
 BUS3062 Fundamentals of Finance (3 quarter credits)

#### Specialization courses - 48 quarter credits

BUS4043 \* Compensation and Benefits Management (6 quarter credits)  
 BUS4044 \* Legal Issues in Human Resource Management (6 quarter credits)  
 BUS4045 \* Recruiting, Retention, and Development (6 quarter credits)  
 BUS4046 \* Employee and Labor Relations (6 quarter credits)  
 BUS4047 \* Employee Training and Development (6 quarter credits)  
 BUS4048 \* International Human Resource Management Issues (6 quarter credits)  
 BUS4801 Ethics and Enterprise (6 quarter credits)  
 BUS4802 Change Management (6 quarter credits)

*Elective courses - 39 quarter credits*

Choose 39 quarter credits of additional undergraduate courses.<sup>†</sup>

*Capstone course - 6 quarter credits*

*Taken during the learner's final quarter:*

BUS4993 Business Capstone Project (6 quarter credits)

**Total 180 quarter credits**

#### Combined BS in Business/MS in Human Resource Management option

Learners enrolled in the Combined BS in Business/MS in Human Resource Management option complete the following master's-level courses in lieu of BUS4043 and BUS4047.

*Master's-level courses - 12 quarter credits*

HRM5015 \* Leading and Managing Workplace Learning (4 quarter credits)  
 HRM5045 \* Enterprise-Aligned Human Resource Management Strategy (4 quarter credits)  
 HRM5055 \* Comprehensive Reward Systems (4 quarter credits)

*These courses are taken in addition to the general education, core, and specialization courses and may be applied toward learners' elective requirements.*

**Total 180 quarter credits**

#### Honors Pathway

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

*Honors courses - 15 quarter credits*

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

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

**Total 180 quarter credits**

<sup>†</sup> Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take BUS1003 during their first quarter.

<sup>‡</sup> Learners who have completed BUS1003 are required to take BUS3003.

<sup>§</sup> Learners who are not required to take BUS1003 are placed in BUS3007.

<sup>||</sup> Learners who have completed BUS1003 choose 33 quarter credits of additional undergraduate courses.

#### Human Resource Management, FlexPath option

Learners in the bachelor's Human Resource Management specialization build the human resource management, interpersonal, and professional thinking skills needed to manage talent, develop intellectual capital, deal with continuous change, and impact organizational effectiveness as HR leaders and managers at all levels of their organizations. Learners gain and demonstrate a working knowledge of how to staff an organization, train and develop employees, maintain a fair and equitable compensation system, establish human resource policies and procedures, and institute strategies to meet the HR needs for the organization's future. Learners who pursue this specialization through the FlexPath option earn a BS in Business through self-paced demonstrations of competencies.

#### General Education Requirements

A minimum of 22.5 program points; see [General Education Courses, FlexPath option](#).<sup>†</sup>

#### Additional Program Requirements

*Core courses - 21 program points*

BUS-FP3007 Developing a Business Perspective (3 program points)  
 BUS-FP3011 Fundamentals of Management (1.5 program points)  
 BUS-FP3012 Fundamentals of Leadership (1.5 program points)  
 BUS-FP3021 Fundamentals of Business Law (1.5 program points)  
 BUS-FP3022 Fundamentals of Supply Chain Management (1.5 program points)  
 BUS-FP3030 Fundamentals of Marketing and Sales (3 program points)  
 BUS-FP3040 Fundamentals of Human Resource Management (3 program points)  
 BUS-FP3050 Fundamentals of Organizational Communication (3 program points)  
 BUS-FP3061 Fundamentals of Accounting (1.5 program points)  
 BUS-FP3062 Fundamentals of Finance (1.5 program points)

*Specialization courses - 24 program points*

BUS-FP4043 \* Compensation and Benefits Management (3 program points)  
 BUS-FP4044 \* Legal Issues in Human Resource Management (3 program points)  
 BUS-FP4045 \* Recruiting, Retention, and Development (3 program points)  
 BUS-FP4046 \* Employee and Labor Relations (3 program points)  
 BUS-FP4047 \* Employee Training and Development (3 program points)  
 BUS-FP4048 \* International Human Resource Management Issues (3 program points)  
 BUS-FP4801 Ethics and Enterprise (3 program points)  
 BUS-FP4802 Change Management (3 program points)

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

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

## Undergraduate—Business Academic Offerings, *continued*

### *BS in Business Specializations, continued*

*Elective courses - 19.5 program points*

*Choose courses to fulfill total program points.†*

*Capstone course - 3 program points*

*Taken during the learner's final quarter:*

BUS-FP4993 Business Capstone Project  
(3 program points)

**Total** **90 program points**

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

### Management and Leadership

Learners in the bachelor's Management and Leadership specialization develop and apply the skills and competencies necessary to successfully coordinate, implement, promote, supervise, and lead people in a dynamic, global environment.

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

#### General Education Requirements

*Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).*

#### Additional Program Requirements

BUS1003 Developing Business Thinking  
(6 quarter credits)†

*Core courses - 42 quarter credits*

BUS3003 Developing a Business Perspective  
(6 quarter credits)‡ **OR**

BUS3007 Developing a Business Perspective  
(6 quarter credits)§

BUS3011 Fundamentals of Management  
(3 quarter credits)

BUS3012 Fundamentals of Leadership  
(3 quarter credits)

BUS3021 Fundamentals of Business Law  
(3 quarter credits)

BUS3022 Fundamentals of Supply Chain Management  
(3 quarter credits)

BUS3030 Fundamentals of Marketing and Sales  
(6 quarter credits)

BUS3040 Fundamentals of Human Resource Management  
(6 quarter credits)

BUS3050 Fundamentals of Organizational Communication  
(6 quarter credits)

BUS3061 Fundamentals of Accounting  
(3 quarter credits)

BUS3062 Fundamentals of Finance  
(3 quarter credits)

*Specialization courses - 48 quarter credits*

BUS4011 \* Virtual Team Collaboration  
(6 quarter credits)

BUS4012 \* Leadership in Organizations  
(6 quarter credits)

BUS4013 \* Organizational Structure, Learning, and Performance  
(6 quarter credits)

BUS4014 \* Operations Management for Competitive Advantage  
(6 quarter credits)

BUS4015 \* Strategic Planning and Implementation  
(6 quarter credits)

BUS4016 \* Global Business Relationships  
(6 quarter credits)

BUS4801 Ethics and Enterprise (6 quarter credits)

BUS4802 Change Management (6 quarter credits)

*Elective courses - 39 quarter credits*

*Choose 39 quarter credits of additional undergraduate courses.¶*

*Capstone course - 6 quarter credits*

*Taken during the learner's final quarter:*

BUS4993 Business Capstone Project  
(6 quarter credits)

**Total** **180 quarter credits**

#### Honors Pathway

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

*Honors courses - 15 quarter credits*

PHI-H2005 Honors Seminar: Critical Thinking for the Professional World  
(3 quarter credits)

COM-H4005 \* Communicating and Integrating Solutions in the Professional World  
(6 quarter credits)

SOC-H3005 \* Honors Professional Internship  
(6 quarter credits)

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

**Total** **180 quarter credits**

† Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take BUS1003 during their first quarter.

‡ Learners who have completed BUS1003 are required to take BUS3003.

§ Learners who are not required to take BUS1003 are placed in BUS3007.

¶ Learners who have completed BUS1003 choose 33 quarter credits of additional undergraduate courses.

### Management and Leadership, FlexPath option

Learners in the bachelor's Management and Leadership specialization develop and apply the skills and competencies necessary to successfully coordinate, implement, promote, supervise, and lead people in a dynamic, global environment.

Throughout the specialization, learners demonstrate the management, interpersonal, and professional thinking skills needed to impact organizational effectiveness as leaders and managers at all levels of their organizations. Learners who pursue this specialization through the FlexPath option earn a BS in Business through self-paced demonstrations of competencies.

#### General Education Requirements

*A minimum of 22.5 program points; see [General Education Courses, FlexPath option](#).†*

#### Additional Program Requirements

*Core courses - 21 program points*

BUS-FP3007 Developing a Business Perspective  
(3 program points)

BUS-FP3011 Fundamentals of Management  
(1.5 program points)

BUS-FP3012 Fundamentals of Leadership  
(1.5 program points)

BUS-FP3021 Fundamentals of Business Law  
(1.5 program points)

BUS-FP3022 Fundamentals of Supply Chain Management  
(1.5 program points)

BUS-FP3030 Fundamentals of Marketing and Sales  
(3 program points)

BUS-FP3040 Fundamentals of Human Resource Management  
(3 program points)

BUS-FP3050 Fundamentals of Organizational Communication  
(3 program points)

BUS-FP3061 Fundamentals of Accounting  
(1.5 program points)

BUS-FP3062 Fundamentals of Finance  
(1.5 program points)

*Specialization courses - 24 program points*

BUS-FP4011 \* Virtual Team Collaboration  
(3 program points)

BUS-FP4012 \* Leadership in Organizations  
(3 program points)

BUS-FP4013 \* Organizational Structure, Learning, and Performance  
(3 program points)

BUS-FP4014 \* Operations Management for Competitive Advantage  
(3 program points)

BUS-FP4015 \* Strategic Planning and Implementation  
(3 program points)

BUS-FP4016 \* Global Business Relationships  
(3 program points)

BUS-FP4801 Ethics and Enterprise (3 program points)

BUS-FP4802 Change Management (3 program points)

*Elective courses - 19.5 program points*

*Choose courses to fulfill total program points.†*

*Capstone course - 3 program points*

*Taken during the learner's final quarter:*

BUS-FP4993 Business Capstone Project  
(3 program points)

**Total** **90 program points**

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

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

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



## Undergraduate—Business Academic Offerings, *continued*

### *BS in Business Specializations, continued*

#### Marketing

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

#### General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

Required course:

MAT2001 Statistical Reasoning (6 quarter credits)

#### Additional Program Requirements

BUS1003 Developing Business Thinking (6 quarter credits)<sup>†</sup>

Core courses - 42 quarter credits

BUS3003 Developing a Business Perspective (6 quarter credits)<sup>†</sup> **OR**

BUS3007 Developing a Business Perspective (6 quarter credits)<sup>§</sup>

BUS3011 Fundamentals of Management (3 quarter credits)

BUS3012 Fundamentals of Leadership (3 quarter credits)

BUS3021 Fundamentals of Business Law (3 quarter credits)

BUS3022 Fundamentals of Supply Chain Management (3 quarter credits)

BUS3030 Fundamentals of Marketing and Sales (6 quarter credits)

BUS3040 Fundamentals of Human Resource Management (6 quarter credits)

BUS3050 Fundamentals of Organizational Communication (6 quarter credits)

BUS3061 Fundamentals of Accounting (3 quarter credits)

BUS3062 Fundamentals of Finance (3 quarter credits)

Specialization courses - 48 quarter credits

BUS4022 \* E-Marketing (6 quarter credits)

BUS4030 \* Marketing Distribution Channel Management (6 quarter credits)

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

BUS4036 \* Marketing Research (6 quarter credits)

BUS4801 Ethics and Enterprise (6 quarter credits)

BUS4802 Change Management (6 quarter credits)

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

BUS4024 \* Customer Behavior (6 quarter credits)

BUS4027 \* Public Relations (6 quarter credits)

BUS4035 \* Global Marketing (6 quarter credits)

BUS4037 \* Digital Marketing Tools (6 quarter credits)

Elective courses - 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses.<sup>‡</sup>

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

BUS4993 Business Capstone Project (6 quarter credits)

**Total 180 quarter credits**

#### Honors Pathway

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

Honors courses - 15 quarter credits

PHI-H2005 Honors Seminar: Critical Thinking for the Professional World (3 quarter credits)

COM-H4005 \* Communicating and Integrating Solutions in the Professional World (6 quarter credits)

SOC-H3005 \* Honors Professional Internship (6 quarter credits)

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

**Total 180 quarter credits**

<sup>†</sup> Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take BUS1003 during their first quarter.

<sup>‡</sup> Learners who have completed BUS1003 are required to take BUS3003.

<sup>§</sup> Learners who are not required to take BUS1003 are placed in BUS3007.

<sup>‡</sup> Learners who have completed BUS1003 choose 33 quarter credits of additional undergraduate courses.

#### Project Management

The Project Management specialization provides undergraduate business learners with a foundational education in the processes, procedures, tools, and techniques of coordinating and managing projects in an organizational setting. The curriculum integrates practice and theory, and focuses on the basics of project management and

ten knowledge areas of practice, including but not limited to resource allocation, risk assessment, and stakeholder management. Learners examine the role of project manager as a change agent working with others to create value for an organization.

The curriculum focuses on development of project management technical skills, professional behavior, and strategic awareness that is required to make informed decisions. Successful graduates of this specialization are prepared to pursue careers as project coordinators, project managers, business analysts, and program managers.

#### General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

Required course:

MAT2001 Statistical Reasoning (6 quarter credits)

#### Additional Program Requirements

BUS1003 Developing Business Thinking (6 quarter credits)<sup>†</sup>

Core courses - 42 quarter credits

BUS3003 Developing a Business Perspective (6 quarter credits)<sup>†</sup> **OR**

BUS3007 Developing a Business Perspective (6 quarter credits)<sup>§</sup>

BUS3011 Fundamentals of Management (3 quarter credits)

BUS3012 Fundamentals of Leadership (3 quarter credits)

BUS3022 Fundamentals of Supply Chain Management (3 quarter credits)

BUS3030 Fundamentals of Marketing and Sales (6 quarter credits)

BUS3040 Fundamentals of Human Resource Management (6 quarter credits)

BUS3050 Fundamentals of Organizational Communication (6 quarter credits)

BUS3061 Fundamentals of Accounting (3 quarter credits)

BUS3062 Fundamentals of Finance (3 quarter credits)

PM3000 Principles of Project Management (3 quarter credits)

Specialization courses - 48 quarter credits

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

PM4020 \* Integration and Scope Management (6 quarter credits)

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

PM4040 \* Human Resources and Motivation Management (6 quarter credits)

PM4050 \* Communication and Stakeholder Management (6 quarter credits)

PM4060 \* Risk Management in Project Management (6 quarter credits)

PM4070 \* Procurement Management in Project Management (6 quarter credits)

PM4080 \* Agile Project Management (6 quarter credits)

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

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

## Undergraduate—Business Academic Offerings, *continued*

### *BS in Business Specializations, continued*

*Elective courses - 39 quarter credits*

*Choose 39 quarter credits of additional undergraduate courses.¶*

*Capstone course - 6 quarter credits*

*Taken during the learner's final quarter:*

BUS4993 Business Capstone Project  
(6 quarter credits)

**Total** 180 quarter credits

#### **Honors Pathway**

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

*Honors courses - 15 quarter credits*

PHI-H2005 Honors Seminar: Critical Thinking for the Professional World (3 quarter credits)

COM-H4005 \* Communicating and Integrating Solutions in the Professional World (6 quarter credits)

SOC-H3005 \* Honors Professional Internship (6 quarter credits)

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

**Total** 180 quarter credits

† Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take BUS1003 during their first quarter.

‡ Learners who have completed BUS1003 are required to take BUS3003.

§ Learners who are not required to take BUS1003 are placed in BUS3007.

¶ Learners who have completed BUS1003 choose 33 quarter credits of additional undergraduate courses.

### **Project Management, FlexPath option**

The Project Management specialization provides undergraduate business learners with a foundational education in the processes, procedures, tools, and techniques of coordinating and managing projects in an organizational setting. The curriculum integrates practice and theory, and focuses on the basics of project management and ten knowledge areas of practice, including but not limited to resource allocation, risk assessment, and stakeholder management. Learners examine the role of project manager as a change agent working with others to create value for an organization. The curriculum focuses on development of project management technical skills, professional behavior, and strategic awareness that is required to make informed decisions. Successful graduates of this specialization are prepared to pursue careers as project coordinators, project managers, business

analysts, and program managers. Learners who pursue this specialization through the FlexPath option earn a BS in Business through self-paced demonstrations of competencies.

#### **General Education Requirements**

*A minimum of 22.5 program points; see [General Education Courses](#), [FlexPath option](#).†*

#### **Additional Program Requirements**

*Core courses - 21 program points*

BUS-FP3007 Developing a Business Perspective (3 program points)

BUS-FP3011 Fundamentals of Management (1.5 program points)

BUS-FP3012 Fundamentals of Leadership (1.5 program points)

BUS-FP3022 Fundamentals of Supply Chain Management (1.5 program points)

BUS-FP3030 Fundamentals of Marketing and Sales (3 program points)

BUS-FP3040 Fundamentals of Human Resource Management (3 program points)

BUS-FP3050 Fundamentals of Organizational Communication (3 program points)

BUS-FP3061 Fundamentals of Accounting (1.5 program points)

BUS-FP3062 Fundamentals of Finance (1.5 program points)

PM-FP3000 Principles of Project Management (1.5 program points)

*Specialization courses - 24 program points*

PM-FP4010 \* Process Groups and Knowledge Areas in Project Management (3 program points)

PM-FP4020 \* Integration and Scope Management (3 program points)

PM-FP4030 \* Scheduling, Cost, and Quality Management (3 program points)

PM-FP4040 \* Human Resources and Motivation Management (3 program points)

PM-FP4050 \* Communication and Stakeholder Management (3 program points)

PM-FP4060 \* Risk Management in Project Management (3 program points)

PM-FP4070 \* Procurement Management in Project Management (3 program points)

PM-FP4080 \* Agile Project Management (3 program points)

*Elective courses - 19.5 program points*

*Choose courses to fulfill total program points.†*

*Capstone course - 3 program points*

*Taken during the learner's final quarter:*

BUS-FP4993 Business Capstone Project (3 program points)

**Total** 90 program points

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

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

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

## Undergraduate—Business Academic Offerings, *continued*

### Bachelor of Science (BS) in Business Minor

#### Business Intelligence

The Business Intelligence minor is designed to provide learners with knowledge, skills, and abilities necessary to collect and interpret business data in a field of advancing information technology. The curriculum addresses evaluation, synthesis, and application of business intelligence in business environments and enables learners to successfully conduct analysis in a data-intensive environment. Learners obtain understanding of data collection and its use in making operational, tactical, and strategic business decisions. Learners acquire quantitative and technical skills, and gain understanding in assessing and resolving real-life organizational problems. Topics include methodology, technology, practice, and management. Upon successful completion of this minor, learners are prepared to pursue careers as business analysts, data analysts, financial analysts, marketing analysts, risk analysts, security analysts, and consultants; or to pursue graduate coursework in business, business intelligence, and information technology.

#### General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

Required course:

MAT2001 Statistical Reasoning (6 quarter credits)

#### Additional Program Requirements

BUS1003 Developing Business Thinking (6 quarter credits)<sup>†</sup>

Core courses - 42 quarter credits

BUS3003 Developing a Business Perspective (6 quarter credits)<sup>‡</sup> **OR**

BUS3007 Developing a Business Perspective (6 quarter credits)<sup>§</sup>

BUS3011 Fundamentals of Management (3 quarter credits)

BUS3012 Fundamentals of Leadership (3 quarter credits)

BUS3021 Fundamentals of Business Law (3 quarter credits)

BUS3022 Fundamentals of Supply Chain Management (3 quarter credits)

BUS3030 Fundamentals of Marketing and Sales (6 quarter credits)

BUS3040 Fundamentals of Human Resource Management (6 quarter credits)

BUS3050 Fundamentals of Organizational Communication (6 quarter credits)

BUS3061 Fundamentals of Accounting (3 quarter credits)

BUS3062 Fundamentals of Finance (3 quarter credits)

Minor courses - 24 quarter credits

IT4200 \* Data Governance and Stewardship (3 quarter credits)

BUS4200 Identifying Core Business Processes and Master Data (3 quarter credits)

BUS4210 Data Identification and Collection Strategies (3 quarter credits)

BUS4220 Data Mining and Analysis in Business (3 quarter credits)

BUS4230 Data Modeling Strategies and Tools in Business (3 quarter credits)

BUS4240 \* Data Interpretation and Statistical Analysis in Business (3 quarter credits)

BUS4250 \* Advanced Data Interpretation and Statistical Analysis in Business (3 quarter credits)

IT4350 \* Information Solutions and Delivery Strategies (3 quarter credits)

*Elective courses - 63 quarter credits*

*Choose 63 quarter credits of additional undergraduate courses.<sup>¶</sup>*

*Capstone course - 6 quarter credits*

*Taken during the learner's final quarter:*

BUS4993 Business Capstone Project (6 quarter credits)

**Total 180 quarter credits**

#### Honors Pathway

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

*Honors courses - 15 quarter credits*

PHI-H2005 Honors Seminar: Critical Thinking for the Professional World (3 quarter credits)

COM-H4005 \* Communicating and Integrating Solutions in the Professional World (6 quarter credits)

SOC-H3005 \* Honors Professional Internship (6 quarter credits)

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

**Total 180 quarter credits**

<sup>†</sup> Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take BUS1003 during their first quarter.

<sup>‡</sup> Learners who have completed BUS1003 are required to take BUS3003.

<sup>§</sup> Learners who are not required to take BUS1003 are placed in BUS3007.

<sup>¶</sup> Learners who have completed BUS1003 choose 33 quarter credits of additional undergraduate courses.

### Undergraduate Business Certificate Program

#### Accounting

Learners in this undergraduate certificate gain a basic knowledge of accounting theories, concepts, and principles; acquire and apply various methods used to ethically maintain accurate and up-to-date financial records; and practice an understanding of a wide array of accounting-related topics, including budgeting, taxation, financial and investment planning, and financial statement and internal control auditing. This undergraduate certificate is not designed to prepare learners for a CPA exam.

**Eight Required Courses 45 quarter credits**

BUS3061 Fundamentals of Accounting (3 quarter credits)

BUS4060 \* Financial Accounting Principles (6 quarter credits)

BUS4061 \* Managerial Accounting Principles (6 quarter credits)

BUS4062 \* Intermediate Financial Accounting Topics and Trends (6 quarter credits)

BUS4063 \* Advanced Financial Accounting Topics and Trends (6 quarter credits)

BUS4064 \* Cost Accounting for Planning and Control (6 quarter credits)

BUS4065 \* Income Tax Concepts and Strategies (6 quarter credits)

BUS4068 \* Contemporary Auditing Using Investigative Accounting Practices (6 quarter credits)

**Total 45 quarter credits**

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

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

# Graduate—Business Academic Offerings

Degree Programs	Specializations	Certificate Programs	Multiple Specializations <i>(must be within the same degree program)</i>
Doctor of Philosophy (PhD) in Business Management	General Business Management		
	Accounting		
	Human Resource Management		
	Information Technology Management		
	Leadership		
	Project Management		
	Strategy and Innovation		
Doctor of Business Administration (DBA)	Accounting		
	Business Intelligence		
	Global Operations and Supply Chain Management		
	Human Resource Management		
	Information Technology Management		
	Leadership		
	Project Management		
	Strategy and Innovation		
Master of Business Administration (MBA)	Self-Designed		
	Self-Designed, FlexPath option		
	Health Care Management		✓
	Health Care Management, FlexPath option		
	Human Resource Management		✓
	Human Resource Management, FlexPath option		
	Project Management		✓
	Project Management, FlexPath option		
Master of Science (MS) in Human Resource Management			
Master of Science (MS) in Human Resource Management, FlexPath option			
		Graduate Certificate in Business Administration	
		Graduate Certificate in Business Administration, FlexPath option	
		Graduate Certificate in Human Resource Management	

## Graduate—Business Academic Offerings, *continued*

### Doctor of Philosophy (PhD) in Business Management Specializations

#### General Business Management

The doctoral specialization in General Business Management provides learners with a deep understanding of business theory, research, and practice. The curriculum focuses on business systems and leadership, financial management, accounting, economics, strategy, and social responsibility. In addition, core courses will also equip learners with a strong global, ethical, and inter-disciplinary perspective. In addition to the core curriculum, learners gain advanced knowledge and skills in research design and application. Successful completion of the General Business Management specialization prepares learners to lead, consult, or teach in the field of business management with a theoretical and pragmatic perspective, creating practical solutions to real-world problems.

#### Residency Requirement(s):

Three ten-week courses with a four-day embedded residency experience (BMGT-R8925, BMGT-R8926, BMGT-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Fifteen Required Courses 70 quarter credits

BMGT8002	Research Processes, Theory and Practice in Global Business (6 quarter credits)
BMGT8006	Business Principles and Practices (4 quarter credits) <b>OR</b>
BMGT8014	Accounting and Finance Principles and Practice (4 quarter credits)
BMGT8008	Ethics and Leadership in Global Environments (4 quarter credits)
BMGT8012	Marketing Principles and Practice (4 quarter credits) <b>OR</b>
BMGT8016	Strategic Management and Practice (4 quarter credits)
BMGT8019 *	Business Dissertation Specialization Literature (4 quarter credits)
BMGT8028	Foundations of Research, Scholarly Literature, and Theory in Management (4 quarter credits)
BMGT8055 *	Business Special Topics: Literature Review (4 quarter credits)
RSCH7860	Survey of Research Methods (4 quarter credits)
BMGT-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
BMGT-R8926	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
BMGT-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

In addition, choose one of the following two categories:

#### For quantitative research:

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

#### For qualitative research:

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

#### Upon completion of all required coursework:

GBUS9919 *	Doctoral Comprehensive Examination (3 quarter credits)
------------	--

Learners must register for GBUS9960 a minimum of four times to fulfill their specialization requirements.

GBUS9960 *	Dissertation Courseroom (3 quarter credits each)
------------	--

#### Five Elective Courses 20 quarter credits

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

#### Total 90 quarter credits

#### Accounting

The PhD in Business Management specialization in Accounting is designed for accounting faculty, accounting professionals such as certified public accountants and certified and chartered management accountants, or those with a Master of Accountancy or equivalent degree. The specialization provides learners with the opportunity to develop advanced knowledge of accounting research, practice, and education and strengthen the skills needed to think critically about and formulate appropriate solutions to accounting problems in the global era. Throughout the specialization, learners evaluate advanced theoretical constructs, standards, and techniques of accounting practice; analyze strategic implications of accounting issues; and conduct scholarly research that contributes to the field of accounting. Successful completion of this specialization prepares learners to pursue advancement in accounting research, practice, teaching, management, or consulting.

#### Residency Requirement(s):

Three ten-week courses with a four-day embedded residency experience (BMGT-R8925, BMGT-R8926, BMGT-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Twenty-Four Required Courses 90 quarter credits

##### Core courses:

BMGT8002	Research Processes, Theory and Practice in Global Business (6 quarter credits)
BMGT8006	Business Principles and Practices (4 quarter credits) <b>OR</b>
BMGT8014	Accounting and Finance Principles and Practice (4 quarter credits)
BMGT8008	Ethics and Leadership in Global Environments (4 quarter credits)
BMGT8012	Marketing Principles and Practice (4 quarter credits) <b>OR</b>
BMGT8016	Strategic Management and Practice (4 quarter credits)
BMGT8019 *	Business Dissertation Specialization Literature (4 quarter credits)
BMGT8028	Foundations of Research, Scholarly Literature, and Theory in Management (4 quarter credits)
BMGT8055 *	Business Special Topics: Literature Review (4 quarter credits)
RSCH7860	Survey of Research Methods (4 quarter credits)
BMGT-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
BMGT-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
BMGT-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

In addition, choose one of the following two categories:

#### For quantitative research:

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

#### For qualitative research:

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

#### Specialization courses:

BMGT8110	Advanced Research in Accounting (4 quarter credits)
BMGT8112	Financial Reporting (4 quarter credits)
BMGT8114	Accounting in the Global Era (4 quarter credits)
BMGT8116	Forensic Accounting (4 quarter credits)

#### Upon completion of all required coursework:

GBUS9919 *	Doctoral Comprehensive Examination (3 quarter credits)
------------	--

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

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

## Graduate—Business Academic Offerings, *continued*

### PhD in Business Management Specializations, *continued*

Learners must register for GBUS9960 a minimum of four times to fulfill their specialization requirements.

GBUS9960 \* Dissertation Coursework  
(3 quarter credits each)

**One Elective Course**                      **4 quarter credits**  
Choose any business management (BMGT) course(s).

**Total**    **90 quarter credits**

### Human Resource Management

The PhD Human Resource Management specialization focuses on knowledge and skills needed to teach, consult, lead, practice, and conduct research in the field of human resource management. Learners evaluate multidisciplinary theories and human resource management strategies and practices for creating flexible and innovative settings in the 21st century's global workplace. The specialization focuses on key issues related to attracting, developing, and retaining a global workforce. The coursework addresses diverse demographic and cultural perspectives, the influence of new technologies on the workplace, and the impact of the dynamic external work environment on human resource management practices.

#### Residency Requirement(s):

Three ten-week courses with a four-day embedded residency experience (BMGT-R8925, BMGT-R8926, BMGT-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

**Twenty-Two Required Courses**    **90 quarter credits**

Core courses:

BMGT8002	Research Processes, Theory and Practice in Global Business (6 quarter credits)
BMGT8006	Business Principles and Practices (4 quarter credits) <b>OR</b>
BMGT8014	Accounting and Finance Principles and Practice (4 quarter credits)
BMGT8008	Ethics and Leadership in Global Environments (4 quarter credits)
BMGT8012	Marketing Principles and Practice (4 quarter credits) <b>OR</b>
BMGT8016	Strategic Management and Practice (4 quarter credits)
BMGT8019 *	Business Dissertation Specialization Literature (4 quarter credits)
BMGT8028	Foundations of Research, Scholarly Literature, and Theory in Management (4 quarter credits)
BMGT8055 *	Business Special Topics: Literature Review (4 quarter credits)
RSCH7860	Survey of Research Methods (4 quarter credits)
BMGT-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
BMGT-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
BMGT-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

In addition, choose one of the following two categories:

For quantitative research:

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

For qualitative research:

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

Specialization courses:

BMGT8410	Foundations of Human Resource Theory and Practice (4 quarter credits)
BMGT8412	Creating Adaptive, Innovative Workplaces (4 quarter credits)
BMGT8414	Attracting and Retaining Talent (4 quarter credits)
BMGT8416	Human Resource Practices for Developing Talent (4 quarter credits)

Upon completion of all required coursework:

GBUS9919 *	Doctoral Comprehensive Examination (3 quarter credits)
------------	--

Learners must register for GBUS9960 a minimum of four times to fulfill their specialization requirements.

GBUS9960 \* Dissertation Coursework  
(3 quarter credits each)

**One Elective Course**                      **4 quarter credits**  
Choose any business management (BMGT) course(s).

**Total**    **90 quarter credits**

### Information Technology Management

The PhD in Business Management specialization in Information Technology Management is designed for mid- and senior-level IT professionals and practicing IT executives, individuals with senior business management experience, or those with a master's degree in a related field.

The specialization focuses on emerging trends, technological influences, and multidisciplinary research to advance the theory and practice of leading IT strategic planning and management in complex environments, including diverse organizational and global cultural contexts. Learners evaluate collaborative relationships among IT and other leaders in the organization in pursuit of organizational goals; strategies for fostering an organizational culture that integrates technological innovation within the context of changing business needs; and the ethical and legal issues that influence the theory and practice of IT management. The specialization prepares learners to lead, consult, or teach in the field of IT management from an informed, strategic

viewpoint, creating practical solutions to emerging real-world problems encountered as organizations compete in the global marketplace.

#### Residency Requirement(s):

Three ten-week courses with a four-day embedded residency experience (BMGT-R8925, BMGT-R8926, BMGT-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

**Twenty-Two Required Courses**    **90 quarter credits**

Core courses:

BMGT8002	Research Processes, Theory and Practice in Global Business (6 quarter credits)
BMGT8006	Business Principles and Practices (4 quarter credits) <b>OR</b>
BMGT8014	Accounting and Finance Principles and Practice (4 quarter credits)
BMGT8008	Ethics and Leadership in Global Environments (4 quarter credits)
BMGT8012	Marketing Principles and Practice (4 quarter credits) <b>OR</b>
BMGT8016	Strategic Management and Practice (4 quarter credits)
BMGT8019 *	Business Dissertation Specialization Literature (4 quarter credits)
BMGT8028	Foundations of Research, Scholarly Literature, and Theory in Management (4 quarter credits)
BMGT8055 *	Business Special Topics: Literature Review (4 quarter credits)
RSCH7860	Survey of Research Methods (4 quarter credits)
BMGT-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
BMGT-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
BMGT-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

In addition, choose one of the following two categories:

For quantitative research:

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

For qualitative research:

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

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

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

## Graduate—Business Academic Offerings, *continued*

### PhD in Business Management Specializations, *continued*

#### Specialization courses:

BMGT8210	Information Technology Leaders as Partners in Organizational Strategic Planning (4 quarter credits)
BMGT8212	Leading Information Technology Strategic Planning in Complex and Global Environments (4 quarter credits)
BMGT8214	Guiding the Implementation of Information Technology Policies and Processes (4 quarter credits)
BMGT8216	Innovating Information Technology Life Cycle Management Processes in a Changing Environment (4 quarter credits)

#### Upon completion of all required coursework:

GBUS9919 *	Doctoral Comprehensive Examination (3 quarter credits)
------------	--

Learners must register for GBUS9960 a minimum of four times to fulfill their specialization requirements.

GBUS9960 *	Dissertation Courseroom (3 quarter credits each)
------------	--

**One Elective Course**                      **4 quarter credits**  
Choose any business management (BMGT) course(s).

**Total**    **90 quarter credits**

### Leadership

The PhD Leadership specialization emphasizes multi-disciplinary scholarly literature and emerging trends in the leadership field, advancing the theory or practice of leadership to meet the challenges of leading in a dynamic global business environment. The specialization helps learners develop leadership qualities that support integrating multiple perspectives by building the skills in systems thinking, critical thinking, creative thinking, reflective thinking, and statistical thinking that enable leaders to build productive relationships and strengthen an organization's viability. The specialization focuses on helping leaders become aware of and shift their beliefs and behaviors as leaders enabling them to more effectively influence and impact the organization and its external environment.

#### Residency Requirement(s):

Three ten-week courses with a four-day embedded residency experience (BMGT-R8925, BMGT-R8926, BMGT-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

**Twenty-Two Required Courses**    **90 quarter credits**

#### Core courses:

BMGT8002	Research Processes, Theory and Practice in Global Business (6 quarter credits)
BMGT8006	Business Principles and Practices (4 quarter credits) <b>OR</b>
BMGT8014	Accounting and Finance Principles and Practice (4 quarter credits)

BMGT8008	Ethics and Leadership in Global Environments (4 quarter credits)
BMGT8012	Marketing Principles and Practice (4 quarter credits) <b>OR</b>
BMGT8016	Strategic Management and Practice (4 quarter credits)
BMGT8019 *	Business Dissertation Specialization Literature (4 quarter credits)
BMGT8028	Foundations of Research, Scholarly Literature, and Theory in Management (4 quarter credits)
BMGT8055 *	Business Special Topics: Literature Review (4 quarter credits)
RSCH7860	Survey of Research Methods (4 quarter credits)
BMGT-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
BMGT-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
BMGT-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

In addition, choose one of the following two categories:

#### For quantitative research:

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

#### For qualitative research:

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

#### Specialization courses:

BMGT8610	Leadership Theory and Practice in a Global Environment (4 quarter credits)
BMGT8612	Leadership as Personal Practice (4 quarter credits)
BMGT8614	Leading the Organizational System (4 quarter credits)
BMGT8616	Leading Dynamic Systems with Multi-Dimensional Thinking (4 quarter credits)

#### Upon completion of all required coursework:

GBUS9919 *	Doctoral Comprehensive Examination (3 quarter credits)
------------	--

Learners must register for GBUS9960 a minimum of four times to fulfill their specialization requirements.

GBUS9960 *	Dissertation Courseroom (3 quarter credits each)
------------	--

**One Elective Course**                      **4 quarter credits**  
Choose any business management (BMGT) course(s).

**Total**    **90 quarter credits**

### Project Management

The PhD in Business Management specialization in Project Management is designed for learners with a working knowledge of project management, for example those with a Project Management Professional (PMP®) certification or at least one master's-level project management course. The specialization focuses on current and emerging methodologies and frameworks; contemporary leadership theories and practices; communications approaches; social networking theories; and complexity theories for improving project and program results. Learners investigate and acquire the knowledge, skills, tools, and techniques necessary to effectively lead projects and programs in a variety of settings, and to conduct appropriate research to improve project management practices. Topics include advanced project and program management methodologies, risk management, portfolio optimization, and leadership. Successful completion of this specialization prepares learners to lead, consult, perform research, or teach in the field of project management from an informed, strategic perspective.

#### Residency Requirement(s):

Three ten-week courses with a four-day embedded residency experience (BMGT-R8925, BMGT-R8926, BMGT-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

**Twenty-Two Required Courses**    **90 quarter credits**

#### Core courses:

BMGT8002	Research Processes, Theory and Practice in Global Business (6 quarter credits)
BMGT8006	Business Principles and Practices (4 quarter credits) <b>OR</b>
BMGT8014	Accounting and Finance Principles and Practice (4 quarter credits)
BMGT8008	Ethics and Leadership in Global Environments (4 quarter credits)
BMGT8012	Marketing Principles and Practice (4 quarter credits) <b>OR</b>
BMGT8016	Strategic Management and Practice (4 quarter credits)
BMGT8019 *	Business Dissertation Specialization Literature (4 quarter credits)
BMGT8028	Foundations of Research, Scholarly Literature, and Theory in Management (4 quarter credits)
BMGT8055 *	Business Special Topics: Literature Review (4 quarter credits)
RSCH7860	Survey of Research Methods (4 quarter credits)
BMGT-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
BMGT-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)

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

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

## Graduate—Business Academic Offerings, *continued*

### PhD in Business Management Specializations, *continued*

BMGT-R8927 \* PhD Dissertation Research Seminar Track 3 (3 quarter credits)

*In addition, choose one of the following two categories:*

*For quantitative research:*

BMGT8035 \* Tests, Measurements, and Business Research Design (4 quarter credits)

BMGT8043 \* Quantitative Research Techniques 2 (4 quarter credits)

RSCH7864 \* Quantitative Design and Analysis (4 quarter credits)

*For qualitative research:*

BMGT8044 \* Qualitative Research Design and Data Analysis (4 quarter credits)

BMGT8046 \* Qualitative Data Collection Strategies, Data Collection Guides, and Field Testing (4 quarter credits)

RSCH7868 \* Qualitative Design and Analysis (4 quarter credits)

*Specialization courses:*

BMGT8430 Advanced Concepts of Project Management Methodologies (4 quarter credits)

BMGT8432 Projects as Complex Adaptive Systems (4 quarter credits)

BMGT8434 Advanced Risk Management Systems and Research (4 quarter credits)

BMGT8436 Dynamics of Program and Portfolio Management (4 quarter credits)

*Upon completion of all required coursework:*

GBUS9919 \* Doctoral Comprehensive Examination (3 quarter credits)

*Learners must register for GBUS9960 a minimum of four times to fulfill their specialization requirements.*

GBUS9960 \* Dissertation Courseroom (3 quarter credits each)

**One Elective Course 4 quarter credits**

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

**Total 90 quarter credits**

### Strategy and Innovation

The PhD Strategy and Innovation specialization provides learners with a theoretical and practical orientation to the strategies organizations use to create and sustain innovations and compete in today's business environment. The curriculum emphasizes evidence-based, multi-disciplined research; practices for analyzing global trends and competitive information; seeking innovation opportunities; developing breakthrough strategies; and creating an organizational environment that enables innovation and change. Learners explore trend analysis and foresight planning; processes for identifying risks and innovation opportunities; and strategies for building continued organizational innovation, sustainability, and adaptation.

Successful completion of this specialization prepares learners to lead, consult, research, or teach in the area of organizational strategy.

#### Residency Requirement(s):

Three ten-week courses with a four-day embedded residency experience (BMGT-R8925, BMGT-R8926, BMGT-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Twenty-Two Required Courses 90 quarter credits

*Core courses:*

BMGT8002 Research Processes, Theory and Practice in Global Business (6 quarter credits)

BMGT8006 Business Principles and Practices (4 quarter credits) **OR**

BMGT8014 Accounting and Finance Principles and Practice (4 quarter credits)

BMGT8008 Ethics and Leadership in Global Environments (4 quarter credits)

BMGT8012 Marketing Principles and Practice (4 quarter credits) **OR**

BMGT8016 Strategic Management and Practice (4 quarter credits)

BMGT8019 \* Business Dissertation Specialization Literature (4 quarter credits)

BMGT8028 Foundations of Research, Scholarly Literature, and Theory in Management (4 quarter credits)

BMGT8055 \* Business Special Topics: Literature Review (4 quarter credits)

RSCH7860 Survey of Research Methods (4 quarter credits)

BMGT-R8925 \* PhD Dissertation Research Seminar Track 1 (3 quarter credits)

BMGT-R8926 \* PhD Dissertation Research Seminar Track 2 (3 quarter credits)

BMGT-R8927 \* PhD Dissertation Research Seminar Track 3 (3 quarter credits)

*In addition, choose one of the following two categories:*

*For quantitative research:*

BMGT8035 \* Tests, Measurements, and Business Research Design (4 quarter credits)

BMGT8043 \* Quantitative Research Techniques 2 (4 quarter credits)

RSCH7864 \* Quantitative Design and Analysis (4 quarter credits)

*For qualitative research:*

BMGT8044 \* Qualitative Research Design and Data Analysis (4 quarter credits)

BMGT8046 \* Qualitative Data Collection Strategies, Data Collection Guides, and Field Testing (4 quarter credits)

RSCH7868 \* Qualitative Design and Analysis (4 quarter credits)

*Specialization courses:*

BMGT8130 Foresight: Anticipating the Future (4 quarter credits)

BMGT8132 Identifying Opportunities for Innovation (4 quarter credits)

BMGT8134 Competing with Disruptive Innovation (4 quarter credits)

BMGT8136 Building an Innovation Strategy (4 quarter credits)

*Upon completion of all required coursework:*

GBUS9919 \* Doctoral Comprehensive Examination (3 quarter credits)

*Learners must register for GBUS9960 a minimum of four times to fulfill their specialization requirements.*

GBUS9960 \* Dissertation Courseroom (3 quarter credits each)

**One Elective Course 4 quarter credits**

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

**Total 90 quarter credits**

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

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



## Graduate—Business Academic Offerings, *continued*

### Doctor of Business Administration (DBA) Specializations

#### Accounting

The DBA Accounting specialization is designed for accounting faculty, accounting professionals such as certified public accountants and certified and chartered management accountants, or those with a Master of Accountancy or equivalent degree. The specialization provides learners with the opportunity to develop advanced knowledge of accounting research, practice, and education and strengthen the skills needed to think critically about and formulate appropriate solutions to accounting problems in the global era. Throughout the specialization, learners evaluate advanced theoretical constructs, standards, and techniques of accounting practice; analyze strategic implications of accounting issues; and conduct scholarly research that contributes to the field of accounting. Successful completion of this specialization prepares learners to pursue advancement in accounting research, practice, teaching, management, or consulting.

#### Residency Requirement(s):

Two four-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Eighteen Required Courses 82 quarter credits

##### Core courses:

DB8002	Introduction to Doctoral Studies in Business (6 quarter credits)
DB8008 *	Becoming a Business Researcher (6 quarter credits)
DB8015 *	Applied Business Research Projects (6 quarter credits)
DB8025	Leading Processes, Technology and People (6 quarter credits)
DB8035	Supply Chain Management in a Global Environment (6 quarter credits)
DB8040	Financial Decision Making (6 quarter credits)
DB8066 *	Fundamentals of Quantitative and Qualitative Research (6 quarter credits)
DB8075	Marketing in a Connected World (6 quarter credits)
DB-R8960 *	Capstone Professional Project (3 quarter credits)
DB-R8962 *	Management Skills for Capstone Learners (3 quarter credits)

##### Specialization courses:

BMGT8110	Advanced Research in Accounting (4 quarter credits)
BMGT8112	Financial Reporting (4 quarter credits)
BMGT8114	Accounting in the Global Era (4 quarter credits)
BMGT8116	Forensic Accounting (4 quarter credits)
DB9940	DBA Mentor Courseroom (non-credit)

Upon completion of all required core and specialization coursework, learners must register for DB9971 a minimum of three times to fulfill their program requirements.

DB9971 \* Doctoral Capstone (4 quarter credits)

#### Total 82 quarter credits

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

#### Business Intelligence

The DBA Business Intelligence specialization is designed to provide learners with the knowledge and skills needed to lead strategic and tactical decision making within organizations. The curriculum emphasizes internal and external sources of information; techniques for identifying, gathering, managing, analyzing, and integrating organizational information used to make evidence-based decisions; data presentation tools and strategies; and ethical considerations associated with data acquisition and use. Successful completion of this specialization prepares learners to lead, consult, or teach in the area of business intelligence.

#### Residency Requirement(s):

Two four-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Eighteen Required Courses 82 quarter credits

##### Core courses:

DB8002	Introduction to Doctoral Studies in Business (6 quarter credits)
DB8008 *	Becoming a Business Researcher (6 quarter credits)
DB8015 *	Applied Business Research Projects (6 quarter credits)
DB8025	Leading Processes, Technology and People (6 quarter credits)
DB8035	Supply Chain Management in a Global Environment (6 quarter credits)
DB8040	Financial Decision Making (6 quarter credits)
DB8066 *	Fundamentals of Quantitative and Qualitative Research (6 quarter credits)
DB8075	Marketing in a Connected World (6 quarter credits)
DB-R8960 *	Capstone Professional Project (3 quarter credits)
DB-R8962 *	Management Skills for Capstone Learners (3 quarter credits)

##### Specialization courses:

DB8210	Business Intelligence, Analytics, and Decision Support (4 quarter credits)
DB8212	Data Warehousing and Descriptive Analytics (4 quarter credits)
DB8214	Data Mining and Predictive Analytics (4 quarter credits)

DB8216	Data Modeling and Prescriptive Analytics (4 quarter credits)
DB9940	DBA Mentor Courseroom (non-credit)

Upon completion of all required core and specialization coursework, learners must register for DB9971 a minimum of three times to fulfill their program requirements.

DB9971 \* Doctoral Capstone (4 quarter credits)

#### Total 82 quarter credits

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

#### Global Operations and Supply Chain Management

The DBA Global Operations and Supply Chain Management specialization provides learners with advanced theory and practice of organizational operations in domestic and global environments and focuses on leveraging the effects of the supply chain to increase organizational performance. The curriculum emphasizes global environment assessment; global supply chain management strategy; demand forecasting; process orientation; and global supply chain management functions associated with marketing and sales, product and inventory, integrated logistics, and personnel and customer service. Learners also engage in a comprehensive core curriculum that highlights quantitative and qualitative research methodologies, strategy, marketing innovation, and ethics and social responsibility in global operations. Learners also conduct professional research focused on contemporary global operations and supply chain management problems.

#### Residency Requirement(s):

Two four-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Eighteen Required Courses 82 quarter credits

##### Core courses:

DB8002	Introduction to Doctoral Studies in Business (6 quarter credits)
DB8008 *	Becoming a Business Researcher (6 quarter credits)
DB8015 *	Applied Business Research Projects (6 quarter credits)
DB8025	Leading Processes, Technology and People (6 quarter credits)
DB8035	Supply Chain Management in a Global Environment (6 quarter credits)
DB8040	Financial Decision Making (6 quarter credits)
DB8066 *	Fundamentals of Quantitative and Qualitative Research (6 quarter credits)

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

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

## Graduate—Business Academic Offerings, *continued*

### DBA Specializations, *continued*

DB8075	Marketing in a Connected World (6 quarter credits)
DB-R8960 *	Capstone Professional Project (3 quarter credits)
DB-R8962 *	Management Skills for Capstone Learners (3 quarter credits)
<i>Specialization courses:</i>	
DB8321	Designing a Global Operations and Supply Chain Network (4 quarter credits)
DB8323	Supply Chain Transformation Through Innovation (4 quarter credits)
DB8325 *	Supplier Relationship Management (4 quarter credits)
DB8327	Global Supply Chain Design (4 quarter credits)
DB9940	DBA Mentor Courseroom (non-credit)
<i>Upon completion of all required core and specialization coursework, learners must register for DB9971 a minimum of three times to fulfill their program requirements.</i>	
DB9971 *	Doctoral Capstone (4 quarter credits)
<b>Total</b>	<b>82 quarter credits</b>

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

### Human Resource Management

The DBA Human Resource Management specialization focuses on knowledge and skills needed to teach, consult, lead, practice, and conduct research in the field of human resource management. Learners evaluate multidisciplinary theories and human resource management strategies and practices for creating flexible and innovative settings in the 21st century's global workplace. The specialization focuses on key issues related to attracting, developing, and retaining a global workforce, and the coursework addresses diverse demographic and cultural perspectives, the influence of new technologies on the workplace, and the impact of the dynamic external work environment on human resource management practices.

#### Residency Requirement(s):

Two four-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Eighteen Required Courses 82 quarter credits

##### Core courses:

DB8002	Introduction to Doctoral Studies in Business (6 quarter credits)
DB8008 *	Becoming a Business Researcher (6 quarter credits)
DB8015 *	Applied Business Research Projects (6 quarter credits)
DB8025	Leading Processes, Technology and People (6 quarter credits)

DB8035	Supply Chain Management in a Global Environment (6 quarter credits)
DB8040	Financial Decision Making (6 quarter credits)
DB8066 *	Fundamentals of Quantitative and Qualitative Research (6 quarter credits)
DB8075	Marketing in a Connected World (6 quarter credits)
DB-R8960 *	Capstone Professional Project (3 quarter credits)
DB-R8962 *	Management Skills for Capstone Learners (3 quarter credits)
<i>Specialization courses:</i>	
BMGT8410	Foundations of Human Resource Theory and Practice (4 quarter credits)
BMGT8412	Creating Adaptive, Innovative Workplaces (4 quarter credits)
BMGT8414	Attracting and Retaining Talent (4 quarter credits)
BMGT8416	Human Resource Practices for Developing Talent (4 quarter credits)
DB9940	DBA Mentor Courseroom (non-credit)
<i>Upon completion of all required core and specialization coursework, learners must register for DB9971 a minimum of three times to fulfill their program requirements.</i>	
DB9971 *	Doctoral Capstone (4 quarter credits)
<b>Total</b>	<b>82 quarter credits</b>

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

### Information Technology Management

The DBA Information Technology Management specialization is designed for mid- and senior-level IT professionals and practicing IT executives, individuals with senior business management experience, or those with a master's degree in a related field. The specialization focuses on emerging trends, technological influences, and multidisciplinary research to advance the theory and practice of leading IT strategic planning and management in complex environments, including diverse organizational and global cultural contexts. Learners evaluate collaborative relationships among IT and other leaders in the organization in pursuit of organizational goals; strategies for fostering an organizational culture that integrates technological innovation within the context of changing business needs; and the ethical and legal issues that influence the theory and practice of IT management. The specialization prepares learners to lead, consult, or teach in the field of IT management from an informed, strategic viewpoint, creating practical solutions to emerging real-world problems encountered as organizations compete in the global marketplace.

#### Residency Requirement(s):

Two four-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Eighteen Required Courses 82 quarter credits

##### Core courses:

DB8002	Introduction to Doctoral Studies in Business (6 quarter credits)
DB8008 *	Becoming a Business Researcher (6 quarter credits)
DB8015 *	Applied Business Research Projects (6 quarter credits)
DB8025	Leading Processes, Technology and People (6 quarter credits)
DB8035	Supply Chain Management in a Global Environment (6 quarter credits)
DB8040	Financial Decision Making (6 quarter credits)
DB8066 *	Fundamentals of Quantitative and Qualitative Research (6 quarter credits)
DB8075	Marketing in a Connected World (6 quarter credits)
DB-R8960 *	Capstone Professional Project (3 quarter credits)
DB-R8962 *	Management Skills for Capstone Learners (3 quarter credits)

##### Specialization courses:

BMGT8210	Information Technology Leaders as Partners in Organizational Strategic Planning (4 quarter credits)
BMGT8212	Leading Information Technology Strategic Planning in Complex and Global Environments (4 quarter credits)
BMGT8214	Guiding the Implementation of Information Technology Policies and Processes (4 quarter credits)
BMGT8216	Innovating Information Technology Life Cycle Management Processes in a Changing Environment (4 quarter credits)
DB9940	DBA Mentor Courseroom (non-credit)

*Upon completion of all required core and specialization coursework, learners must register for DB9971 a minimum of three times to fulfill their program requirements.*

DB9971 \* Doctoral Capstone (4 quarter credits)

#### Total 82 quarter credits

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

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

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

## Graduate—Business Academic Offerings, *continued*

### DBA Specializations, *continued*

#### Leadership

The DBA Leadership specialization emphasizes multi-disciplinary scholarly literature and emerging trends in the leadership field, advancing the theory or practice of leadership to meet the challenges of leading in a dynamic global business environment. The specialization helps learners develop leadership qualities that support integrating multiple perspectives by building the skills in systems thinking, critical thinking, creative thinking, reflective thinking, and statistical thinking that enable leaders to build productive relationships and strengthen an organization's viability. The specialization focuses on helping leaders become aware of and shift their beliefs and behaviors as leaders enabling them to more effectively influence and impact the organization and its external environment.

#### Residency Requirement(s):

Two four-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Eighteen Required Courses 82 quarter credits

##### Core courses:

DB8002	Introduction to Doctoral Studies in Business (6 quarter credits)
DB8008 *	Becoming a Business Researcher (6 quarter credits)
DB8015 *	Applied Business Research Projects (6 quarter credits)
DB8025	Leading Processes, Technology and People (6 quarter credits)
DB8035	Supply Chain Management in a Global Environment (6 quarter credits)
DB8040	Financial Decision Making (6 quarter credits)
DB8066 *	Fundamentals of Quantitative and Qualitative Research (6 quarter credits)
DB8075	Marketing in a Connected World (6 quarter credits)
DB-R8960 *	Capstone Professional Project (3 quarter credits)
DB-R8962 *	Management Skills for Capstone Learners (3 quarter credits)

##### Specialization courses:

BMGT8610	Leadership Theory and Practice in a Global Environment (4 quarter credits)
BMGT8612	Leadership as Personal Practice (4 quarter credits)
BMGT8614	Leading the Organizational System (4 quarter credits)
BMGT8616	Leading Dynamic Systems with Multi-Dimensional Thinking (4 quarter credits)
DB9940	DBA Mentor Courseroom (non-credit)

Upon completion of all required core and specialization coursework, learners must register for DB9971 a minimum of three times to fulfill their program requirements.

DB9971 \* Doctoral Capstone (4 quarter credits)

**Total 82 quarter credits**

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

#### Project Management

The DBA Project Management specialization is designed for learners with a working knowledge of project management, for example those with a Project Management Professional (PMP®) certification or at least one master's-level project management course. The specialization focuses on current and emerging methodologies and frameworks; contemporary leadership theories and practices; communications approaches; social networking theories; and complexity theories for improving project and program results. Learners investigate and acquire the knowledge, skills, tools, and techniques necessary to effectively lead projects and programs in a variety of settings, and to conduct appropriate research to improve project management practices. Topics include advanced project and program management methodologies, risk management, portfolio optimization, and leadership. Successful completion of this specialization prepares learners to lead, consult, or teach in the field of project management from an informed, strategic perspective.

#### Residency Requirement(s):

Two four-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Eighteen Required Courses 82 quarter credits

##### Core courses:

DB8002	Introduction to Doctoral Studies in Business (6 quarter credits)
DB8008 *	Becoming a Business Researcher (6 quarter credits)
DB8015 *	Applied Business Research Projects (6 quarter credits)
DB8025	Leading Processes, Technology and People (6 quarter credits)
DB8035	Supply Chain Management in a Global Environment (6 quarter credits)
DB8040	Financial Decision Making (6 quarter credits)
DB8066 *	Fundamentals of Quantitative and Qualitative Research (6 quarter credits)
DB8075	Marketing in a Connected World (6 quarter credits)
DB-R8960 *	Capstone Professional Project (3 quarter credits)
DB-R8962 *	Management Skills for Capstone Learners (3 quarter credits)

##### Specialization courses:

BMGT8430	Advanced Concepts of Project Management Methodologies (4 quarter credits)
BMGT8432	Projects as Complex Adaptive Systems (4 quarter credits)
BMGT8434	Advanced Risk Management Systems and Research (4 quarter credits)
BMGT8436	Dynamics of Program and Portfolio Management (4 quarter credits)
DB9940	DBA Mentor Courseroom (non-credit)

Upon completion of all required core and specialization coursework, learners must register for DB9971 a minimum of three times to fulfill their program requirements.

DB9971 \* Doctoral Capstone (4 quarter credits)

**Total 82 quarter credits**

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

#### Strategy and Innovation

The DBA Strategy and Innovation specialization provides learners with a theoretical and practical orientation to the strategies organizations use to create and sustain innovations and compete in today's business environment. The curriculum emphasizes evidence-based practices for analyzing global trends and competitive information, seeking innovation opportunities, developing breakthrough strategies, and creating an organizational environment that enables innovation and change. Learners explore trend analysis and foresight planning; processes for identifying risks and innovation opportunities; and strategies for building continued organizational innovation, sustainability, and adaptation. Successful completion of this specialization prepares learners to lead, consult, or teach in the area of organizational strategy.

#### Residency Requirement(s):

Two four-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Eighteen Required Courses 82 quarter credits

##### Core courses:

DB8002	Introduction to Doctoral Studies in Business (6 quarter credits)
DB8008 *	Becoming a Business Researcher (6 quarter credits)
DB8015 *	Applied Business Research Projects (6 quarter credits)
DB8025	Leading Processes, Technology and People (6 quarter credits)
DB8035	Supply Chain Management in a Global Environment (6 quarter credits)
DB8040	Financial Decision Making (6 quarter credits)
DB8066 *	Fundamentals of Quantitative and Qualitative Research (6 quarter credits)
DB8075	Marketing in a Connected World (6 quarter credits)
DB-R8960 *	Capstone Professional Project (3 quarter credits)
DB-R8962 *	Management Skills for Capstone Learners (3 quarter credits)

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

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

## Graduate—Business Academic Offerings, *continued*

### DBA Specializations, *continued*

#### Specialization courses:

BMGT8130	Foresight: Anticipating the Future (4 quarter credits)
BMGT8132	Identifying Opportunities for Innovation (4 quarter credits)
BMGT8134	Competing with Disruptive Innovation (4 quarter credits)
BMGT8136	Building an Innovation Strategy (4 quarter credits)
DB9940	DBA Mentor Courseroom (non-credit)

Upon completion of all required core and specialization coursework, learners must register for DB9971 a minimum of three times to fulfill their program requirements.

DB9971 \* Doctoral Capstone (4 quarter credits)

**Total** **82 quarter credits**

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

## Master of Business Administration (MBA) Specializations

Only learners enrolled in the FlexPath MBA degree program may take FlexPath MBA courses. MBA learners may not take courses associated with any other program within the School of Business and Technology or any other school at Capella University while they are enrolled in the FlexPath MBA degree program.

### Self-Designed

The MBA Self-Designed specialization provides an introduction to foundational business disciplines including leadership, accounting, finance, marketing, operations, strategy, and business analytics. Learners in this specialization are able to incorporate courses in a variety of disciplines to meet individual interests and needs.

#### Eight Required Courses 33 quarter credits

MBA5002	MBA Leadership (4 quarter credits)
MBA5006 *	Business Strategy (4 quarter credits)
MBA5008	Applied Business Analytics (4 quarter credits)
MBA5010	Accounting Methods for Leaders (4 quarter credits)
MBA5012 *	Marketing Management (4 quarter credits)
MBA5014 *	Applied Managerial Finance (4 quarter credits)
MBA5016 *	Operations Management for Leaders (4 quarter credits)

Taken during the learner's final quarter:

MBA5910 \* MBA Capstone Experience (5 quarter credits)

#### Elective Courses 12 quarter credits

Choose three graduate-level courses.

**Total** **45 quarter credits**

### Self-Designed, FlexPath option

The MBA Self-Designed specialization provides an introduction to foundational business disciplines including leadership, accounting, finance, marketing, operations, strategy, and business analytics. Learners in this specialization are able to incorporate courses in a variety of disciplines to meet individual interests and needs. Learners who pursue this specialization through the FlexPath option earn an MBA through self-paced demonstrations of competencies.

#### Eight Required Courses 16.5 program points

MBA-FPX5002	MBA Leadership (2 program points)
MBA-FPX5006 *	Business Strategy (2 program points)
MBA-FPX5008	Applied Business Analytics (2 program points)
MBA-FPX5010	Accounting Methods for Leaders (2 program points)
MBA-FPX5012 *	Marketing Management (2 program points)

MBA-FPX5014 \* Applied Managerial Finance (2 program points)

MBA-FPX5016 \* Operations Management for Leaders (2 program points)

Taken during the learner's final quarter:

MBA-FPX5910 \* MBA Capstone Experience (2.5 program points)

#### Three Elective Courses 6 program points

Choose three from the following recommended electives:

ACC-FPX5610 *	Advanced Accounting, Budget Planning and Control (2 program points)
ANLY-FPX5510 *	Advanced Business Analytics (2 program points)
ENTR-FPX5412	New Ventures and Entrepreneurship (2 program points)
FIN-FPX5710	Economic Foundations for Financial Decision Making (2 program points)
HCM-FPX5310	Decision-Making in the Health Care System (2 program points)
HCM-FPX5312 *	Analyzing the Health Care Environment (2 program points)
HCM-FPX5314 *	Driving Health Care Results (2 program points)
HRM-FPX5025 *	Talent Acquisition and Workforce Planning (2 program points)
HRM-FPX5122 *	Developing an Effective Workplace (2 program points)
HRM-FPX5310	Strategic Human Resource Management (2 program points)
ITEC-FPX5030	Emerging Technologies (2 program points)
LEAD-FPX5210	Leading Global and Diverse Cultures (2 program points)
LEAD-FPX5220	Leader as Change Agent (2 program points)
MKT-FPX5410	Digital Marketing (2 program points)
MKT-FPX5416	Consumer Insights (2 program points)
OPS-FPX5620 *	Supply Chain Foundations and Management (2 program points)
OPS-FPX5630 *	Strategic Supply Chain Sourcing (2 program points)
PM-FPX5018	Project Management Foundations (2 program points)
PM-FPX5332 *	Project Management, Planning, Execution, and Control (2 program points)
PM-FPX5333 *	Project Budgeting, Procurement, and Quality (2 program points)
PM-FPX5334 *	Project Risk Assessment and Control (2 program points)

OR

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

**Total** **22.5 program points**

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

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

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

## Graduate—Business Academic Offerings, *continued*

### MBA Specializations, *continued*

#### Health Care Management

The MBA Health Care Management specialization focuses on the application of business and management knowledge, skills, and abilities learners need within the complex and dynamic health care industry. Learners gain a thorough understanding of the health care system; government influence; and law, ethics, policy, and organizational strategy. Learners use evidence-based decision making that drives quality management, operations, and financial management practices based on organizational strategy and goals. Upon successful completion of this specialization, learners will have developed the knowledge and skills needed to pursue middle- or senior-level positions within health care organizations or organizations that serve the health care industry.

**Eleven Required Courses**      **45 quarter credits**  
Core courses:

MBA5002	MBA Leadership (4 quarter credits)
MBA5006 *	Business Strategy (4 quarter credits)
MBA5008	Applied Business Analytics (4 quarter credits)
MBA5010	Accounting Methods for Leaders (4 quarter credits)
MBA5012 *	Marketing Management (4 quarter credits)
MBA5014 *	Applied Managerial Finance (4 quarter credits)
MBA5016 *	Operations Management for Leaders (4 quarter credits)

Specialization courses:

HCM5310	Decision-Making in the Health Care System (4 quarter credits)
HCM5312 *	Analyzing the Health Care Environment (4 quarter credits)
HCM5314 *	Driving Health Care Results (4 quarter credits)

Taken during the learner's final quarter:

MBA5910 *	MBA Capstone Experience (5 quarter credits)
-----------	---

**Total**      **45 quarter credits**

#### Health Care Management, FlexPath option

The MBA Health Care Management specialization focuses on the application of business and management knowledge, skills, and abilities learners need within the complex and dynamic health care industry. Learners gain a thorough understanding of the health care system; government influence; and law, ethics, policy, and organizational strategy. Learners use evidence-based decision making that drives quality management, operations, and financial management practices based on organizational strategy and goals. Upon successful completion of this specialization, learners will have developed the knowledge and skills needed to pursue middle- or senior-level positions within health care organizations or organizations that serve

the health care industry. Learners who pursue this specialization through the FlexPath option earn an MBA through self-paced demonstrations of competencies.

**Eleven Required Courses**      **22.5 program points**

Core courses:

MBA-FPX5002	MBA Leadership (2 program points)
MBA-FPX5006 *	Business Strategy (2 program points)
MBA-FPX5008	Applied Business Analytics (2 program points)
MBA-FPX5010	Accounting Methods for Leaders (2 program points)
MBA-FPX5012 *	Marketing Management (2 program points)
MBA-FPX5014 *	Applied Managerial Finance (2 program points)
MBA-FPX5016 *	Operations Management for Leaders (2 program points)

Specialization courses:

HCM-FPX5310	Decision-Making in the Health Care System (2 program points)
HCM-FPX5312 *	Analyzing the Health Care Environment (2 program points)
HCM-FPX5314 *	Driving Health Care Results (2 program points)

Taken during the learner's final quarter:

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

**Total**      **22.5 program points**

#### Human Resource Management

The MBA Human Resource Management (HRM) specialization focuses on the application of knowledge, competencies, and skills necessary to integrate business and human resource functions in organizations. Learners focus on communicating clearly to stakeholders and developing data-informed recommendations in support of organizational goals and strategy. Upon successful completion of this specialization, learners are prepared to make informed, practitioner-based decisions resulting in increased professional development, organizational growth, and enterprise sustainability. Upon successful completion of this specialization, learners have gained relevant knowledge, competencies, and skills enabling them to enter or advance in HRM-related careers and to make appropriate decisions about human capital.

**Eleven Required Courses**      **45 quarter credits**

Core courses:

MBA5002	MBA Leadership (4 quarter credits)
MBA5006 *	Business Strategy (4 quarter credits)
MBA5008	Applied Business Analytics (4 quarter credits)
MBA5010	Accounting Methods for Leaders (4 quarter credits)
MBA5012 *	Marketing Management (4 quarter credits)
MBA5014 *	Applied Managerial Finance (4 quarter credits)
MBA5016 *	Operations Management for Leaders (4 quarter credits)

Specialization courses:

HRM5060 *	Sourcing and Managing Talent in the Workplace (4 quarter credits)
-----------	---

HRM5090 *	Retaining and Engaging Employees for the Modern Workforce (4 quarter credits)
-----------	---

HRM5310	Strategic Human Resource Management (4 quarter credits)
---------	---

Taken during the learner's final quarter:

MBA5910 *	MBA Capstone Experience (5 quarter credits)
-----------	---

**Total**      **45 quarter credits**

#### Human Resource Management, FlexPath option

The MBA Human Resource Management (HRM) specialization focuses on the application of knowledge, competencies, and skills necessary to integrate business and human resource functions in organizations. Learners focus on communicating clearly to stakeholders and developing data-informed recommendations in support of organizational goals and strategy. Upon successful completion of this specialization, learners are prepared to make informed, practitioner-based decisions resulting in increased professional development, organizational growth, and enterprise sustainability. Upon successful completion of this specialization, learners have gained relevant knowledge, competencies, and skills enabling them to enter or advance in HRM-related careers and to make appropriate decisions about human capital. Learners who pursue this specialization through the FlexPath option earn an MBA through self-paced demonstrations of competencies.

**Eleven Required Courses**      **22.5 program points**

Core courses:

MBA-FPX5002	MBA Leadership (2 program points)
MBA-FPX5006 *	Business Strategy (2 program points)
MBA-FPX5008	Applied Business Analytics (2 program points)
MBA-FPX5010	Accounting Methods for Leaders (2 program points)
MBA-FPX5012 *	Marketing Management (2 program points)
MBA-FPX5014 *	Applied Managerial Finance (2 program points)
MBA-FPX5016 *	Operations Management for Leaders (2 program points)

Specialization courses:

HRM-FPX5060 *	Sourcing and Managing Talent in the Workplace (2 program points)
HRM-FPX5090 *	Retaining and Engaging Employees for the Modern Workforce (2 program points)
HRM-FPX5310	Strategic Human Resource Management (2 program points)

Taken during the learner's final quarter:

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

**Total**      **22.5 program points**

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

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

## Graduate—Business Academic Offerings, *continued*

### MBA Specializations, *continued*

#### Project Management

The MBA Project Management specialization aligns with the Project Management Institute's (PMI®) global standards. This specialization introduces learners to fundamental project management theories, processes, and strategies and provides learners with the knowledge, skills, and experience to ensure project success. Learners focus on developing decision-making skills and the ability to reflect on the impact of their judgment in dynamic project situations. Upon successful completion of this specialization, learners are prepared to pursue advanced project management positions in global enterprises or entrepreneurial start-ups.

**Eleven Required Courses**      **45 quarter credits**

##### Core courses:

MBA5002	MBA Leadership (4 quarter credits)
MBA5006 *	Business Strategy (4 quarter credits)
MBA5008	Applied Business Analytics (4 quarter credits)
MBA5010	Accounting Methods for Leaders (4 quarter credits)
PM5018	Project Management Foundations (4 quarter credits)
MBA5014 *	Applied Managerial Finance (4 quarter credits)
MBA5016 *	Operations Management for Leaders (4 quarter credits)

##### Specialization courses:

PM5332 *	Project Management, Planning, Execution, and Control (4 quarter credits)
PM5333 *	Project Budgeting, Procurement, and Quality (4 quarter credits)
PM5334 *	Project Risk Assessment and Control (4 quarter credits)

##### Taken during the learner's final quarter:

MBA5910 *	MBA Capstone Experience (5 quarter credits)
-----------	---

**Total**      **45 quarter credits**

#### Project Management, FlexPath option

The MBA Project Management specialization aligns with the Project Management Institute's (PMI®) global standards. This specialization introduces learners to fundamental project management theories, processes, and strategies and provides learners with the knowledge, skills, and experience to ensure project success. Learners focus on developing decision-making skills and the ability to reflect on the impact of their judgment in dynamic project situations. Upon successful completion of this specialization, learners are prepared to pursue advanced project management positions in global enterprises or entrepreneurial start-ups. Learners who pursue this specialization through the FlexPath option earn an MBA through self-paced demonstrations of competencies.

**Eleven Required Courses**      **22.5 program points**

##### Core courses:

MBA-FPX5002	MBA Leadership (2 program points)
MBA-FPX5006 *	Business Strategy (2 program points)

MBA-FPX5008	Applied Business Analytics (2 program points)
MBA-FPX5010	Accounting Methods for Leaders (2 program points)
PM-FPX5018	Project Management Foundations (2 program points)
MBA-FPX5014 *	Applied Managerial Finance (2 program points)
MBA-FPX5016 *	Operations Management for Leaders (2 program points)

##### Specialization courses:

PM-FPX5332 *	Project Management, Planning, Execution, and Control (2 program points)
PM-FPX5333 *	Project Budgeting, Procurement, and Quality (2 program points)
PM-FPX5334 *	Project Risk Assessment and Control (2 program points)

##### Taken during the learner's final quarter:

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

**Total**      **22.5 program points**

#### Master of Science (MS) in Human Resource Management Degree Program

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

**Eleven Required Courses**      **At least 45 quarter credits**

HRM5002	Survey of Human Resource Management in Practice (4 quarter credits)
HRM5055 *	Comprehensive Reward Systems (4 quarter credits)
HRM5060 *	Sourcing and Managing Talent in the Workplace (4 quarter credits)
HRM5065 *	Employment Law in the Successful Workplace (4 quarter credits)
HRM5070 *	Workplace Learning in the Digital Age (4 quarter credits)
HRM5080 *	Evidence-Based Decision Making for Human Resource Professionals (4 quarter credits)
HRM5090 *	Retaining and Engaging Employees for the Modern Workforce (4 quarter credits)

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

ED7631 *	Introduction to Training and Performance Systems (4 quarter credits)
HRM5075 *	Leading and Influencing for the Human Resource Practitioner (4 quarter credits)
HRM5100 *	HRM Professional Internship (4 quarter credits)
HRM5112	Certification Examination Preparation for the aPHR, PHR and SPHR (4 quarter credits)
HRM5115	Certification Examination Preparation for the SHRM-CP and SHRM-SCP (4 quarter credits)
HRM5118 *	Human Resource Legal Challenges and Solutions (4 quarter credits)
HRM5120 *	Global Human Resource Practice (4 quarter credits)
HRM5401 *	The Legal, Ethical, and Regulatory Environment of Health Care (4 quarter credits)
HRM5402 *	Planning, Sourcing, and Developing Talent in Health Care Organizations (4 quarter credits)
HRM5403 *	Transforming the Employee Experience in Health Care (4 quarter credits)

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

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

**Graduate—Business Academic Offerings, continued***MS in Human Resource Management Degree Program, continued*

LEAD5210	Leading Global and Diverse Cultures (4 quarter credits)
LEAD5220	Leader as Change Agent (4 quarter credits)
PSY8711	Principles of Industrial/Organizational Psychology (5 quarter credits)

*Taken during the learner's final quarter:*

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

**Total** **At least 45 quarter credits**

**Master of Science (MS) in Human Resource Management Degree Program, FlexPath option**

The Master of Science in Human Resource Management degree program provides learners with the knowledge and skills needed to lead and manage strategic and operational human resources management functions in organizations. Learners develop deep knowledge of the HRM disciplines within the context of aligning HR strategy and practice with organizational goals. In addition learners develop skills to effectively lead the practice of human resources within organizations through development of partnerships with leadership, consultation, and change management. The curriculum emphasizes the development of HRM competencies, critical thinking, professional expertise, and the development of business acumen. Learners develop their ability to effectively address real-world HRM challenges from a business perspective and translate strategic plans into workplace practices that deliver business results. The program helps position learners for careers as strategic business partners or HRM leaders. Learners who pursue this degree program through the FlexPath option earn an MS through self-paced demonstrations of competencies.

**Eleven Required Courses** **At least 22.5 program points**

HRM-FPX5002	Survey of Human Resource Management in Practice (2 program points)
HRM-FPX5055 *	Comprehensive Reward Systems (2 program points)
HRM-FPX5060 *	Sourcing and Managing Talent in the Workplace (2 program points)
HRM-FPX5065 *	Employment Law in the Successful Workplace (2 program points)
HRM-FPX5070 *	Workplace Learning in the Digital Age (2 program points)
HRM-FPX5080 *	Evidence-Based Decision Making for Human Resource Professionals (2 program points)
HRM-FPX5090 *	Retaining and Engaging Employees for the Modern Workforce (2 program points)

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

HRM-FPX5075 *	Leading and Influencing for the Human Resource Practitioner (2 program points)
HRM-FPX5118 *	Human Resource Legal Challenges and Solutions (2 program points)
HRM-FPX5120 *	Global Human Resource Practice (2 program points)
LEAD-FPX5210	Leading Global and Diverse Cultures (2 program points)
LEAD-FPX5220	Leader as Change Agent (2 program points)

*Taken during the learner's final quarter:*

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

**Total** **At least 22.5 Program Points**

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

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

## Graduate—Business Academic Offerings, *continued*

### Business Graduate Certificate Programs

#### Business Administration

The Business Administration graduate certificate provides learners with practical and relevant content integrated across functional business areas and emphasizes analytics and leadership as key elements required of MBA graduates for success in the workplace. Learners gain knowledge and skills in these foundational business areas and learn how to apply data to evidence-based decision making in the workplace.

#### Four Required Courses 16 quarter credits

MBA5008 Applied Business Analytics  
(4 quarter credits)

#### AND

Choose three from the following:

MBA5006 \* Business Strategy (4 quarter credits)

MBA5010 Accounting Methods for Leaders  
(4 quarter credits)

MBA5012 \* Marketing Management  
(4 quarter credits)

MBA5014 \* Applied Managerial Finance  
(4 quarter credits)

MBA5016 \* Operations Management for Leaders  
(4 quarter credits)

**Total 16 quarter credits**

#### Business Administration, FlexPath option

The Business Administration graduate certificate provides learners with practical and relevant content integrated across functional business areas and emphasizes analytics and leadership as key elements required of MBA graduates for success in the workplace. Learners gain knowledge and skills in these foundational business areas and learn how to apply data to evidence-based decision making in the workplace. Learners who pursue this graduate certificate through the FlexPath option earn a Business Administration graduate certificate through self-paced demonstrations of competencies.

#### Four Required Courses 8 program points

MBA-FPX5008 Applied Business Analytics  
(2 program points)

#### AND

Choose three from the following:

MBA-FPX5006 \* Business Strategy  
(2 program points)

MBA-FPX5010 Accounting Methods for Leaders  
(2 program points)

MBA-FPX5012 \* Marketing Management  
(2 program points)

MBA-FPX5014 \* Applied Managerial Finance  
(2 program points)

MBA-FPX5016 \* Operations Management for Leaders  
(2 program points)

**Total 8 program points**

#### Human Resource Management

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

#### Four Required Courses 16 quarter credits

HRM5002 Survey of Human Resource Management in Practice (4 quarter credits)

*In addition, choose three from the following courses:*

HRM5015 \* Leading and Managing Workplace Learning (4 quarter credits)

HRM5025 \* Talent Acquisition and Workforce Planning (4 quarter credits)

HRM5035 \* Analytics, Metrics, and Decision Making for Human Resource Management (4 quarter credits)

HRM5045 \* Enterprise-Aligned Human Resource Management Strategy (4 quarter credits)

HRM5055 \* Comprehensive Reward Systems (4 quarter credits)

HRM5065 \* Employment Law in the Successful Workplace (4 quarter credits)

HRM5075 \* Leading and Influencing for the Human Resource Practitioner (4 quarter credits)

HRM5112 Certification Examination Preparation for the aPHR, PHR and SPHR (4 quarter credits) **OR**

HRM5115 Certification Examination Preparation for the SHRM-CP and SHRM-SCP (4 quarter credits)

HRM5120 \* Global Human Resource Practice (4 quarter credits)

**Total 16 quarter credits**

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

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



# Undergraduate—Technology Academic Offerings

Degree Program	Specializations/ Minors	Combined Bachelor's/ Master's Options		Concentrations														Honors Pathway	Multiple Specializations (must be within the same degree program)		
		Combined BS in IT/MS in IAC option	Combined BS in IT, IAC/MS in IAC option	Accounting	Addictions	Behavioral Health	Business Intelligence	Cloud Application Development	Finance	Forensic Psychology	Health Care Management	Human Resource Management	Management and Leadership	Marketing	Mobile Development	Project Management	Programming and Application Development			Web Development	
Bachelor of Science (BS) in Information Technology	General Information Technology	✓ <sup>1</sup>		✓			✓			✓	✓		✓	✓					✓	✓	
	General Information Technology, FlexPath option																				
	Health Information Management			✓			✓			✓	✓		✓	✓					✓	✓	
	Information Assurance and Cybersecurity		✓ <sup>1</sup>	✓			✓			✓	✓		✓	✓					✓	✓	
	Information Assurance and Cybersecurity, FlexPath option																				
	Project Management			✓			✓			✓	✓		✓						✓	✓	
	Project Management, FlexPath option																				
	Data Analytics Minor			✓			✓			✓	✓		✓	✓							✓
	Data Management Minor			✓			✓			✓	✓		✓	✓							✓
	Network Technology Cisco® Minor			✓			✓			✓	✓		✓	✓							✓
	Network Technology Microsoft® Minor			✓			✓			✓	✓		✓	✓							✓
	Software Development														✓	✓	✓	✓	✓	✓	✓

1. The Combined BS/MS options are specialization-specific. See the Combined Bachelor's/Master's Options section and the program requirements for each bachelor's Information Technology specialization for details.

Undergraduate—Technology Academic Offerings, *continued*

Degree Program	Specializations	Combined Bachelor's/Master's Options		Concentrations														Multiple Specializations <i>(must be within the same degree program)</i>	
		Combined BS in IT/MS in IAC option	Combined BS in IT, IAC/MS in IAC option	Accounting	Addictions	Behavioral Health	Business Intelligence	Cloud Application Development	Finance	Forensic Psychology	Health Care Management	Human Resource Management	Management and Leadership	Marketing	Mobile Development	Project Management	Programming and Application Development		Web Development
Undergraduate Certificate	Network Technology: Cisco®																		
	Network Technology: Microsoft®																		
	Software Development																		

Bachelor of Science (BS) in Information Technology Specializations

General Information Technology

In the General Information Technology specialization, undergraduate learners develop their knowledge and skills in courses that cover the fundamental IT domains of networking, database, web development, systems analysis and design, and project management. Learners may also select more advanced IT courses that allow them to develop deeper and broader knowledge and skills in IT topics including web development, networking, project management, and graphics and multimedia.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

Required courses:

- MAT1050 College Algebra (6 quarter credits)
- MAT2051 \* Discrete Mathematics (6 quarter credits)

Additional Program Requirements

Core courses - 54 quarter credits

- IT1006 Information Technology Concepts and Practices (6 quarter credits)
- IT2230 Introduction to Database Systems (3 quarter credits)
- IT2249 Introduction to Programming with Java (6 quarter credits)
- IT2250 Introduction to Network Technology (3 quarter credits)
- IT3165 Ethics for the Information Technology Professional (3 quarter credits)
- IT3212 Introduction to Web Development (3 quarter credits)
- IT3215 \* Introduction to Javascript (3 quarter credits)
- IT3225 Business Goals for the Information Technology Professional (3 quarter credits)
- IT3301 \* User Experience and Interaction Design (3 quarter credits)
- IT3315 Hardware and Operating Systems (3 quarter credits)

- IT3318 Systems Administration (3 quarter credits)
  - IT3345 \* Software Architecture (3 quarter credits)
  - IT3349 \* Intermediate Java Programming (3 quarter credits)
  - IT3355 \* Network Architecture (3 quarter credits)
  - IT3358 Information Security Concepts for the Information Technology Professional (3 quarter credits)
  - PM3000 Principles of Project Management (3 quarter credits)
- Specialization courses - 30 quarter credits*
- Choose 30 quarter credits of upper division health information management, information technology, or project management courses.*
- Elective courses - 45 quarter credits*
- Choose 45 quarter credits of additional undergraduate courses.*
- Capstone course - 6 quarter credits*
- Taken during the learner's final quarter:*
- IT4990 Information Technology Capstone Project (6 quarter credits)

**Total 180 quarter credits**

Combined BS in Information Technology/MS in Information Assurance and Cybersecurity option

Learners enrolled in the Combined BS in Information Technology/MS in Information Assurance and Cybersecurity option complete the following master's-level courses.

Master's-level courses - 12 quarter credits

- IAS5002 Communication Skills for Today's Information Security Professional (4 quarter credits)
- IAS5010 Information Technology Security Fundamentals (4 quarter credits)
- IAS5015 \* Network Security Fundamentals and Cryptography (4 quarter credits)

*These courses are taken in addition to the general education, core, and specialization courses and may be applied toward learners' elective requirements.*

**Total 180 quarter credits**

Honors Pathway

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

Honors courses - 15 quarter credits

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

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

**Total 180 quarter credits**

General Information Technology, FlexPath option

In the General Information Technology specialization, undergraduate learners develop their knowledge and skills in courses that cover the fundamental IT domains of networking, database, web development, systems analysis and design, and project management. Learners may also select more advanced IT courses that allow them to develop deeper and broader knowledge and skills in IT topics including web development, networking, project management, and graphics and multimedia. Learners who pursue this specialization through the FlexPath option earn a BS in IT through self-paced demonstrations of competencies.

General Education Requirements

A minimum of 22.5 program points; see [General Education Courses, FlexPath option](#).†

Additional Program Requirements

Core courses - 27 program points

- IT-FP1006 Communication Strategies for the Information Technology Professional (3 program points)

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

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

## Undergraduate—Technology Academic Offerings, *continued*

### *BS in Information Technology Specializations, continued*

IT-FP2230	Introduction to Database Systems (1.5 program points)
IT-FP2249	Introduction to Programming with Java 3 program points)
IT-FP2250	Introduction to Network Technology (1.5 program points)
IT-FP3165	Ethics for the Information Technology Professional (1.5 program points)
IT-FP3212	Introduction to Web Development (1.5 program points)
IT-FP3215 *	Introduction to Javascript (1.5 program points)
IT-FP3225	Business Goals for the Information Technology Professional (1.5 program points)
IT-FP3301 *	User Experience and Interaction Design (1.5 program points)
IT-FP3315	Hardware and Operating Systems (1.5 program points)
IT-FP3318	Systems Administration (1.5 program points)
IT-FP3345 *	Software Architecture (1.5 program points)
IT-FP3349 *	Intermediate Java Programming (1.5 program points)
IT-FP3355 *	Network Architecture (1.5 program points)
IT-FP3358	Information Security Concepts for the Information Technology Professional (1.5 program points)
PM-FP3000	Principles of Project Management (1.5 program points)
<i>Specialization courses - 15 program points</i>	
<i>In addition, 15 program points of upper division health information management, information technology, or project management courses.†</i>	
<i>Elective courses - 22.5 program points</i>	
<i>Complete at least 22.5 program points of additional undergraduate courses.†</i>	
<i>Capstone course - 3 program points</i>	
<i>Taken during the learner's final quarter:</i>	
IT-FP4990	Information Technology Capstone Project (3 program points)
<b>Total</b>	<b>At least 90 program points</b>

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

### Health Information Management

In the BS in IT, Health Information Management specialization, learners gain skills in information management and health care administrative environments. Learners acquire and apply various processes, tools, technologies, and methods used to support clinicians, who gather, store, and manipulate clinical data. Learners analyze medical terminology, electronic health records and health information systems, data management, quality management, statistical analysis, data governance, and information security. Learners also evaluate methods of designing and

maintaining clinical data systems to support data extraction and manipulation, which are used by health care providers and organizational stakeholders. Upon successful completion of this specialization, learners are prepared to pursue careers as information specialists, data managers, database administrators, information analysts, quality coordinators, performance improvement managers, research analysts, and information consultants in health care settings.

#### General Education Requirements

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

Required courses:

- MAT1050 College Algebra (6 quarter credits)  
MAT2051 \* Discrete Mathematics (6 quarter credits)

#### Additional Program Requirements

Core courses - 54 quarter credits

- IT1006 Information Technology Concepts and Practices (6 quarter credits)  
IT2230 Introduction to Database Systems (3 quarter credits)  
IT2249 Introduction to Programming with Java (6 quarter credits)  
IT2250 Introduction to Network Technology (3 quarter credits)  
IT3165 Ethics for the Information Technology Professional (3 quarter credits)  
IT3212 Introduction to Web Development (3 quarter credits)  
IT3215 \* Introduction to Javascript (3 quarter credits)  
IT3225 Business Goals for the Information Technology Professional (3 quarter credits)  
IT3301 \* User Experience and Interaction Design (3 quarter credits)  
IT3315 Hardware and Operating Systems (3 quarter credits)  
IT3318 Systems Administration (3 quarter credits)  
IT3345 \* Software Architecture (3 quarter credits)  
IT3349 \* Intermediate Java Programming (3 quarter credits)  
IT3355 \* Network Architecture (3 quarter credits)  
IT3358 Information Security Concepts for the Information Technology Professional (3 quarter credits)  
PM3000 Principles of Project Management (3 quarter credits)

Specialization courses - 42 quarter credits

- HIM4610 Medical Terminology (6 quarter credits)  
HIM4620 \* Data Management in Health Information Systems (6 quarter credits)  
HIM4630 \* Statistical Analysis for Health Information Management (6 quarter credits)  
HIM4640 \* Electronic Health Records and Health Information Systems (6 quarter credits)  
HIM4650 \* Decision Support and Quality Management in Health Information Management (6 quarter credits)

- HIM4660 \* Information Security, Privacy, and Ethics in Health Care (6 quarter credits)  
HIM4670 Health Information Systems and Management (6 quarter credits)

*Elective courses - 33 quarter credits*

*Choose 33 quarter credits of additional undergraduate courses.*

*Capstone course - 6 quarter credits*

*Taken during the learner's final quarter:*

- IT4990 Information Technology Capstone Project (6 quarter credits)

**Total 180 quarter credits**

#### Honors Pathway

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

*Honors courses - 15 quarter credits*

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

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

**Total 180 quarter credits**

### Information Assurance and Cybersecurity

In the Information Assurance and Cybersecurity specialization, learners acquire and apply various processes, tools, technologies, and methods of securing an enterprise. In particular, learners evaluate security policies, social engineering, access control, authentication, perimeter security, disaster recovery and business continuity, risk management, incident response, viruses, malware, spam, encryption, and other infrastructure security techniques. In addition to information assurance and cybersecurity expertise, learners in this specialization demonstrate the business, interpersonal, and communication skills required to influence internal decision making and overall organizational effectiveness.

#### General Education Requirements

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

Required courses:

- MAT1050 College Algebra (6 quarter credits)  
MAT2051 \* Discrete Mathematics (6 quarter credits)

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

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

## Undergraduate—Technology Academic Offerings, *continued*

### BS in Information Technology Specializations, *continued*

#### Additional Program Requirements

Core courses - 51 quarter credits

IT1006	Information Technology Concepts and Practices (6 quarter credits) <b>OR</b>
IT2230	Introduction to Database Systems (3 quarter credits)
IT2249	Introduction to Programming with Java (6 quarter credits)
IT2250	Introduction to Network Technology (3 quarter credits)
IT3165	Ethics for the Information Technology Professional (3 quarter credits)
IT3212	Introduction to Web Development (3 quarter credits)
IT3215 *	Introduction to Javascript (3 quarter credits)
IT3225	Business Goals for the Information Technology Professional (3 quarter credits)
IT3301*	User Experience and Interaction Design (3 quarter credits)
IT3315	Hardware and Operating Systems (3 quarter credits)
IT3318	Systems Administration (3 quarter credits)
IT3345 *	Software Architecture (3 quarter credits)
IT3349 *	Intermediate Java Programming (3 quarter credits)
IT3355 *	Network Architecture (3 quarter credits)
PM3000	Principles of Project Management (3 quarter credits)

Specialization courses - 51 quarter credits

IT2240	Introduction to Programming (3 quarter credits)
IT4803 *	System Assurance Security (6 quarter credits)
IT4070 *	Cyber Defense and Countermeasures (6 quarter credits)
IT4071 *	Cyber Attacks and Ethical Hacking (6 quarter credits)
IT4073 *	Organizational Security (6 quarter credits)
IT4075 *	Computer Forensics (6 quarter credits)
IT4076 *	Security Management and Policies (6 quarter credits)
IT4079 *	Python Scripting (6 quarter credits)
IT4080 *	Operating Systems and Application Security (6 quarter credits)

Elective courses - 27 quarter credits

Choose 27 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

IT4993	Cybersecurity Capstone (6 quarter credits)
--------	--

**Total** **180 quarter credits**

#### Combined BS in Information Technology, Information Assurance and Cybersecurity/MS in Information Assurance and Cybersecurity option

Learners enrolled in the Combined BS in Information Technology, Information Assurance and Cybersecurity/MS in Information Assurance and Cybersecurity option complete the following master's-level courses:

Master's-level courses - 12 quarter credits

IAS5002	Communication Skills for Today's Information Security Professional (4 quarter credits)
IAS5010	Information Technology Security Fundamentals (4 quarter credits)
IAS5015 *	Network Security Fundamentals and Cryptography (4 quarter credits)

These courses are taken in addition to the general education, core, and specialization courses and may be applied toward learners' elective requirements.

**Total** **180 quarter credits**

#### Honors Pathway

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

Honors courses - 15 quarter credits

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

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

**Total** **180 quarter credits**

#### Information Assurance and Cybersecurity, FlexPath option

In the Information Assurance and Cybersecurity specialization, learners acquire and apply various processes, tools, technologies, and methods of securing an enterprise. In particular, learners evaluate security policies, social engineering, access control, authentication, perimeter security, disaster recovery and business continuity, risk management, incident response, viruses, malware, spam, encryption, and other infrastructure security techniques. In addition to information assurance and cybersecurity expertise, learners in this specialization demonstrate the business, interpersonal, and communication skills required to influence internal decision making and overall organizational effectiveness. Learners who pursue this specialization through the FlexPath option earn a BS in IT through self-paced demonstrations of competencies.

#### General Education Requirements

A minimum of 22.5 program points; see [General Education Courses, FlexPath option](#).<sup>†</sup>

#### Additional Program Requirements

Core courses - 25.5 program points

IT-FP1006	Communication Strategies for the Information Technology Professional (3 program points)
IT-FP2230	Introduction to Database Systems (1.5 program points)
IT-FP2249	Introduction to Programming with Java (3 program points)
IT-FP2250	Introduction to Network Technology (1.5 program points)
IT-FP3165	Ethics for the Information Technology Professional (1.5 program points)
IT-FP3212	Introduction to Web Development (1.5 program points)
IT-FP3215 *	Introduction to Javascript (1.5 program points)
IT-FP3225	Business Goals for the Information Technology Professional (1.5 program points)
IT-FP3301 *	User Experience and Interaction Design (1.5 program points)
IT-FP3315	Hardware and Operating Systems (1.5 program points)
IT-FP3318	Systems Administration (1.5 program points)
IT-FP3345 *	Software Architecture (1.5 program points)
IT-FP3349 *	Intermediate Java Programming (1.5 program points)
IT-FP3355 *	Network Architecture (1.5 program points)
PM-FP3000	Principles of Project Management (1.5 program points)

Specialization courses - 25.5 program points

IT-FP2240	Introduction to Programming (1.5 quarter credits)
IT-FP4803 *	System Assurance Security (3 program points)
IT-FP4070 *	Cyber Defense and Countermeasures (3 program points)
IT-FP4071 *	Cyber Attacks and Ethical Hacking (3 program points)
IT-FP4073 *	Organizational Security (3 program points)
IT-FP4075 *	Computer Forensics (3 program points)
IT-FP4076 *	Security Management and Policies (3 program points)
IT-FP4079 *	Python Scripting (3 program points)
IT-FP4080 *	Operating Systems and Application Security (3 program points)

Elective courses - 13.5 program points

Choose 13.5 program points of additional undergraduate courses.<sup>†</sup>

Capstone course - 3 program points

Taken during the learner's final quarter:

IT-FP4990	Information Technology Capstone Project (3 program points)
-----------	--

**Total** **At least 90 program points**

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

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

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

## Undergraduate—Technology Academic Offerings, *continued*

### *BS in Information Technology Specializations, continued*

#### Project Management

The Project Management specialization provides undergraduate IT learners with a foundational education in the processes, procedures, tools, and techniques of coordinating and managing projects in an organizational setting. The curriculum integrates practice and theory, and focuses on the basics of project management and ten knowledge areas of practice, including but not limited to resource allocation, risk assessment, and stakeholder management. Learners examine the role of project manager as a change agent working with others to create value for an organization. The curriculum focuses on development of project management technical skills, professional behavior, and strategic awareness that is required to make informed decisions. Successful graduates of this specialization are prepared to pursue careers as project coordinators, project managers, business analysts, and program managers.

#### General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

#### Required courses:

MAT1050 College Algebra (6 quarter credits)  
MAT2051 \* Discrete Mathematics (6 quarter credits)

#### Additional Program Requirements

##### Core courses - 54 quarter credits

IT1006	Information Technology Concepts and Practices (6 quarter credits)
IT2230	Introduction to Database Systems (3 quarter credits)
IT2249	Introduction to Programming with Java (6 quarter credits)
IT2250	Introduction to Network Technology (3 quarter credits)
IT3165	Ethics for the Information Technology Professional (3 quarter credits)
IT3212	Introduction to Web Development (3 quarter credits)
IT3215 *	Introduction to Javascript (3 quarter credits)
IT3225	Business Goals for the Information Technology Professional (3 quarter credits)
IT3301 *	User Experience and Interaction Design (3 quarter credits)
IT3315	Hardware and Operating Systems (3 quarter credits)
IT3318	Systems Administration (3 quarter credits)
IT3345 *	Software Architecture (3 quarter credits)
IT3349 *	Intermediate Java Programming (3 quarter credits)
IT3355 *	Network Architecture (3 quarter credits)
IT3358	Information Security Concepts for the Information Technology Professional (3 quarter credits)
PM3000	Principles of Project Management (3 quarter credits)

##### Specialization courses - 48 quarter credits

PM4010 *	Process Groups and Knowledge Areas in Project Management (6 quarter credits)
PM4020 *	Integration and Scope Management (6 quarter credits)
PM4030 *	Scheduling, Cost, and Quality Management (6 quarter credits)
PM4040 *	Human Resources and Motivation Management (6 quarter credits)
PM4050 *	Communication and Stakeholder Management (6 quarter credits)
PM4060 *	Risk Management in Project Management (6 quarter credits)
PM4070 *	Procurement Management in Project Management (6 quarter credits)
PM4080 *	Agile Project Management (6 quarter credits)

##### Elective courses - 27 quarter credits

Choose 27 quarter credits of additional undergraduate courses.

##### Capstone course - 6 quarter credits

Taken during the learner's final quarter:

IT4990	Information Technology Capstone Project (6 quarter credits)
--------	---

**Total 180 quarter credits**

#### Honors Pathway

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

##### Honors courses - 15 quarter credits

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

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

**Total 180 quarter credits**

#### Project Management, FlexPath option

The Project Management specialization provides undergraduate IT learners with a foundational education in the processes, procedures, tools, and techniques of coordinating and managing projects in an organizational setting. The curriculum integrates practice and theory, and, the curriculum focuses on the basics of project management and ten knowledge areas of practice, including but not limited to resource allocation, risk assessment, and stakeholder management. Learners examine the role of project manager as a change agent working with others to create value for an organization. The curriculum focuses on development of project management technical skills, professional behavior, and strategic awareness that is required to make informed decisions. Successful graduates of this

specialization are prepared to pursue careers as project coordinators, project managers, business analysts, and program managers. Learners who pursue this specialization through the FlexPath option earn a BS in IT through self-paced demonstrations of competencies.

#### General Education Requirements

A minimum of 22.5 program points; see [General Education Courses, FlexPath option](#).<sup>†</sup>

#### Additional Program Requirements

##### Core courses - 27 program points

IT-FP1006	Communication Strategies for the Information Technology Professional (3 program points)
IT-FP2230	Introduction to Database Systems (1.5 program points)
IT-FP2249	Introduction to Programming with Java (3 program points)
IT-FP2250	Introduction to Network Technology (1.5 program points)
IT-FP3165	Ethics for the Information Technology Professional (1.5 program points)
IT-FP3212	Introduction to Web Development (1.5 program points)
IT-FP3215 *	Introduction to Javascript (1.5 program points)
IT-FP3225	Business Goals for the Information Technology Professional (1.5 program points)
IT-FP3301 *	User Experience and Interaction Design (1.5 program points)
IT-FP3315	Hardware and Operating Systems (1.5 program points)
IT-FP3318	Systems Administration (1.5 program points)
IT-FP3345 *	Software Architecture (1.5 program points)
IT-FP3349 *	Intermediate Java Programming (1.5 program points)
IT-FP3355 *	Network Architecture (1.5 program points)
IT-FP3358	Information Security Concepts for the IT Professional (1.5 program points)
PM-FP3000	Principles of Project Management (1.5 program points)

##### Specialization courses - 24 program points

PM-FP4010 *	Process Groups and Knowledge Areas in Project Management (3 program points)
PM-FP4020 *	Integration and Scope Management (3 program points)
PM-FP4030 *	Scheduling, Cost, and Quality Management (3 program points)
PM-FP4040 *	Human Resources and Motivation Management (3 program points)
PM-FP4050 *	Communication and Stakeholder Management (3 program points)
PM-FP4060 *	Risk Management in Project Management (3 program points)
PM-FP4070 *	Procurement Management in Project Management (3 program points)
PM-FP4080 *	Agile Project Management (3 program points)

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

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

## Undergraduate—Technology Academic Offerings, *continued*

### BS in Information Technology Specializations, *continued*

*Elective courses - 13.5 program points*

*Choose at least 13.5 program points of additional undergraduate courses.†*

*Capstone course - 3 program points*

*Taken during the learner's final quarter:*

IT-FP4990 Information Technology Capstone Project (3 program points)

**Total** **At least 90 program points**

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

### Software Development

The Software Development specialization helps learners to develop increasingly complex computer programs and end-user applications using Agile methods as well as theories, concepts, and practices supported by the *Software Engineering Body of Knowledge (SWEBOOK)*. Software requirements definition, design, construction, testing, and application security methods are applied in all approaches. Learners also choose from four concentrations: Mobile Development, Web Development, Cloud Application Development, and Programming and Application Development. Successful graduates of this specialization are prepared to pursue careers as software developers, software engineers, application analysts, or to seek associated software development industry certifications.

#### Mobile Development Concentration

The mobile development concentration prepares learners to apply core software development knowledge, skills, and abilities to the development of applications designed for mobile platforms. The courses address planning, evaluating, designing, and managing mobile applications in environments from single user to complex enterprises. Upon successful completion of the software development specialization with a mobile development concentration, learners are prepared to pursue careers as mobile application designers and developers, software engineers, or to seek associated mobile application development industry certifications.

#### Web Development Concentration

The web development concentration prepares learners to apply core software development knowledge, skills, and abilities to the development of web-based applications. The courses address planning, evaluating, designing, and managing interactive, data-oriented, web-based applications that meet fundamental design standards. Upon successful completion of the software development specialization with a web development concentration, learners are prepared to pursue careers as web application designers and developers, software engineers, analysts, or to seek associated web application development industry certifications.

#### Cloud Application Development Concentration

The cloud application development concentration prepares learners to apply core software development knowledge, skills, and abilities to the development of

cloud-based applications. The courses address planning, evaluating, designing, and managing interactive, data-oriented, cloud-based applications that are optimized for performance and meet security standards. Upon successful completion of the software development specialization with a cloud application development concentration, learners are prepared to pursue careers as cloud application designers and developers, software engineers, analysts, or to seek associated cloud application development industry certifications.

#### Programming and Application Development Concentration

The programming and application development concentration prepares learners to apply core software development knowledge, skills, and abilities to the development of desktop applications. The concentration provides the learner with a range of experience with different programming languages and platforms. The courses address planning, evaluating, designing, and managing data-oriented applications. Upon successful completion of the software development specialization with the programming and application development concentration, learners are prepared to pursue careers as software developers, software engineers, programmer analysts, or to seek associated programming application development industry certifications.

#### General Education Requirements

*Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).*

*Required courses:*

MAT1050 College Algebra (6 quarter credits)  
MAT2051 \* Discrete Mathematics (6 quarter credits)

#### Additional Program Requirements

*Core courses - 54 quarter credits*

IT1006 Information Technology Concepts and Practices (6 quarter credits)  
IT2230 Introduction to Database Systems (3 quarter credits)  
IT2249 Introduction to Programming with Java (6 quarter credits)  
IT2250 Introduction to Network Technology (3 quarter credits)  
IT3165 Ethics for the Information Technology Professional (3 quarter credits)  
IT3212 Introduction to Web Development (3 quarter credits)  
IT3215 \* Introduction to Javascript (3 quarter credits)  
IT3225 Business Goals for the Information Technology Professional (3 quarter credits)  
IT3301 \* User Experience and Interaction Design (3 quarter credits)  
IT3315 Hardware and Operating Systems (3 quarter credits)  
IT3318 Systems Administration (3 quarter credits)  
IT3345 \* Software Architecture (3 quarter credits)  
IT3349 \* Intermediate Java Programming (3 quarter credits)  
IT3355 \* Network Architecture (3 quarter credits)  
IT3358 Information Security Concepts for the Information Technology Professional (3 quarter credits)

PM3000 Principles of Project Management (3 quarter credits)

*Specialization courses - 48 quarter credits*

IT4711 \* Software Requirements (3 quarter credits)  
IT4731 \* Database Development (3 quarter credits)  
IT4733 \* Advanced Database Development (3 quarter credits)  
IT4772 \* Software Design and Modeling (3 quarter credits)  
IT4774 \* Software Construction (6 quarter credits)  
IT4776 \* Software Testing, Security, and Quality Assurance (6 quarter credits)

*In addition, choose one of the following concentrations:*

*For a Mobile Development concentration:*

IT4736 \* SQL and NoSQL Programming (6 quarter credits)  
IT4749 \* Advanced Java Application Development (6 quarter credits)  
IT4782 Mobile Application Development Essentials (3 quarter credits)  
IT4784 \* Advanced Mobile Application Development (3 quarter credits)  
IT4786 \* Cross-Platform Mobile Application Development (3 quarter credits)  
IT4789 \* Mobile Cloud Computing Application Development (3 quarter credits)

*For a Web Development concentration:*

IT4736 \* SQL and NoSQL Programming (6 quarter credits)  
IT4791 \* Fundamentals of Website Design (3 quarter credits)  
IT4793 \* Advanced Website Design (3 quarter credits)  
IT4795 \* Web Application Development (3 quarter credits)  
IT4797 \* Advanced Web Application Development (3 quarter credits)  
IT4799 \* Dynamic Web Development (6 quarter credits)

*For a Cloud Application Development concentration:*

IT4736 \* SQL and NoSQL Programming (6 quarter credits)  
IT4749 \* Advanced Java Application Development (6 quarter credits)  
IT4751 \* Cloud Computing Development (6 quarter credits)  
IT4753 \* DevOps Practices for Cloud Computing (6 quarter credits)

*For a Programming and Application Development concentration:*

IT4736 \* SQL and NoSQL Programming (6 quarter credits)  
IT4747 \* C# Programming and Application Development (6 quarter credits)  
IT4749 \* Advanced Java Application Development (6 quarter credits)  
IT4751 \* Cloud Computing Development (6 quarter credits)

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

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

## Undergraduate—Technology Academic Offerings, *continued*

### BS in Information

#### Technology Specializations, *continued*

*Elective courses - 27 quarter credits*

*Choose 27 quarter credits of additional undergraduate courses.*

*Capstone course - 6 quarter credits*

*Taken during the learner's final quarter:*

IT4990 Information Technology Capstone Project  
(6 quarter credits)

**Total 180 quarter credits**

#### Honors Pathway

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

*Honors courses - 15 quarter credits*

PHI-H2005 Honors Seminar: Critical Thinking for the Professional World (3 quarter credits)

COM-H4005 \* Communicating and Integrating Solutions in the Professional World (6 quarter credits)

SOC-H3005 \* Honors Professional Internship (6 quarter credits)

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

**Total 180 quarter credits**

## Bachelor of Science (BS) in Information Technology Minors

### Data Analytics

The Data Analytics minor is designed to provide learners with the knowledge, skills, and abilities necessary to examine data in a variety of applications and settings. The curriculum addresses the range of process and workflow concepts and activities that comprise data analytics within an IT environment. Specific topics include data identification and collection as well as data cleansing and quality measurement. These topics are applied to data mining and analytics projects involving data transformation, manipulation, analysis, and presentation. This minor prepares learners to successfully solve IT problems using a variety of data analytics tools and techniques. Learners acquire an understanding of the roles of data governance and management as factors that impact data analytics with data preparation. Learners gain knowledge of transformation and manipulation in order to prepare datasets for business analysts and to create business solutions specific to the IT environment. This minor provides foundational information for learners with an interest in pursuing SAS® certifications.

#### General Education Requirements

*Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).*

*Required courses:*

MAT1050 College Algebra (6 quarter credits)

MAT2051 \* Discrete Mathematics (6 quarter credits)

#### Additional Program Requirements

*Core courses - 54 quarter credits*

IT1006 Information Technology Concepts and Practices (6 quarter credits)

IT2230 Introduction to Database Systems (3 quarter credits)

IT2249 Introduction to Programming with Java (6 quarter credits)

IT2250 Introduction to Network Technology (3 quarter credits)

IT3165 Ethics for the Information Technology Professional (3 quarter credits)

IT3212 Introduction to Web Development (3 quarter credits)

IT3215 \* Introduction to Javascript (3 quarter credits)

IT3225 Business Goals for the Information Technology Professional (3 quarter credits)

IT3301 \* User Experience and Interaction Design (3 quarter credits)

IT3315 Hardware and Operating Systems (3 quarter credits)

IT3318 Systems Administration (3 quarter credits)

IT3345 \* Software Architecture (3 quarter credits)

IT3349 \* Intermediate Java Programming (3 quarter credits)

IT3355 \* Network Architecture (3 quarter credits)

IT3358 Information Security Concepts for the Information Technology Professional (3 quarter credits)

PM3000 Principles of Project Management (3 quarter credits)

*Minor courses - 24 quarter credits*

IT4200 \* Data Governance and Stewardship (3 quarter credits)

IT4300 \* Data Storage Strategies (3 quarter credits)

IT4310 \* Data Integration (3 quarter credits)

IT4320 \* ETL and Data Transformation (3 quarter credits)

IT4330 \* Data Mining and Analysis in Information Technology (3 quarter credits)

IT4340 \* Data Interpretation and Statistical Analysis in Information Technology (3 quarter credits)

IT4350 \* Information Solutions and Delivery Strategies (3 quarter credits)

IT4460 \* Data Distribution and Virtualization (3 quarter credits)

*Elective courses - 51 quarter credits*

*Choose 51 quarter credits of additional undergraduate courses.*

*Capstone course - 6 quarter credits*

*Taken during the learner's final quarter:*

IT4990 Information Technology Capstone Project (6 quarter credits)

**Total 180 quarter credits**

### Data Management

The Data Management minor is designed to provide learners with the knowledge, skills, and abilities necessary to support an effective data management program in a variety of settings. The curriculum addresses the range of process and workflow concepts and activities specific to effective management of organizational data assets. Specific topics include data governance, architecture, design and integration, database administration, data modeling and standards, and strategies and techniques in traditional, distributed, and virtual environments. Learners integrate recognized concepts in business process, data architecture and design, and database development with best practices used in real-world situations, in order to excel as practitioners in their chosen careers. Upon successful completion of this minor, learners are prepared to effectively solve business challenges using a variety of data management processes. This minor provides foundational information for learners with an interest in pursuing Certified Data Management Professional (CDMP) certification offered by Data Management Association (DAMA).

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

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

## Undergraduate—Technology Academic Offerings, *continued*

### BS in Information

#### Technology Minors, *continued*

##### General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

##### Required courses:

MAT1050 College Algebra (6 quarter credits)  
MAT2051 \* Discrete Mathematics (6 quarter credits)

##### Additional Program Requirements

###### Core courses - 54 quarter credits

IT1006	Information Technology Concepts and Practices (6 quarter credits)
IT2230	Introduction to Database Systems (3 quarter credits)
IT2249	Introduction to Programming with Java (6 quarter credits)
IT2250	Introduction to Network Technology (3 quarter credits)
IT3165	Ethics for the Information Technology Professional (3 quarter credits)
IT3212	Introduction to Web Development (3 quarter credits)
IT3215 *	Introduction to Javascript (3 quarter credits)
IT3225	Business Goals for the Information Technology Professional (3 quarter credits)
IT3301 *	User Experience and Interaction Design (3 quarter credits)
IT3315	Hardware and Operating Systems (3 quarter credits)
IT3318	Systems Administration (3 quarter credits)
IT3345 *	Software Architecture (3 quarter credits)
IT3349 *	Intermediate Java Programming (3 quarter credits)
IT3355 *	Network Architecture (3 quarter credits)
IT3358	Information Security Concepts for the Information Technology Professional (3 quarter credits)
PM3000	Principles of Project Management (3 quarter credits)

###### Minor courses - 24 quarter credits

IT4200 *	Data Governance and Stewardship (3 quarter credits)
BUS4200 *	Identifying Core Business Processes and Master Data (3 quarter credits)
IT4210 *	Data Architecture and Design (3 quarter credits)
IT4220 *	Database Administration (3 quarter credits)
IT4230 *	Managing Data Integration (3 quarter credits)
IT4240 *	Data Quality Management (3 quarter credits)
IT4450 *	Data Modeling Standards and Techniques (3 quarter credits)
IT4460 *	Data Distribution and Virtualization (3 quarter credits)

###### Elective courses - 51 quarter credits

Choose 51 quarter credits of additional undergraduate courses.

###### Capstone course - 6 quarter credits

Taken during the learner's final quarter:

IT4990	Information Technology Capstone Project (6 quarter credits)
--------	---

**Total**

**180 quarter credits**

##### Network Technology: Cisco®

The Network Technology: Cisco minor is designed to provide learners with the knowledge and skills needed to administer Cisco networks in a variety of environments. The curriculum addresses planning, designing, configuring, and troubleshooting Cisco networks in environments ranging from small, local networks to enterprise-wide integrated networks. Learners demonstrate an understanding of cloud computing, security, wireless networks, and RFID architectures. Upon successful completion of this minor, learners are prepared to pursue careers as network analysts, administrators, security engineers, support engineers, and consultants, or to pursue associated network technology industry certifications.

##### Network Technology: Microsoft®

The Network Technology: Microsoft minor is designed to provide learners with the knowledge and abilities needed to administer Microsoft networks in a variety of environments. The curriculum addresses planning, designing, configuring, and troubleshooting Microsoft networks in environments ranging from small, local networks to enterprise-wide integrated networks. Learners apply knowledge of cloud computing, security, wireless networks, virtualizations, Active Directory, and RFID architectures. Upon successful completion of this minor, learners are prepared to pursue careers as network analysts, administrators, security engineers, support engineers, and consultants, or to pursue associated network technology industry certifications.

##### General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

##### Required courses:

MAT1050 College Algebra (6 quarter credits)  
MAT2051 \* Discrete Mathematics (6 quarter credits)

##### Additional Program Requirements

###### Core courses - 54 quarter credits

IT1006	Information Technology Concepts and Practices (6 quarter credits)
IT2230	Introduction to Database Systems (3 quarter credits)
IT2249	Introduction to Programming with Java (6 quarter credits)
IT2250	Introduction to Network Technology (3 quarter credits)
IT3165	Ethics for the Information Technology Professional (3 quarter credits)
IT3212	Introduction to Web Development (3 quarter credits)
IT3215 *	Introduction to Javascript (3 quarter credits)
IT3225	Business Goals for the Information Technology Professional (3 quarter credits)

IT3301 *	User Experience and Interaction Design (3 quarter credits)
IT3315	Hardware and Operating Systems (3 quarter credits)
IT3318	Systems Administration (3 quarter credits)
IT3345 *	Software Architecture (3 quarter credits)
IT3349 *	Intermediate Java Programming (3 quarter credits)
IT3355 *	Network Architecture (3 quarter credits)
IT3358	Information Security Concepts for the Information Technology Professional (3 quarter credits)
PM3000	Principles of Project Management (3 quarter credits)

###### Minor courses - 24 quarter credits

Choose at least one of the following minors:

###### For a Network Technology: Cisco minor:

IT4150 *	Internetworking Architectures 1 (3 quarter credits)
IT4155 *	Internetworking Architectures 2 (3 quarter credits)
IT4160 *	Internetwork Analysis and Design (3 quarter credits)
IT4165 *	Internetwork System Assurance and Security (3 quarter credits)
IT4170 *	Wireless Networks (3 quarter credits)
IT4561 *	Linux Operating Systems (3 quarter credits)
IT4571 *	Advanced Linux Operating Systems (3 quarter credits)
IT4580 *	RFID Technologies (3 quarter credits)

###### For a Network Technology: Microsoft minor:

IT4510 *	Network Infrastructures Administration (3 quarter credits)
IT4520 *	Advanced Network Infrastructures Administration (3 quarter credits)
IT4530 *	Enterprise Administration (3 quarter credits)
IT4541 *	Enterprise Server Infrastructure 1 (3 quarter credits)
IT4551 *	Enterprise Server Infrastructure 2 (3 quarter credits)
IT4561 *	Linux Operating Systems (3 quarter credits)
IT4571 *	Advanced Linux Operating Systems (3 quarter credits)
IT4580 *	RFID Technologies (3 quarter credits)

###### Elective courses - 51 quarter credits

Choose 51 quarter credits of additional undergraduate courses.

###### Capstone course - 6 quarter credits

Taken during the learner's final quarter:

IT4990	Information Technology Capstone Project (6 quarter credits)
--------	---

**Total** **180 quarter credits**

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

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



## Undergraduate—Technology Academic Offerings, *continued*

### Undergraduate Technology Certificate Programs

#### Network Technology: Cisco®

The Network Technology: Cisco undergraduate certificate is designed to provide learners with the knowledge and skills needed to install, configure, design, operate, and troubleshoot medium- to enterprise-size routed and switched networks in a variety of environments. The curriculum addresses the foundational application of topologies, systems architecture, and hardware ranging from small, local networks to enterprise-wide integrated networks. Learners build and demonstrate knowledge of troubleshooting strategies, application of networking, and specific related security issues that are associated with operating systems such as Apple, Android, and Windows environments.

Eight Required courses		24 quarter credits
IT2250	Introduction to Network Technology (3 quarter credits)	
IT3315	Hardware and Operating Systems (3 quarter credits)	
IT3318	Systems Administration (3 quarter credits)	
IT3355 *	Network Architecture (3 quarter credits)	
IT3358	Information Security Concepts for the Information Technology Professional (3 quarter credits)	
IT4150 *	Internetworking Architectures 1 (3 quarter credits)	
IT4155 *	Internetworking Architectures 2 (3 quarter credits)	
IT4160 *	Internetwork Analysis and Design (3 quarter credits)	
<b>Total</b>		<b>24 quarter credits</b>

#### Network Technology: Microsoft®

The Network Technology: Microsoft undergraduate certificate is designed to provide learners with the knowledge and skills needed to administer Microsoft networks in a variety of environments. The curriculum addresses the foundational application of topologies, servers, systems, and hardware along with planning, designing, configuring, and troubleshooting Microsoft networks in environments ranging from small, local networks to enterprise-wide integrated networks. Learners apply an understanding of troubleshooting strategies, networking, and security issues within the server operating systems such as Apple, Android, and Windows environments as well as planning, designing, installing, configuring, and administering Windows and advanced server environments.

Eight Required courses		24 quarter credits
IT2250	Introduction to Network Technology (3 quarter credits)	
IT3315	Hardware and Operating Systems (3 quarter credits)	
IT3318	Systems Administration (3 quarter credits)	
IT3355 *	Network Architecture (3 quarter credits)	
IT3358	Information Security Concepts for the Information Technology Professional (3 quarter credits)	
IT4510 *	Network Infrastructures Administration (3 quarter credits)	
IT4520 *	Advanced Network Infrastructures Administration (3 quarter credits)	
IT4530 *	Enterprise Administration (3 quarter credits)	
<b>Total</b>		<b>24 quarter credits</b>

#### Software Development

In the Software Development undergraduate certificate program, learners develop increasingly complex computer programs and end-user applications using Agile methods as well as theories, concepts, and practices supported by the *Software Engineering Body of Knowledge (SWEBOK)*. The certificate includes software requirements definition, software design and modeling, database fundamentals, code testing, and application security methods. Learners who complete this certificate are prepared for entry level careers as software developers, software engineers, application analysts, or to seek associated software development industry certifications.

Seven Required Courses		24 quarter credits
IT2230	Introduction to Database Systems (3 quarter credits)	
IT2249	Introduction to Programming with Java (6 quarter credits)	
IT3301 *	User Experience and Interaction Design (3 quarter credits)	
IT3345 *	Software Architecture (3 quarter credits)	
IT3349 *	Intermediate Java Programming (3 quarter credits)	
IT4711 *	Software Requirements (3 quarter credits)	
IT4772 *	Software Design and Modeling (3 quarter credits)	
<b>Total</b>		<b>24 quarter credits</b>

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

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

# Graduate—Technology Academic Offerings

Degree Programs	Specializations	Certificate Programs	Multiple Specializations <i>(must be within the same degree program)</i>
Doctor of Philosophy (PhD) in Information Technology	General Information Technology		
	Information Assurance and Cybersecurity		
	Project Management		
Doctor of Information Technology (DIT)	General Information Technology		
	Information Assurance and Cybersecurity		
	Project Management		
Master of Science (MS) in Analytics			
Master of Science (MS) in Information Assurance and Cybersecurity	Digital Forensics		✓
	Health Care Security		✓
	Network Defense		✓
Master of Science (MS) in Information Technology	General Information Technology		
	Analytics		✓
	Cybersecurity		✓
	Enterprise Networks and Cloud Computing		✓
	Project Management		✓
		Graduate Certificate in Analytics using SAS	
		Graduate Certificate in Advanced Analytics using SAS	
		Graduate Certificate in Digital Forensics	
		Graduate Certificate in Information Assurance and Cybersecurity	
		Graduate Certificate in Network Defense	
		Graduate Certificate in Project Management	

## Graduate—Technology Academic Offerings, *continued*

### Doctor of Philosophy (PhD) in Information Technology Specializations

#### General Information Technology

Learners in the doctoral General Information Technology specialization may select courses from one or more specializations, provided that they meet all general specialization requirements and any course prerequisites. Learners are expected to choose electives that provide a coherent foundation for research in one or more areas of information technology. Successfully completing the General Information Technology specialization prepares learners to lead, consult, or teach in the field of IT.

#### Residency Requirement(s):

Three ten-week courses with a four-day embedded residency experience (BMGT-R8925, BMGT-R8926, BMGT-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Twenty Required Courses 74 quarter credits

TS8005	Research Processes, Theory, and Practice in Information Technology (6 quarter credits)
BMGT8019 *	Business Dissertation Specialization Literature (4 quarter credits)
BMGT8028	Foundations of Research, Scholarly Literature, and Theory in Management (4 quarter credits)
BMGT8212	Leading Information Technology Strategic Planning in Complex and Global Environments (4 quarter credits)
BMGT8214	Guiding the Implementation of Information Technology Policies and Processes (4 quarter credits)
BMGT8216	Innovating Information Technology Life Cycle Management Processes in a Changing Environment (4 quarter credits)
BMGT8218	Advancing Research in Information Technology Management (4 quarter credits)
BMGT8055 *	Business Special Topics: Literature Review (4 quarter credits)
RSCH7860	Survey of Research Methods (4 quarter credits)
BMGT-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
BMGT-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
BMGT-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

*In addition, choose one of the following two categories:*

#### For quantitative research:

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

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

#### For qualitative research:

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

#### Upon completion of all required coursework:

TS9919 *	Doctoral Comprehensive Examination (3 quarter credits)
----------	--

*Learners must register for TS9960 a minimum of four times to fulfill their specialization requirements.*

TS9960 *	Dissertation Courseroom (3 quarter credits each)
----------	--

#### Four Elective Courses 16 quarter credits

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

#### Total 90 quarter credits

### Information Assurance and Cybersecurity

The doctoral Information Assurance and Cybersecurity specialization offers a terminal degree option for information security professionals in the information technology field and IT professionals who have a master's degree in computer science or a related field. Specialization topics include information confidentiality, integrity, and availability. This specialization provides learners with advanced research, scholarly writing, and information security skills, and culminates in a dissertation that advances the body of information security knowledge. Successful graduates of this specialization are prepared to pursue careers as information security consultants, managers, or educators.

#### Residency Requirement(s):

Three ten-week courses with a four-day embedded residency experience (BMGT-R8925, BMGT-R8926, BMGT-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Twenty-Five Required Courses 90 quarter credits

##### Core courses:

TS8005	Research Processes, Theory, and Practice in Information Technology (6 quarter credits)
BMGT8019 *	Business Dissertation Specialization Literature (4 quarter credits)
BMGT8028	Foundations of Research, Scholarly Literature, and Theory in Management (4 quarter credits)

BMGT8055 *	Business Special Topics: Literature Review (4 quarter credits)
BMGT8212	Leading Information Technology Strategic Planning in Complex and Global Environments (4 quarter credits)
BMGT8214	Guiding the Implementation of Information Technology Policies and Processes (4 quarter credits)
BMGT8216	Innovating Information Technology Life Cycle Management Processes in a Changing Environment (4 quarter credits)
BMGT8218	Advancing Research in Information Technology Management (4 quarter credits)
RSCH7860	Survey of Research Methods (4 quarter credits)
BMGT-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
BMGT-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
BMGT-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

*In addition, choose one of the following two categories:*

#### For quantitative research:

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

#### For qualitative research:

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

#### Specialization courses:

TS8531	Network Security Advances (4 quarter credits)
TS8533	Enterprise Security Risk Management (4 quarter credits)
TS8535	System and Application Security Advances (4 quarter credits)
TS8537	Assurance Controls and Compliance Management (4 quarter credits)

#### Upon completion of all required coursework:

TS9919 *	Doctoral Comprehensive Examination (3 quarter credits)
----------	--

*Learners must register for TS9960 a minimum of four times to fulfill their specialization requirements.*

TS9960 *	Dissertation Courseroom (3 quarter credits each)
----------	--

#### Total 90 quarter credits

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

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

## Graduate—Technology Academic Offerings, *continued*

### *PhD in Information Technology Specializations, continued*

#### Project Management

The doctoral Project Management specialization offers a terminal degree option for information technology project management professionals and IT professionals who have a master's degree in computer science or a related field. Specialization topics include project and program management, risk management, project governance, and portfolio optimization. This specialization provides learners with advanced research, scholarly writing, and IT project management skills, and culminates in a dissertation that advances the body of IT project management knowledge. Upon successful completion of this specialization, learners are prepared to pursue careers as IT project management consultants, managers, or educators.

#### Residency Requirement(s):

Three ten-week courses with a four-day embedded residency experience (BMGT-R8925, BMGT-R8926, BMGT-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Twenty-Four Required Courses 90 quarter credits

##### Core courses:

TS8005	Research Processes, Theory, and Practice in Information Technology (6 quarter credits)
BMGT8019 *	Business Dissertation Specialization Literature (4 quarter credits)
BMGT8028	Foundations of Research, Scholarly Literature, and Theory in Management (4 quarter credits)
BMGT8055 *	Business Special Topics: Literature Review (4 quarter credits)
BMGT8212	Leading Information Technology Strategic Planning in Complex and Global Environments (4 quarter credits)
BMGT8214	Guiding the Implementation of Information Technology Policies and Processes (4 quarter credits)
BMGT8216	Innovating Information Technology Life Cycle Management Processes in a Changing Environment (4 quarter credits)
RSCH7860	Survey of Research Methods (4 quarter credits)
TS8940 *	Information Technology Consulting Practice Seminar (4 quarter credits)
TS8950 *	Teaching Practice Seminar in Information Technology Education (4 quarter credits)
BMGT-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
BMGT-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
BMGT-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

In addition, choose one of the following two categories:

##### For quantitative research:

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

##### For qualitative research:

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

##### Specialization courses:

BMGT8430	Advanced Concepts of Project Management Methodologies (4 quarter credits)
BMGT8432	Projects as Complex Adaptive Systems (4 quarter credits)
BMGT8434	Advanced Risk Management Systems and Research (4 quarter credits)
BMGT8436	Dynamics of Program and Portfolio Management (4 quarter credits)

##### Upon completion of all required coursework:

TS9919 *	Doctoral Comprehensive Examination (3 quarter credits)
----------	--

Learners must register for TS9960 a minimum of four times to fulfill their specialization requirements.

TS9960 *	Dissertation Courseroom (3 quarter credits each)
----------	--

**Total 90 quarter credits**

### Doctor of Information Technology (DIT) Specializations

#### General Information Technology

The General Information Technology specialization offers advanced information technology knowledge and skills and allows for learners to select courses from one or more specializations, provided that they meet all specialization requirements and any course prerequisites. Learners are expected to choose electives that provide a coherent foundation for research in one or more areas of information technology. Upon successful completion of the General Information Technology specialization, learners are prepared to lead, consult, or teach in the field of IT.

#### Residency Requirement(s):

Three four-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Fifteen Required Courses 66 quarter credits

All courses taken in a prescribed sequence.

DIT8004	Research and Practice in Information Technology (6 quarter credits)
DIT-R8921	DIT Residency Track 1 (2 quarter credits) <sup>†</sup>
DIT9940 *	Dissertation Mentor Courseroom (non-credit) <sup>†</sup>
RSCH7860	Survey of Research Methods (4 quarter credits)
RSCH7864 *	Quantitative Design and Analysis (4 quarter credits)
RSCH7868 *	Qualitative Design and Analysis (4 quarter credits)
DIT8210	Information Technology Leaders as Partners in Organizational Strategic Planning (6 quarter credits)
DIT8212	Leading Information Technology Strategic Planning in Complex and Global Environments (6 quarter credits)
DIT-R8922 *	DIT Residency Track 2 (2 quarter credits) <sup>†</sup>
DIT8214 *	Guiding the Implementation of Information Technology Policies and Processes (6 quarter credits)
DIT8216 *	Innovating Information Technology Life Cycle Management Processes in a Changing Environment (6 quarter credits)
DIT-R8923 *	DIT Residency Track 3 (2 quarter credits) <sup>†</sup>
DIT8940 *	Information Technology Consulting Practice Seminar (6 quarter credits) <b>OR</b>
DIT8950 *	Teaching Practice Seminar in Information Technology Education (6 quarter credits)

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

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

## Graduate—Technology Academic Offerings, *continued*

### DIT Specializations, *continued*

#### Four Elective Courses 16 quarter credits

Choose four from the following courses:

BMGT8430	Advanced Concepts of Project Management Methodologies (4 quarter credits)
BMGT8432	Projects as Complex Adaptive Systems (4 quarter credits)
BMGT8434	Advanced Risk Management Systems and Research (4 quarter credits)
BMGT8436	Dynamics of Program and Portfolio Management (4 quarter credits)
ED7311	Theory and Methods of Educating Adults (4 quarter credits)
ED7312	Teaching Adults (4 quarter credits)
ED7712	Classroom Assessment in Education (4 quarter credits)
ED8446	Curriculum Development and Teaching Strategies for Adult Learning (4 quarter credits)
TS8531	Network Security Advances (4 quarter credits)
TS8533	Enterprise Security Risk Management (4 quarter credits)
TS8535	System and Application Security Advances (4 quarter credits)
TS8537	Assurance Controls and Compliance Management (4 quarter credits)

Learners must register for DIT9921 a minimum of two times to fulfill their program requirements:

DIT9921 *	Dissertation with Project Mentoring (6 quarter credits)
-----------	---

**Total 82 quarter credits**

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

‡ Learners must register for DIT9940 a minimum of ten times to fulfill their program requirements.

### Information Assurance and Cybersecurity

The DIT Information Assurance and Cybersecurity specialization is designed for information security and IT professionals who have a master's degree in information technology or a related field. Specialization topics include network and enterprise security, risk management, system and application security, assurance controls and compliance, and security governance and management. This specialization provides learners with advanced research, scholarly writing, and information security skills. Successful graduates of this specialization are prepared to pursue careers as information security consultants, practitioners, managers, or educators.

#### Residency Requirement(s):

Three four-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Nineteen Required Courses 82 quarter credits

All courses taken in a prescribed sequence.

Core courses:

DIT8004	Research and Practice in Information Technology (6 quarter credits)
DIT-R8921	DIT Residency Track 1 (2 quarter credits)†
DIT9940 *	Dissertation Mentor Coursework (non-credit)‡
RSCH7860	Survey of Research Methods (4 quarter credits)
RSCH7864 *	Quantitative Design and Analysis (4 quarter credits)
RSCH7868 *	Qualitative Design and Analysis (4 quarter credits)
DIT8210	Information Technology Leaders as Partners in Organizational Strategic Planning (6 quarter credits)
DIT8212	Leading Information Technology Strategic Planning in Complex and Global Environments (6 quarter credits)
DIT-R8922 *	DIT Residency Track 2 (2 quarter credits)†
DIT8214 *	Guiding the Implementation of Information Technology Policies and Processes (6 quarter credits)
DIT8216 *	Innovating Information Technology Life Cycle Management Processes in a Changing Environment (6 quarter credits)
DIT-R8923 *	DIT Residency Track 3 (2 quarter credits)†
DIT8940 *	Information Technology Consulting Practice Seminar (6 quarter credits) <b>OR</b>
DIT8950 *	Teaching Practice Seminar in Information Technology Education (6 quarter credits)

Specialization courses:

TS8531	Network Security Advances (4 quarter credits)
TS8533	Enterprise Security Risk Management (4 quarter credits)
TS8535	System and Application Security Advances (4 quarter credits)
TS8537	Assurance Controls and Compliance Management (4 quarter credits)

Learners must register for DIT9921 a minimum of two times to fulfill their program requirements:

DIT9921 *	Dissertation with Project Mentoring (6 quarter credits)
-----------	---

**Total 82 quarter credits**

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

‡ Learners must register for DIT9940 a minimum of ten times to fulfill their program requirements.

### Project Management

The DIT Project Management specialization is intended for information technology project management and IT professionals who have a master's degree in information technology or a related field. Specialization topics include project, program, and portfolio management, risk management, project governance, and portfolio optimization. This specialization provides learners with advanced research, scholarly writing, and IT project management knowledge. Upon successful completion of this specialization, learners are prepared to pursue careers as IT project management consultants, managers, or educators.

#### Residency Requirement(s):

Three four-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Nineteen Required Courses 82 quarter credits

All courses taken in a prescribed sequence.

Core courses:

DIT8004	Research and Practice in Information Technology (6 quarter credits)
DIT-R8921	DIT Residency Track 1 (2 quarter credits)†
DIT9940 *	Dissertation Mentor Coursework (non-credit)‡
RSCH7860	Survey of Research Methods (4 quarter credits)
RSCH7864 *	Quantitative Design and Analysis (4 quarter credits)
RSCH7868 *	Qualitative Design and Analysis (4 quarter credits)
DIT8210	Information Technology Leaders as Partners in Organizational Strategic Planning (6 quarter credits)
DIT8212	Leading Information Technology Strategic Planning in Complex and Global Environments (6 quarter credits)
DIT-R8922 *	DIT Residency Track 2 (2 quarter credits)†
DIT8214 *	Guiding the Implementation of Information Technology Policies and Processes (6 quarter credits)
DIT8216 *	Innovating Information Technology Life Cycle Management Processes in a Changing Environment (6 quarter credits)
DIT-R8923 *	DIT Residency Track 3 (2 quarter credits)†
DIT8940 *	Information Technology Consulting Practice Seminar (6 quarter credits) <b>OR</b>
DIT8950 *	Teaching Practice Seminar in Information Technology Education (6 quarter credits)

Specialization courses:

BMGT8430	Advanced Concepts of Project Management Methodologies (4 quarter credits)
----------	---

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

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

## Graduate—Technology Academic Offerings, *continued*

### DIT Specializations, *continued*

BMGT8432	Projects as Complex Adaptive Systems (4 quarter credits)
BMGT8434	Advanced Risk Management Systems and Research (4 quarter credits)
BMGT8436	Dynamics of Program and Portfolio Management (4 quarter credits)

Learners must register for DIT9921 a minimum of two times to fulfill their program requirements:

DIT9921 *	Dissertation with Project Mentoring (6 quarter credits)
-----------	---

**Total** **82 quarter credits**

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

‡ Learners must register for DIT9940 a minimum of ten times to fulfill their program requirements.

### Master of Science (MS) in Analytics

The Master of Science in Analytics degree program prepares data analytics professionals to work with, understand, and transform data to develop solutions that resolve applied problems while effectively providing insights and communicating results to the organization. Throughout the program, learners develop skills in data sources, statistics, data mining, applied analytics and modeling, leadership, reporting, forecasting, and visualization in order to solve problems within a variety of industry domains. Additionally, learners strengthen their collaboration, communication, presentation, and negotiation skills. Upon successful completion of this degree program, learners are prepared to pursue careers in the diverse field of data analytics.

**Twelve Required Courses** **48 quarter credits**

*Required courses:*

ANLT5002	Basic Applications of Analytics (4 quarter credits)
ANLT5010 *	Foundations in Analytics (4 quarter credits)
ANLT5020 *	Data Sources for Analytics (4 quarter credits)
ANLT5030 *	Statistical Methods in Analytics (4 quarter credits)
ANLT5040	Leadership for Analytics (4 quarter credits)
ANLT5050 *	Concepts of Data Mining (4 quarter credits)
ANLT5060 *	Applied Forecasting (4 quarter credits)
ANLT5070 *	Text Mining (4 quarter credits)
ANLT5080 *	Advanced Analytics and Modeling (4 quarter credits)
ANLT5090 *	Reporting Solutions with Analytics (4 quarter credits)
ANLT5100 *	Visual Analytics (4 quarter credits)

*Taken during the learner's final quarter:*

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

**Total** **48 quarter credits**

### Master of Science (MS) in Information Assurance and Cybersecurity Specializations

#### **Digital Forensics**

The Digital Forensics master's specialization prepares information security professionals for successful performance-effective computer forensics and the legal challenges associated with conducting computer forensics investigations. Learners examine the ways data can be hidden on a computer, evaluate computer forensics investigation tools and procedures, apply methods of handling and transporting uncovered data, and create the reports necessary for presentation of digital forensic evidence at trial.

**Twelve Required Courses** **48 quarter credits**

*Core courses:*

IAS5002	Communication Skills for Today's Information Security Professional (4 quarter credits)
IAS5010	Information Technology Security Fundamentals (4 quarter credits)
IAS5015 *	Network Security Fundamentals and Cryptography (4 quarter credits)
IAS5020 *	Information Security Regulatory and Legal Environment (4 quarter credits)
IAS5025 *	Operating System Defense (4 quarter credits)
IAS5030 *	Identifying and Managing Risk (4 quarter credits)

*Specialization courses:*

IAS5100	Data Engineering (4 quarter credits)
IAS5110 *	Digital Forensics Processes (4 quarter credits)
IAS5120	Digital Forensics Tools (4 quarter credits)
IAS5130	Programming for Security Professionals (4 quarter credits)
IAS5200	Network Architecture and Cyberoperations (4 quarter credits)

*Capstone course - 4 quarter credits*

*Taken during the learner's final quarter:*

IAS5900 *	IAS Capstone (4 quarter credits)
-----------	----------------------------------

**Total** **48 quarter credits**

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

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

## Graduate—Technology Academic Offerings, *continued*

### *MS in Information Assurance and Cybersecurity Specializations, continued*

#### Network Defense

The Network Defense master's specialization prepares information security professionals to assess, develop, and implement solutions to safeguard the information assets and enterprise IT infrastructures of an organization. Learners examine the technical and managerial controls critical to the success of a network defense specialization, including network security controls and testing, telecommunication, cryptography, penetration testing, visualization, risk assessment, and information security regulation standards.

#### **Twelve Required Courses**      **48 quarter credits**

*Core courses:*

IAS5002	Communication Skills for Today's Information Security Professional (4 quarter credits)
IAS5010	Information Technology Security Fundamentals (4 quarter credits)
IAS5015 *	Network Security Fundamentals and Cryptography (4 quarter credits)
IAS5020 *	Information Security Regulatory and Legal Environment (4 quarter credits)
IAS5025 *	Operating System Defense (4 quarter credits)
IAS5030 *	Identifying and Managing Risk (4 quarter credits)

*Specialization courses:*

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

*Capstone course - 4 quarter credits*

*Taken during the learner's final quarter:*

IAS5900 *	IAS Capstone (4 quarter credits)
-----------	----------------------------------

**Total**      **48 quarter credits**

#### Health Care Security

The Health Care Security master's specialization prepares information security professionals for the specific security needs of the health care field. Learners analyze the requirements of HIPAA privacy regulations as well as other federal and state legal security requirements, determine security risks caused by third parties used as part of health care, and evaluate the differences in types of health care data. Learners apply the compliance and enforcement processes in the health care environment needed to prevent security breaches and protect patient privacy. In addition, learners apply the technology used to investigate security breaches as well as to create physical and technical safeguards for the health care environment.

#### **Twelve Required Courses**      **48 quarter credits**

*Core courses:*

IAS5002	Communication Skills for Today's Information Security Professional (4 quarter credits)
IAS5010	Information Technology Security Fundamentals (4 quarter credits)
IAS5015 *	Network Security Fundamentals and Cryptography (4 quarter credits)
IAS5020 *	Information Security Regulatory and Legal Environment (4 quarter credits)
IAS5025 *	Operating System Defense (4 quarter credits)
IAS5030 *	Identifying and Managing Risk (4 quarter credits)

*Specialization courses:*

IAS5110 *	Digital Forensics Processes (4 quarter credits)
IAS5230	Secure Network Design and Engineering (4 quarter credits)
IAS5310	Health Care Environment (4 quarter credits)
IAS5320 *	Patient Privacy Rights and Health Care Regulatory Requirements (4 quarter credits)
IAS5330 *	Third Party Risk Management in Health Care (4 quarter credits)

*Capstone course - 4 quarter credits*

*Taken during the learner's final quarter:*

IAS5900 *	IAS Capstone (4 quarter credits)
-----------	----------------------------------

**Total**      **48 quarter credits**

### Master of Science (MS) in Information Technology Specializations

#### General Information Technology

The General Information Technology master's specialization provides an understanding of information technology topics by providing flexibility in selecting courses of special importance to the learner. In conjunction with the core curriculum, the General Information Technology specialization presents learners the depth of coverage that matches their personal experience and unique professional needs.

#### **Seven Required Courses**      **28 quarter credits**

ITEC5002	Information Technology and System Trends (4 quarter credits)
ITEC5010 *	Security and Enterprise Networks (4 quarter credits)
ITEC5020 *	Application and Database Development (4 quarter credits)
ITEC5030 *	Emerging Technologies (4 quarter credits)
PM5018	Project Management Foundations (4 quarter credits)

*Taken during the learner's final quarters:*

ITEC5900 *	Applied Information Technology Project 1 (4 quarter credits)
ITEC5905 *	Applied Information Technology Project 2 (4 quarter credits)

#### **Five Elective Courses**      **20 quarter credits**

*Choose any graduate information technology course(s).*

**Total**      **48 quarter credits**

#### Analytics

The Analytics master's specialization provides learners the knowledge needed to work with, understand, and transform data to support decision making. Learners develop solutions that address applied organizational and technical problems in a global environment. Learners also evaluate and select tools and methods to design systems and applications, while obtaining a working knowledge of analytics tools to analyze business problems, complete data projects, and adhere to ethical standards.

#### **Twelve Required Courses**      **48 quarter credits**

*Core courses:*

ITEC5002	Information Technology and System Trends (4 quarter credits)
ITEC5010 *	Security and Enterprise Networks (4 quarter credits)
ITEC5020 *	Application and Database Development (4 quarter credits)
ITEC5030 *	Emerging Technologies (4 quarter credits)

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

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

## Graduate—Technology Academic Offerings, *continued*

### MS in Information Technology Specializations, *continued*

PM5018 Project Management Foundations  
(4 quarter credits)

#### Specialization courses:

ANLT5010 \* Foundations in Analytics  
(4 quarter credits)

ANLT5020 \* Data Sources for Analytics  
(4 quarter credits)

ANLT5030 \* Statistical Methods in Analytics  
(4 quarter credits)

ANLT5100 \* Visual Analytics (4 quarter credits)

ITEC5040 \* Predictive Models and Classification  
Methods (4 quarter credits)

#### Taken during the learner's final quarters:

ITEC5900 \* Applied Information Technology Project  
1 (4 quarter credits)

ITEC5905 \* Applied Information Technology Project  
2 (4 quarter credits)

**Total 48 quarter credits**

### Cybersecurity

The Cybersecurity master's specialization is designed to prepare learners to manage data and information security within organization, industry, and legal parameters for technology stakeholders. Learners focus on developing competencies and information security knowledge and experience through practice and interaction. Learners apply tools, strategies, and legal and ethical considerations to mitigate risk, design solutions, and identify opportunities.

#### Twelve Required Courses 48 quarter credits

##### Core courses:

ITEC5002 Information Technology and System  
Trends (4 quarter credits)

ITEC5010 \* Security and Enterprise Networks  
(4 quarter credits)

ITEC5020 \* Application and Database Development  
(4 quarter credits)

ITEC5030 \* Emerging Technologies  
(4 quarter credits)

PM5018 Project Management Foundations  
(4 quarter credits)

##### Specialization courses:

IAS5015 \* Network Security Fundamentals and  
Cryptography (4 quarter credits)

IAS5020 \* Information Security Regulatory and  
Legal Environment (4 quarter credits)

IAS5025 \* Operating System Defense  
(4 quarter credits)

IAS5030 \* Identifying and Managing Risk  
(4 quarter credits)

IAS5220 Network Security Controls and Testing  
(4 quarter credits)

#### Taken during the learner's final quarters:

ITEC5900 \* Applied Information Technology Project  
1 (4 quarter credits)

ITEC5905 \* Applied Information Technology Project  
2 (4 quarter credits)

**Total 48 quarter credits**

### Enterprise Networks and Cloud Computing

In the Enterprise Networks and Cloud Computing master's specialization, learners focus on current and emerging enterprise network and cloud infrastructure trends and operational issues. Learners strengthen their knowledge of current network and cloud architecture that prepares them to plan, design, implement, and troubleshoot enterprise IT infrastructure for an organization, and explore the ramifications of increasingly complex networks specific to security and privacy, with emphasis on cloud architecture and enterprise network service environments. Additional topics also include the impacts of regulation and laws on the governance of networks and the cost-benefit of various network and cloud architecture offerings. Finally, learners demonstrate hands-on practice in the use of cloud services to configure and implement cloud infrastructure, virtual machines, data servers, and application deployment.

#### Twelve Required Courses 48 quarter credits

##### Core courses:

ITEC5002 Information Technology and System  
Trends (4 quarter credits)

ITEC5010 \* Security and Enterprise Networks  
(4 quarter credits)

ITEC5020 \* Application and Database Development  
(4 quarter credits)

ITEC5030 \* Emerging Technologies (4 quarter credits)

PM5018 Project Management Foundations  
(4 quarter credits)

##### Specialization courses:

ISTM5110 \* Strategic Management of Network  
Technology (4 quarter credits)

ISTM5112 \* Global Network Policy, Regulation, and  
Governance (4 quarter credits)

ISTM5114 \* Enterprise Network Analysis, Architecture,  
and Design (4 quarter credits)

ITEC5050 \* Cloud Architecture and Distributed  
Systems (4 quarter credits)

ITEC5060 \* Cloud Application Deployment and  
Operations (4 quarter credits)

#### Taken during the learner's final quarters:

ITEC5900 \* Applied Information Technology Project  
1 (4 quarter credits)

ITEC5905 \* Applied Information Technology Project  
2 (4 quarter credits)

**Total 48 quarter credits**

### Project Management

Learners in the Project Management master's specialization examine the fundamentals of project management from the lens of the current state of technology, including its organizational, legal, ethical, and professional influences. Specialization topics present a real-world understanding that include the application of processes, techniques, and tools used to plan, initiate, execute, control, and close projects; project budgeting, procurement, and quality; project plan development; project risk management; and project leadership management using both traditional and Agile project management methodologies.

#### Twelve Required Courses 48 quarter credits

##### Core courses:

ITEC5002 Information Technology and System  
Trends (4 quarter credits)

ITEC5010 \* Security and Enterprise Networks  
(4 quarter credits)

ITEC5020 \* Application and Database Development  
(4 quarter credits)

ITEC5030 \* Emerging Technologies  
(4 quarter credits)

PM5018 Project Management Foundations  
(4 quarter credits)

##### Specialization courses:

PM5332 \* Project Management, Planning,  
Execution, and Control  
(4 quarter credits)

PM5333 \* Project Budgeting, Procurement, and  
Quality (4 quarter credits)

PM5334 \* Project Risk Assessment and Control  
(4 quarter credits)

PM5335 \* Project Leadership and Management  
(4 quarter credits)

PM5336 \* Agile Project Management Theory and  
Practice (4 quarter credits)

#### Taken during the learner's final quarters:

ITEC5900 \* Applied Information Technology Project  
1 (4 quarter credits)

ITEC5905 \* Applied Information Technology Project  
2 (4 quarter credits)

**Total 48 quarter credits**

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

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



## Graduate—Technology Academic Offerings, *continued*

### Information Technology Graduate Certificate Programs

#### Analytics Using SAS®

The Analytics Using SAS® graduate certificate is an academic certificate jointly offered by Capella University and approved by SAS. It provides learners with the foundational knowledge needed to work with, understand, and transform data, and to develop solutions that resolve business and applied problems. Learners obtain and demonstrate a working knowledge of SAS analytics tools, such as Base SAS®, Enterprise Guide®, Enterprise Miner™, and SAS/STAT®, as they analyze business problems, lead data projects, and adhere to ethical standards. In addition and throughout the program, learners are given the opportunity to earn exam vouchers for SAS certifications.

Five Required Courses	20 quarter credits
ANLT5002 Basic Applications of Analytics (4 quarter credits)	
ANLT5010 * Foundations in Analytics (4 quarter credits)	
ANLT5020 * Data Sources for Analytics (4 quarter credits)	
ANLT5030 * Statistical Methods in Analytics (4 quarter credits)	
ANLT5040 Leadership for Analytics (4 quarter credits)	

**Total** 20 quarter credits

#### Advanced Analytics Using SAS®

The Advanced Analytics Using SAS® graduate certificate is an academic certificate jointly offered by Capella University and approved by SAS. It prepares learners to advance in the data analytics field by providing the knowledge needed to effectively manage, analyze, and visually represent complex data. Learners develop and demonstrate advanced skills in data mining, data modeling, forecasting, analysis, and visual representation. Using both structured and unstructured data, learners formulate and solve complex business problems using advanced data analysis strategies. Learners also obtain and demonstrate knowledge in applying SAS analytics tools such as Enterprise Guide®, Enterprise Miner™, Forecast Server, Rapid Predictive Modeler, Text Miner, Visual Analytics, and Visual Statistics. In addition and throughout the program, learners are given the opportunity to earn exam vouchers for SAS certifications.

Five Required Courses	20 quarter credits
ANLT5050 Concepts of Data Mining (4 quarter credits)	
ANLT5060 * Applied Forecasting (4 quarter credits)	
ANLT5070 Text Mining (4 quarter credits)	
ANLT5080 * Advanced Analytics and Modeling (4 quarter credits)	
ANLT5100 * Visual Analytics (4 quarter credits)	

**Total** 20 quarter credits

#### Digital Forensics

The Digital Forensics graduate certificate prepares information security professionals for successful computer forensics activities and the legal challenges associated with conducting computer forensics investigations. Learners examine the ways data can be hidden on a computer, evaluate computer forensics investigation tools and procedures, apply methods of handling and transporting uncovered data, and create the reports necessary for presentation of digital forensic evidence at trial.

Five Required Courses	20 quarter credits
IAS5100 Data Engineering (4 quarter credits)	
IAS5110 * Digital Forensics Processes (4 quarter credits)	
IAS5120 Digital Forensics Tools (4 quarter credits)	
IAS5130 Programming for Security Professionals (4 quarter credits)	
IAS5200 Network Architecture and Cyberoperations (4 quarter credits)	

**Total** 20 quarter credits

#### Information Assurance and Cybersecurity

This graduate certificate is designed to prepare learners to manage a large organization's enterprise security based on the 10 domains of the Certified Information Systems Security Professional (CISSP) certification from International Information Systems Security Certification Consortium, Inc. (ISC)². Learners focus on developing competencies associated with the CISSP certification from (ISC)² and gaining information security knowledge and experience through practice and interaction.

Five Required Courses	20 quarter credits
IAS5010 Information Technology Security Fundamentals (4 quarter credits)	
IAS5015 * Network Security Fundamentals and Cryptography (4 quarter credits)	
IAS5020 * Information Security Regulatory and Legal Environment (4 quarter credits)	
IAS5025 * Operating System Defense (4 quarter credits)	
IAS5030 * Identifying and Managing Risk (4 quarter credits)	

**Total** 20 quarter credits

#### Network Defense

The Network Defense graduate certificate prepares information security professionals to assess, develop, and implement solutions to safeguard the information assets and enterprise IT infrastructures of an organization. Learners examine the technical and managerial controls critical to the success of a network defense specialization, including network security controls and testing, telecommunication, cryptography, penetration testing, visualization, risk assessment, and information security regulation standards.

Five Required Courses	20 quarter credits
IAS5211 Mobile and Wireless Network Architecture and Security (4 quarter credits)	
IAS5220 Network Security Controls and Testing (4 quarter credits)	
IAS5230 Secure Network Design and Engineering (4 quarter credits)	
IAS5130 Programming for Security Professionals (4 quarter credits)	
IAS5200 Network Architecture and Cyberoperations (4 quarter credits)	

**Total** 20 quarter credits

#### Project Management

This graduate certificate is designed to prepare learners to manage larger projects using methodology based on A Guide to the Project Management Body of Knowledge (PMBOK®) Guide from the Project Management Institute (PMI). Learners focus on developing competencies associated with the Project Management Professional (PMP®) certification from the PMI and gaining project management knowledge and experience through practice and interaction.

Five Required Courses	20 quarter credits
PM5018 Project Management Foundations (4 quarter credits)	
PM5332 * Project Management Planning, Execution, and Control (4 quarter credits)	
PM5333 * Project Budgeting, Procurement, and Quality (4 quarter credits)	
PM5334 * Project Risk Assessment and Control (4 quarter credits)	
PM5335 * Project Leadership and Management (4 quarter credits)	

**Total** 20 quarter credits

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

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

# School of Counseling and Human Services

## Program Descriptions and Information

### School Mission Statement

The School of Counseling and Human Services aspires to establish high quality learning communities within each program and across the school. We promote the professional development and academic achievement of our learners and graduates through competency-based education and training and innovative programming. Our mission is to provide our learners with the knowledge and skills needed to lead positive change in lives and communities across the globe while reaching their professional goals.

### Graduate—Degree Programs

#### ***Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior***

The Doctor of Philosophy in Advanced Studies in Human Behavior degree program is designed for learners pursuing advanced educational, consultative, or leadership roles in institutional, public, or private settings. Learners engage in a curriculum that emphasizes advanced research and interdisciplinary leadership theory, program development and evaluation, and social influences on the field of human behavior. This degree program is not designed to meet licensure requirements for the counseling, psychology, or social work professions.

#### ***Doctor of Philosophy (PhD) in Counselor Education and Supervision***

The CACREP-accredited Doctor of Philosophy (PhD) in Counselor Education and Supervision degree program is designed for counseling and therapy professionals seeking to advance their careers within the counseling profession or gain leadership positions in academic, clinical, and consultative settings. Learners develop expertise in independent research, graduate-level instruction, clinical supervision, and advanced clinical practice. Successful graduates of this degree program are prepared to pursue positions as counselor educators, supervisors, researchers, and advanced practitioners in academic and clinical settings.

#### ***Doctor of Philosophy (PhD) in Human Services***

The Doctor of Philosophy (PhD) in Human Services degree program uses the scholar-practitioner model and is designed to guide learners toward the acquisition and application of the advanced theory and leadership competencies needed to effect social change. Upon successful completion of this degree program, learners are prepared to conduct valid, reliable, and ethical human services research.

#### ***Doctor of Human Services (DHS)***

The Doctor of Human Services (DHS) degree program prepares learners to use a multidisciplinary approach to attend to human needs and improve the general well-being of diverse populations. Throughout the program, learners develop and demonstrate the skills needed to manage and evaluate human services organizations by providing advanced practice of knowledge and data-driven decision making. Learners apply advanced human services skills to collaboratively resolve current issues in diverse for-profit, nonprofit, and government settings.

#### ***Master of Science (MS) in Addiction Studies***

The Master of Science in Addiction Studies degree program provides learners with the knowledge, competencies, and skills necessary to become practitioner-scholars in addiction treatment delivery, service coordination, and supervision. The curriculum emphasizes principles of addiction treatment and intervention for individuals and groups and focuses on established standards and ethics of addiction professionals, including awareness and sensitivity to the complex needs of a multicultural society. Successful graduates of this degree program are prepared to pursue positions as addiction professionals in treatment and prevention programs, as well as in general clinical settings where addiction professionals serve as members of a treatment team.

#### ***Master of Science (MS) in Human Services***

The Master of Science in Human Services degree program prepares learners to understand the trends and needs of individuals, communities, organizations, and societies. Throughout the program, learners gain the skills needed to identify and analyze problems and create meaningful solutions based on an understanding of human needs, data, and best practices. Learners integrate knowledge gained with professional experiences to collaborate and solve issues in diverse for-profit, nonprofit, and government settings.

#### ***Master of Science (MS) in Marriage and Family Therapy***

The COAMFTE-accredited Master of Science in Marriage and Family Therapy degree program is designed to prepare learners to serve as marriage and family therapists for a diverse population of clients in various therapeutic settings. Learners interact with the curriculum through a dynamic and collaborative learning environment. In the program, learners gain and demonstrate knowledge in systemic case conceptualization and theories, family developmental dynamics, and clinical training designed to instill high standards for professional practice based on the American Association for Marriage and Family Therapy (AAMFT) code of ethical standards and sensitivity to the complex family systems needs of a multicultural and ethnically diverse society. The primary goal of this program is for learners to develop the ability to apply systems-based theory to clinical services, as well as integrate wellness approaches and relevant research through assessment and intervention with individuals, groups, couples, and families.

## School of Counseling and Human Services, *continued*

### **Master of Science (MS) in Clinical Mental Health Counseling**

The CACREP-accredited Master of Science in Clinical Mental Health Counseling degree program is designed to prepare learners to serve as clinical mental health counselors for a diverse population of clients in various therapeutic settings. The program seeks to deliver its curriculum through a dynamic, interactive, and collaborative learning environment and provides learners with a strong theoretical foundation in the field of mental health counseling and knowledge and skills in associated areas of wellness theory and research, relationship building, assessment and treatment, cultural competence, and ethical practice.

### **Master of Science (MS) in School Counseling**

The CACREP-accredited Master of Science in School Counseling degree program is designed to prepare learners to assume leadership positions as school counselors serving diverse populations of students in public or private elementary, middle, and high school settings. Built on national standards and models, the curriculum offers a comprehensive approach to the delivery and management of contemporary school counseling programs and emphasizes assessment; intervention; individual and group counseling; school counseling core curriculum; consultation and collaboration with teachers, parents, and the community; and advocacy for systemic change in the P–12 environment. Through coursework and clinical skills training, learners demonstrate proficiency in evidence-based counseling approaches for P–12 children and adolescents.

### **Graduate Certificate Programs**

The counseling and human services graduate certificate programs provide concentrated, discipline-specific knowledge that is directly applicable to human services professionals.

### **Learning Formats**

Capella University offers two pathways for completing degree and certificate programs: the original GuidedPath, which is structured in credit hours and in which learners earn grades; and the innovative FlexPath, which is a self-paced, non-credit bearing, direct assessment pathway to earning the same degree or certificate. Both pathways are delivered online and, in both, learning is measured through the demonstration of competencies.

#### **GuidedPath**

GuidedPath allows learners to earn a Capella degree or certificate by demonstrating competencies through structured weekly assignments and interactions with faculty and peers in the online courseroom. Faculty offer substantive feedback on and assign grades to learners' coursework. Courses are offered in a traditional quarter-based academic calendar. The degree or certificate and its specialization are awarded upon completion of the learner's program requirements. All Capella programs are offered in the GuidedPath delivery model, unless otherwise noted.

#### **FlexPath**

FlexPath allows learners to earn a Capella degree or certificate through the demonstration of competencies on assessments completed at one's own pace. Learners prepare for assessments through self-designed study, which may include work experience and resources recommended by faculty and tutors. Faculty provide substantive feedback on and evaluate learners' assessments in terms of the level of competency demonstration, rather than assigning grades. FlexPath has a flat-rate tuition for a subscription period of 12 weeks, during which learners may be registered for two courses concurrently; learners may complete courses at their own pace but must complete a course within the subscription period. The degree or certificate and its specialization are awarded upon completion of the learner's program.

### **Multiple Specializations**

Multiple specializations are designed to provide learners with knowledge in more than one course of study within an eligible degree program. They lead to the award of a single degree with two or more specializations. Learners enrolled in an eligible degree program may request to be enrolled in additional eligible specializations at any point during their program. The degree and its specializations are awarded simultaneously upon completion of the program requirements for each specialization.

### **Professional Licensure and Certification**

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

As part of the admission process, Capella University requires all learners in these programs to sign the [Licensure Disclosure & Responsibilities Acknowledgment](#) in which they agree that it is their responsibility to understand and comply with licensing and certification laws and regulations. Additional information on [professional licensure and certification](#) can be found on Campus.



Joshua Stanley, EdD, NCC, ACS  
Dean of Counseling and Human  
Services

### A Message from the Dean of Counseling and Human Services

It is a distinct privilege to welcome you to the School of Counseling and Human Services! We are a unique school that brings many of the behavioral health and human services professions together. Our faculty and learners work collaboratively to foster mental health, resiliency, and wellness for individuals, families, schools, agencies, and communities facing today's complex social issues.

Our school consists of two complementary units. The Counselor Education and Family Therapy unit includes clinical programs that are accredited and hold recognitions from external organizations, and are designed to prepare learners with the education and clinical training needed to serve diverse clients in a variety of clinical settings. The Human Services unit includes master's and doctoral programs that prepare learners for leadership positions in a wide range of settings in the human services field.

The faculty in the School of Counseling and Human Services are experts in the fields of counselor education, marriage and family therapy, and human services. From professional association leadership to state, national, and international presenters to published authors, the faculty are scholar-practitioners who are experts in their respective fields. Using Capella's competency-based curriculum design, the faculty focus on assessing learners on the knowledge and skills you need to be successful in a competitive job market.

As a learner in the School of Counseling and Human Services, you are part of our family of passionate, dedicated professionals who are deeply invested in the disciplines we represent. It is our privilege to invest together in your educational journey, empowering you to have meaningful, lasting impacts on the future clients and communities you will serve.

*Joshua Stanley, EdD, NCC, ACS*

*Dean of Counseling and Human Services*

## Counseling and Human Services Academic Offerings

Degree Programs	Specializations	Certificate Programs
Doctor of Philosophy (PhD) in Counselor Education and Supervision		
Master of Science (MS) in Addiction Studies		
Master of Science (MS) in Clinical Mental Health Counseling		
Master of Science (MS) in Marriage and Family Therapy		
Master of Science (MS) in School Counseling		
		Graduate Certificate in Contemporary Theory in Addictive Behavior
		Graduate Certificate in Contemporary Theory in Mental Health Services
		Graduate Certificate in Contemporary Theory in School-Based Services
		Graduate Certificate in Systemic Couple and Family Therapy
Doctor of Philosophy (PhD) in Human Services	Multidisciplinary Human Services	
	Social and Community Services	
Doctor of Human Services (DHS)	Leadership and Organizational Management	
Master of Science (MS) in Human Services	Leadership and Organizational Management	
	Social and Community Services	
Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior	General Advanced Studies in Human Behavior	

## Counseling and Human Services Academic Offerings, *continued*

### Doctor of Philosophy (PhD) in Counselor Education and Supervision Degree Program

The CACREP-accredited Doctor of Philosophy (PhD) in Counselor Education and Supervision degree program is designed for counseling and therapy professionals seeking to advance their careers within the counseling profession or gain leadership positions in academic, clinical, and consultative settings. Learners develop expertise in independent research, graduate-level instruction, clinical supervision, and advanced clinical practice. Successful graduates of this degree program are prepared to pursue positions as counselor educators, supervisors, researchers, and advanced practitioners in academic and clinical settings.

**Personal Suitability and Fitness for the Profession**  
Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the PhD in Counselor Education and Supervision degree program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

#### Residency Requirement(s):

Learners satisfy residency requirements through completion of CES8920.

#### Practicum/Internship Experience Requirement(s):

Minimum of 100 practicum hours and 600 internship hours. See the [Practicum/Internship Experience](#) section, below, for more information.

#### Twenty-One Required Courses 72 quarter credits

CES8001	Orientation to Doctoral Studies in Counselor Education (4 quarter credits)
CES8130 *	Advanced Scholarly Inquiry (4 quarter credits)
CES8140 *	Research Theory and Philosophy (4 quarter credits)
CES8150 *	Research Design (4 quarter credits)
CES8160 *	Qualitative Research Methods (4 quarter credits)

CES8170 *	Quantitative Research Methods (4 quarter credits)
CES8746	Program Evaluation in Counselor Education and Supervision (4 quarter credits)
CES8760	Advanced Counseling Practice (4 quarter credits)
CES8768	Counselor Education Teaching and Practice (4 quarter credits)
CES8772	Counselor Supervision (4 quarter credits)
CES8776	Leadership and Advocacy in Counseling (4 quarter credits)
CES9100 *	Research and Scholarship (4 quarter credits)

*The courses listed below are 10-week online courses. Each includes specific clinical experiences. Learners must complete prerequisites and clinical experience requirements to be eligible to complete each course in the sequence.*

CES8800 *	Counselor Education and Supervision Practicum (2 quarter credits)
CES8910 *	Counselor Education and Supervision Teaching Internship 1 (2 quarter credits)
CES8920 *	Counselor Education and Supervision Teaching Internship 2 (2 quarter credits)
CES8930 *	Counselor Education and Supervision Teaching Internship 3 (2 quarter credits)
CES8940 *	Supervision Internship (2 quarter credits)
CES8950 *	Research Internship (2 quarter credits)

*Learners must register for CES9600 or CES9700 a minimum of three times to fulfill their specialization requirements.*

CES9600 *	Counselor Education and Supervision Quantitative Dissertation (4 quarter credits) <b>OR</b>
CES9700 *	Counselor Education and Supervision Qualitative Dissertation (4 quarter credits)

**Total 72 quarter credits**

### Practicum/Internship Experience

Learners enrolled in the Doctor of Philosophy in Counselor Education and Supervision degree program complete professional practice courses as a requirement of their program. The practicum and internship experiences consist of the following online courses and supervised laboratory practice/client interactions:

The practicum (**CES8800**) is an online course that requires a 100-hour clinical experience. Learners apply the skills developed throughout the course of the program in a counselor education and supervision setting where the practicum is completed.

The internships (**CES8910, CES8920, CES8930, CES8940, and CES8950**) are five online courses that require 600 total hours of hands-on site-based learning experience in teaching, research, supervision, and leadership and advocacy. The internships represent a significant time of learning and applying clinical supervisory/teaching proficiencies that are critical to the provision of counselor education, supervision, and advanced clinical practice.

Learners should consult the [Counselor Education and Supervision PhD Learner Handbook](#) for details about the practicum/internship experience.

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

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

## Counseling and Human Services Academic Offerings, *continued*

### Master of Science (MS) in Addiction Studies Degree Program

The Master of Science in Addiction Studies degree program provides learners with the knowledge, competencies, and skills necessary to become practitioner-scholars in addiction treatment delivery, service coordination, and supervision. The curriculum emphasizes principles of addiction treatment and intervention for individuals and groups and focuses on established standards and ethics of addiction professionals, including awareness and sensitivity to the complex needs of a multicultural society. Successful graduates of this degree program are prepared to pursue positions as addiction professionals in treatment and prevention programs, as well as in general clinical settings where addiction professionals serve as members of a treatment team.

**Personal Suitability and Fitness for the Profession**  
Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the MS in Addiction Studies degree program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

#### Residency Requirement(s):

One six-day residency. See university policy [3.04.05 Attendance at Residencies](#), the [Residencies](#) page on Campus, and the [Residency](#) section, below, for more information. Also see each graduate school's residency courses.

#### Practicum/Internship Experience Requirement(s):

Minimum of 300 internship hours. See the [Practicum/Internship Experience](#) section, below, for more information.

#### Twelve Required Courses 48 quarter credits

ADD5004	Survey of Research in Human Development for Addiction Professionals (4 quarter credits)
ADD5106	Assessment of Addiction (4 quarter credits)
ADD5107	Principles of Integrated Addiction and Mental Health Treatment (4 quarter credits)
ADD5217	Ethical and Legal Issues in Addiction Treatment (4 quarter credits)
ADD5336	Implications of Addiction Treatment with Diverse Populations (4 quarter credits)
COUN5258	Group Therapy and Treatment of Substance-Related and Addictive Behaviors (4 quarter credits)
COUN5260	Theories of Addiction Treatment (4 quarter credits)
COUN5261	Interventions for Substance-Related and Addictive Disorders (4 quarter credits)
COUN5264	Contemporary Issues in the Treatment of Substance-Related and Addictive Disorders (4 quarter credits)
<i>In addition, choose one from the following courses:</i>	
ADD5945	Supervision and Program Management in Addiction Treatment (4 quarter credits)
COUN5266	Family Systems and Psychoeducation in Addiction (4 quarter credits)
COUN5268	Psychopharmacology and Medication Management (4 quarter credits)
<i>All academic courses listed below include specific residency, practice, or clinical experiences. Learners must complete prerequisites to be eligible to complete each course in the sequence.</i>	
ADD-R5941 *	Addiction Studies Residency (4 quarter credits)
ADD6431 *	Addiction Studies Internship (4 quarter credits)

**Total 48 quarter credits**

**Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)).**

### Master of Science (MS) in Clinical Mental Health Counseling Degree Program

**Learners in the MS in Clinical Mental Health Counseling degree program who are seeking a professional counselor license in North Carolina must complete at least one 5-quarter-credit practicum course in order to satisfy that state's requirements. Capella University has designed COUN6301 to fulfill the program requirements for these learners or learners from other states who may need a 5-quarter-credit practicum course.**

**Learners in the MS in Clinical Mental Health Counseling degree program who need to enhance their knowledge in the area of psychopharmacology for licensure purposes may register for COUN5268. This course is in addition to the program requirements.**

The CACREP-accredited Master of Science in Clinical Mental Health Counseling degree program is designed to prepare learners to serve as clinical mental health counselors for a diverse population of clients in various therapeutic settings. The program seeks to deliver its curriculum through a dynamic, interactive, and collaborative learning environment and provides learners with a strong theoretical foundation in the field of mental health counseling and knowledge and skills in associated areas of wellness theory and research, relationship building, assessment and treatment, cultural competence, and ethical practice.

#### Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the Clinical Mental Health Counseling degree program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

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

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

## Counseling and Human Services Academic Offerings, *continued*

### *MS in Clinical Mental Health Counseling Degree Program, continued*

#### Residency Requirement(s):

One six-day residency. See university policy [3.04.05 Attendance at Residencies](#), the [Residencies](#) page on Campus, and the [Residency](#) section, below, for more information. Also see each graduate school's residency courses.

#### Practicum/Internship Requirement(s):

Minimum of 100 practicum hours and 600 internship hours. See the [Practicum/Internship Experience](#) section, below, for more information.

#### Twenty-Two Required Courses 90 quarter credits

##### Core courses:

COUN5004	Survey of Research in Human Development for Professional Counselors (4 quarter credits)
COUN5007	Research Methods for the Counseling Professions (4 quarter credits)
COUN5106	Assessment, Tests, and Measures (4 quarter credits)
COUN5107 *	Principles of Psychopathology and Diagnosis (4 quarter credits)
COUN5108 *	Foundations of Addiction and Addictive Behavior (4 quarter credits)
COUN5217	Ethical and Legal Issues in Professional Counseling (4 quarter credits)
COUN5223	Introduction to Clinical Mental Health Counseling (4 quarter credits)
COUN5225	Human Sexuality (4 quarter credits)
COUN5238	Crisis Assessment and Intervention (4 quarter credits)
COUN5239	Theories of Psychotherapy (4 quarter credits)
COUN5254	Child and Adolescent Counseling (4 quarter credits)
COUN5271	Marriage and Family Systems (4 quarter credits)
COUN5279	Life Planning and Career Development (4 quarter credits)
COUN5336	Counseling and Advocacy with Diverse Populations (4 quarter credits)
COUN5830 *	Mental Health Counseling Approaches and Interventions (4 quarter credits)
COUN5832 *	Group Counseling and Applications in Clinical Mental Health Counseling (4 quarter credits)
COUN6965 *	Applied Research and Program Evaluation in Mental Health Counseling (4 quarter credits)

All academic courses listed below include specific residency or clinical experiences. Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

COUN-R5831 *	Advanced Mental Health Counseling Approaches and Interventions: Residency Track 1 (4 quarter credits)
COUN-R5833 *	Advanced Group Counseling and Clinical Applications in Mental Health Counseling: Residency Track 2 (4 quarter credits)
COUN6302 *	Mental Health Counseling Clinical Practicum (4 quarter credits)
COUN6321 *	Mental Health Counseling Clinical Internship 1 (5 quarter credits)
COUN6322 *	Mental Health Counseling Clinical Internship 2 (5 quarter credits)

**Total 90 quarter credits**

**Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)).**

### Master of Science (MS) in Marriage and Family Therapy Degree Program

**Learners in the MS in Marriage and Family Therapy degree program who need to enhance their knowledge in the area of psychopharmacology for licensure purposes may register for PSY7330 or COUN5268. This course is in addition to the specialization requirements.**

The COAMFTE-accredited Master of Science in Marriage and Family Therapy degree program is designed to prepare learners to serve as marriage and family therapists for a diverse population of clients in various therapeutic settings. Learners interact with the curriculum through a dynamic and collaborative learning environment. In the program, learners gain and demonstrate knowledge in systemic case conceptualization and theories, family developmental dynamics, and clinical training designed to instill high standards for professional practice based on the American Association for Marriage and Family Therapy (AAMFT) code of ethical standards and sensitivity to the complex family systems needs of a multicultural and ethnically diverse society. The primary goal of this program is for learners to develop the ability to apply systems-based theory to clinical services, as well as integrate wellness approaches and relevant research through assessment and intervention with individuals, groups, couples, and families.

#### Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the American Association for Marriage and Family Therapy (AAMFT). The faculty, clinical supervisors, and administrators within the Marriage and Family Therapy degree program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the personal suitability, emotional maturity and stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and clinical supervisors are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

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

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



## Counseling and Human Services Academic Offerings, *continued*

### *MS in Marriage and Family Therapy Degree Program, continued*

#### **Residency Requirement(s):**

Two six-day residencies. See university policy [3.04.05 Attendance at Residencies](#), the [Residencies](#) page on Campus, and the [Residency](#) section, below, for more information. Also see each graduate school's residency courses.

#### **Practicum/Internship Experience Requirement(s):**

Minimum of 500 internship hours. See the [Practicum/Internship Experience](#) section, below, for more information.

#### **Twenty Required Courses      72 quarter credits**

MFT5008	Foundations of Couple and Family Therapy (4 quarter credits)
MFT5106	Assessment, Tests, and Measures for Marriage and Family Therapy Practice (4 quarter credits)
MFT5107	Psychopathology: Diagnosis and Treatment of Behavior Disorders (4 quarter credits)
MFT5108 *	Impact of Addiction and Addictive Behavior on Family Systems (4 quarter credits)
MFT5222	Professional Ethics in Marriage and Family Therapy (4 quarter credits)
MFT5232 *	Systemic Approaches to Sexual and Gender Issues (4 quarter credits)
MFT5270 *	Family Therapy Theory and Methods (4 quarter credits)
MFT5271 *	Working with Families Across the Lifespan (4 quarter credits)
MFT5273 *	Couple and Marital Therapy (4 quarter credits)
MFT5275 *	Utilizing Systemic Approaches: Infancy Through Adolescence (4 quarter credits)
MFT5336	Diversity and Social Justice in Systemic Family Therapy (4 quarter credits)
MFT5820 *	Marriage and Family Therapy Theory and Practice (4 quarter credits)
MFT5822 *	Systemic Clinical Interventions for Grief, Loss, and Trauma Systems (4 quarter credits)
MFT5876	Research Methods in Marriage and Family Therapy (4 quarter credits)

*All academic courses listed below include specific residency or clinical experiences. Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.*

MFT-R5821 *	Advanced Marriage and Family Therapy Theory and Practice: Pre-Clinical Residency Track 1 (4 quarter credits)
MFT-R5823 *	Advanced Clinical Applications in Family Therapy: Pre-Clinical Residency Track 2 (4 quarter credits)
MFT6231 *	Marriage and Family Therapy Clinical Internship 1 (2 quarter credits)
MFT6232 *	Marriage and Family Therapy Clinical Internship 2 (2 quarter credits)
MFT6233 *	Marriage and Family Therapy Clinical Internship 3 (2 quarter credits)
MFT6234 *	Marriage and Family Therapy Clinical Internship 4 (2 quarter credits)

**Total      72 quarter credits**

**Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the [Licensure](#) section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)).**

### Master of Science (MS) in School Counseling

The CACREP-accredited Master of Science in School Counseling degree program is designed to prepare learners to assume leadership positions as school counselors serving diverse populations of students in public or private elementary, middle, and high school settings. Built on national standards and models, the curriculum offers a comprehensive approach to the delivery and management of contemporary school counseling programs and emphasizes assessment; intervention; individual and group counseling; school counseling core curriculum; consultation and collaboration with teachers, parents, and the community; and advocacy for systemic change in the P–12 environment. Through coursework and clinical skills training, learners demonstrate proficiency in evidence-based counseling approaches for P–12 children and adolescents.

#### **Personal Suitability and Fitness for the Profession**

Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) and the American School Counselor Association (ASCA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the School Counseling degree program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

#### **Residency Requirement(s):**

Two six-day residencies. See university policy [3.04.05 Attendance at Residencies](#), the [Residencies](#) page on Campus, and the [Residency](#) section, below, for more information. Also see each graduate school's residency courses.

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

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



## Counseling and Human Services Academic Offerings, *continued*

### Practicum/Internship Experience

#### Addiction Studies

Learners enrolled in the Master of Science in Addiction Studies degree program complete supervised site-based learning experience as a requirement of their program. The internship (**ADD6431**) is an online course that requires completion of 300 hours of supervised site-based learning experience performed at an approved internship site. Learners apply the skills developed throughout the course of their program while working in an addiction treatment recovery clinic, agency, or other setting that provides addiction treatment services.

#### Clinical Mental Health Counseling

Learners enrolled in the Master of Science in Clinical Mental Health Counseling degree program complete supervised onsite counseling experiences as a requirement of their program. The practicum and internship experiences consist of the following online courses and supervised site-based learning:

The practicum (**COUN6302**) is an online course that requires completion of 100 hours of supervised counseling experience performed at an approved site. Learners apply the skills developed throughout the course of their program while working in a school, clinic, agency, or other setting that provides counseling services.

The internships (**COUN6321 and COUN6322**) are two online courses that require 600 total hours of experience completed under supervision at an approved site. Learners may register for a third or fourth internship course (**COUN6333 and COUN6334**) should they need additional time or need to meet additional requirements for state licensure. The internships include a more intensive experience at the approved site where learners continue to demonstrate the counseling competencies and proficiencies required in their program.

Learners should consult the *Counselor Education MS Clinical Mental Health Counseling Learner Handbook* for a full description of the site-based learning experience and all practicum and internship requirements.

#### Marriage and Family Therapy

Learners enrolled in the Master of Science in Marriage and Family Therapy degree program complete supervised clinical internship experiences in their community as a requirement of their program.

The internship courses (**MFT6231, MFT6232, MFT6233, MFT6234**) require completion of 500 direct client contact hours across the four courses, with 200 or more of those hours being relational. The site-based learning experience is a supervised clinical experience performed at an approved internship site. Learners apply the skills developed throughout the course of their program while working in a clinic, agency, or other settings that provides couple and family services. Learners may register for additional internship courses should they need additional time or have a need to meet additional requirements for state licensure. In the degree program's capstone exam, which learners take during internship course MFT6233, learners must pass a 200-question, multiple choice, practice, national licensing exam. Study resources for the capstone are available throughout the internship courses.

Learners should consult the *Marriage and Family Therapy Program Handbook* for a full description of the internship experience and all site-based learning requirements.

#### School Counseling

Learners enrolled in the Master of School Counseling degree program complete supervised onsite counseling experiences as a requirement of their program. The practicum and internship experiences consist of the following online courses and supervised site-based learning:

The practicum (**COUN6102**) is an online course that requires completion of 100 hours of supervised counseling experience performed at an approved site. Learners apply the skills developed throughout the course of their program while working in a school, clinic, agency, or other setting that provides counseling services.

The internships (**COUN6131 and COUN6132**) are two online courses that require 600 total hours of experience completed under supervision at an approved site. Learners may register for a third or fourth internship course (**COUN6333 and COUN6334**) should they need additional time or need to meet additional requirements for state licensure. The internships include a more intensive experience at the approved site where learners continue to demonstrate the counseling competencies and proficiencies required in their program.

Learners should consult the *Counselor Education MS School Counseling Learner Handbook* for a full description of the practicum/internship experience and all site-based learning requirements.

### Counseling Graduate Certificate Programs

#### Contemporary Theory in Addictive Behavior

The Contemporary Theory in Addictive Behavior graduate certificate is designed for professionals who want to increase their knowledge of substance abuse, addiction, and compulsive behaviors. This graduate certificate is not designed to meet licensure requirements for the counseling professions.

Five Required Courses	20 quarter credits
COUN5258	Group Therapy and Treatment of Substance-Related and Addictive Behaviors (4 quarter credits)
COUN5260	Theories of Addiction Treatment (4 quarter credits)
COUN5261	Interventions for Substance-Related and Addictive Disorders (4 quarter credits)
COUN5264	Contemporary Issues in the Treatment of Substance-Related and Addictive Disorders (4 quarter credits)
<i>In addition, choose one from the following courses:</i>	
COUN5108 *	Foundations of Addiction and Addictive Behavior (4 quarter credits)
COUN5266	Family Systems and Psychoeducation in Addiction (4 quarter credits)
COUN5268	Psychopharmacology and Medication Management (4 quarter credits)
<b>Total</b>	<b>20 quarter credits</b>

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

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

## Counseling and Human Services Academic Offerings, *continued*

### Counseling Graduate Certificate Programs, *continued*

#### Contemporary Theory in Mental Health Services

The Contemporary Theory in Mental Health Services graduate certificate is designed for professionals who want to increase their knowledge of assessment and treatment of mental health issues. This graduate certificate is not designed to meet licensure requirements for the counseling professions.

Five Required Courses	20 quarter credits
COUN5004	Survey of Research in Human Development for Professional Counselors (4 quarter credits)
COUN5217	Ethical and Legal Issues in Professional Counseling (4 quarter credits)
COUN5223	Introduction to Clinical Mental Health Counseling (4 quarter credits)
COUN5239	Theories of Psychotherapy (4 quarter credits)
COUN5336	Counseling and Advocacy with Diverse Populations (4 quarter credits)
<b>Total</b>	<b>20 quarter credits</b>

#### Contemporary Theory in School-Based Services

The Contemporary Theory in School-Based Services graduate certificate is designed for professionals who want to increase their knowledge of theories of development, mental health issues affecting children and adolescents in school settings, and the roles of school counselors. This graduate certificate is not designed to meet licensure requirements for the counseling professions.

Five Required Courses	20 quarter credits
COUN5004	Survey of Research in Human Development for Professional Counselors (4 quarter credits)
COUN5280	Introduction to School Counseling (4 quarter credits)
COUN5338	Crisis Intervention, Trauma Response, and Emergency Management (4 quarter credits)
COUN5420	Child and Adolescent Psychopathology (4 quarter credits)
COUN5812 *	Theories of Counseling with Children and Adolescents (4 quarter credits)
<b>Total</b>	<b>20 quarter credits</b>

#### Systemic Couple and Family Therapy

The Systemic Couple and Family Therapy graduate certificate is designed for professionals seeking to increase their knowledge of couple and family therapy. Learners articulate and apply an understanding of theoretical knowledge in the field and demonstrate ethical and professional standards. This graduate certificate is not designed to meet licensure requirements.

Five Required Courses	20 quarter credits
MFT5008	Foundations of Couple and Family Therapy (4 quarter credits)
MFT5222	Professional Ethics in Marriage and Family Therapy (4 quarter credits)
MFT5270*	Family Therapy Theory and Methods   (4 quarter credits)
MFT5271	Working with Families Across the Lifespan (4 quarter credits)
MFT5273 *	Couple and Marital Therapy (4 quarter credits)
<b>Total</b>	<b>20 quarter credits</b>

#### Doctor of Philosophy (PhD) in Human Services Specializations

##### Multidisciplinary Human Services

The doctoral Multidisciplinary Human Services specialization is designed to help learners develop as human services leaders that use a multidisciplinary approach to solve complex social problems, create innovative solutions, and facilitate change that incorporates research and practice. Learners engage in a curriculum that focuses on leading change, program development and management, strategic planning, research, and ethics. Learners also have the opportunity to choose their elective curriculum, providing them with the flexibility to develop a program of study that reflects their professional goals and interests. Successful graduates of this specialization are prepared to apply multidisciplinary knowledge and skills in a variety of leadership roles and settings.

##### Residency Requirement(s):

Three ten-week courses with a four-day embedded residency experience (DRS-R8925, DRS-R8926, DRS-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

##### Seventeen Required Courses 60 quarter credits

HMSV8002	Multidisciplinary Practice and Case Analysis for Doctoral Learners (4 quarter credits)
HMSV8212 *	Advanced Ethics and Leadership for Diverse Populations (4 quarter credits)
HMSV8216	Advanced Program Design in Human Services (4 quarter credits)
HMSV8304	Strategic Planning and Organizational Effectiveness for Human Services (4 quarter credits)
HS8413	Social Influences of Behavior (4 quarter credits)
HS8604 *	Advanced Communication Skills for the Human Services Leader (4 quarter credits)
RSCH7860	Survey of Research Methods (4 quarter credits)
RSCH7864 *	Quantitative Design and Analysis (4 quarter credits)
RSCH7868 *	Qualitative Design and Analysis (4 quarter credits)
DRS-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
DRS-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
DRS-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

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

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

## Counseling and Human Services Academic Offerings, *continued*

### PhD in Human Services Specializations, *continued*

Upon completion of all required coursework:

HS9919 \* Doctoral Comprehensive Examination (3 quarter credits)

Learners must register for HS9960 a minimum of four times to fulfill their specialization requirements.

HS9960 \* Dissertation Courseroom (3 quarter credits each)

**Eight Elective Courses 32 quarter credits**

Choose any graduate course(s).

**Total 92 quarter credits**

### Social and Community Services

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

#### Residency Requirement(s):

Three ten-week courses with a four-day embedded residency experience (DRS-R8925, DRS-R8926, DRS-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

**Twenty-Two Required Courses 80 quarter credits**

Core courses:

HMSV8002 Multidisciplinary Practice and Case Analysis for Doctoral Learners (4 quarter credits)

HMSV8212 \* Advanced Ethics and Leadership for Diverse Populations (4 quarter credits)

HS8300 Diversity in the Workplace (4 quarter credits)

PSL8106 Epistemology of Practice Knowledge (4 quarter credits)

RSCH7860 Survey of Research Methods (4 quarter credits)

RSCH7864 \* Quantitative Design and Analysis (4 quarter credits)

RSCH7868 \* Qualitative Design and Analysis (4 quarter credits)

DRS-R8925 \* PhD Dissertation Research Seminar Track 1 (3 quarter credits)

DRS-R8926 \* PhD Dissertation Research Seminar Track 2 (3 quarter credits)

DRS-R8927 \* PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Specialization courses:

HS8103 Principles and Practices of Social Work (4 quarter credits)

HS8413 Social Influences of Behavior (4 quarter credits)

HS8453 Prevention and Causes of Child Abuse (4 quarter credits)

HS8476 Methods of Family Research (4 quarter credits)

HS8478 The Family in Social Context (4 quarter credits)

HS8745 Grief and Bereavement Counseling (4 quarter credits)

HS8764 Contemporary Issues in Compulsive and Addictive Behavior Treatment (4 quarter credits)

Upon completion of all required coursework:

HS9919 \* Doctoral Comprehensive Examination (3 quarter credits)

Learners must register for HS9960 a minimum of four times to fulfill their specialization requirements.

HS9960 \* Dissertation Courseroom (3 quarter credits each)

**Three Elective Courses 12 quarter credits**

Choose any graduate course(s).

**Total 92 quarter credits**

### Doctor of Human Services (DHS) Specialization

#### Leadership and Organizational Management

The doctoral Leadership and Organizational Management specialization focuses on increasing organizational effectiveness through strategic planning and evidence-based best practices and behaviors. Throughout the specialization, learners gain and apply skills in effective negotiation and mediation, conflict management, and creating effective collaboration across an organization. This specialization is not designed to meet licensure requirements for counseling or social work professions.

**Sixteen Required Courses 60 quarter credits**

Core courses:

HMSV8002 Multidisciplinary Practice and Case Analysis for Doctoral Learners (4 quarter credits)

HMSV8110 Action Research Methods in Human Services (4 quarter credits)

HMSV8212 \* Advanced Ethics and Leadership for Diverse Populations (4 quarter credits)

HMSV8214 Funding and Grant Writing Skills in Human Services (4 quarter credits)

HMSV8216 Advanced Program Design in Human Services (4 quarter credits)

HMSV8218 Advanced Data Analytics and Program Evaluation in Human Services (4 quarter credits)

HMSV8700 Keystone: Determining Readiness for the Professional Doctorate Project (4 quarter credits)

Specialization courses:

HMSV8304 Strategic Planning and Organizational Effectiveness for Human Services (4 quarter credits)

HMSV8320 \* Effective Negotiation and Mediation Skills for Human Services Leaders (4 quarter credits)

HMSV8404 Leadership Theory and Practice in For-Profit, Nonprofit, and Government Human Services Programs (4 quarter credits)

HMSV8406 Community Collaboration and Outreach in Human Services (4 quarter credits)

HMSV8408 Advanced Financial Management in For-Profit, Nonprofit, and Government Human Services Programs (4 quarter credits)

Learners must register for HMSV9971 a minimum of four times to fulfill their specialization requirements.

HMSV9971 \* Doctoral Capstone (3 quarter credits each)

**Three Elective Courses 12 quarter credits**

Choose any graduate course(s).

**Total 72 quarter credits**

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

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

## Counseling and Human Services Academic Offerings, *continued*

### Master of Science (MS) in Human Services Specializations

#### Leadership and Organizational Management

The master's Leadership and Organizational Management specialization focuses on the human behavior theories, research, and knowledge needed to address demographic and social trends, as well as organizational integration practices within the community. This specialization uses a multidisciplinary approach to decision making and promoting collaboration among various stakeholders within the public service field. Throughout the specialization, learners examine the ways in which research informs the delivery of human services, with particular emphasis on advocacy, legal and ethical issues, and working with culturally diverse populations. This specialization is not designed to meet licensure requirements for counseling or social work professions.

#### Eleven Required Courses 44 quarter credits

##### Core courses:

HMSV5002	Theory and Application in Human Services (4 quarter credits)
HMSV5316	The Effective Use of Analytics in Human Services (4 quarter credits)
HMSV5320 *	Ethical Practice in Human Services (4 quarter credits)
HMSV5390	Interpersonal and Leadership Skills for Human Services Professionals (4 quarter credits)
HMSV5334	Diversity and Inclusion in Human Services (4 quarter credits)
HMSV5993 *	Human Services Capstone for Master's Learners (4 quarter credits)

##### Specialization courses:

HMSV5314	Program Development and Evaluation in Human Services (4 quarter credits)
HMSV5340	Leading in For-Profit, Nonprofit, and Government Organizations (4 quarter credits)
HMSV5410	Financial Management and Budgeting in Human Service Organizations (4 quarter credits)
HMSV5420	Developing Innovative Human Service Organizations (4 quarter credits)
HMSV5430*	Leading Adaptive Organizational Systems in Human Services (4 quarter credits)

#### One Elective Course 4 quarter credits

Choose any graduate course(s).

**Total 48 quarter credits**

#### Social and Community Services

The master's Social and Community Services specialization is designed for individuals who are focused on helping individuals and communities in nonprofit, for-profit, or government settings. Throughout the specialization, learners gain the skills they need to manage services, track and identify trends within communities and organizations, evaluate appropriate programs to meet identified needs, and advocate for those they serve. Successful graduates of this specialization are prepared to pursue leadership roles in a variety of diverse work settings. This specialization is not designed to meet licensure requirements for counseling or social work professions.

#### Nine Required Courses 36 quarter credits

##### Core courses:

HMSV5002	Theory and Application in Human Services (4 quarter credits)
HMSV5316	The Effective Use of Analytics in Human Services (4 quarter credits)
HMSV5320 *	Ethical Practice in Human Services (4 quarter credits)
HMSV5390	Interpersonal and Leadership Skills for Human Services Professionals (4 quarter credits)
HMSV5334	Diversity and Inclusion in Human Services (4 quarter credits)
HMSV5993*	Human Services Capstone for Master's Learners (4 quarter credits)

##### Specialization courses:

HMSV5314	Program Development and Evaluation in Human Services (4 quarter credits)
HMSV5340	Leading in For-Profit, Nonprofit, and Government Organizations (4 quarter credits)
HMSV5402	Social Change and Public Policy in Human Services (4 quarter credits)

#### Three Elective Courses 12 quarter credits

##### Recommended elective courses:

HS8478	The Family in Social Context (4 quarter credits)
SHB8775	Issues in Aging, Grief, and Bereavement (4 quarter credits)

##### OR

Choose any graduate course(s).

**Total 48 quarter credits**

### Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior Specialization

#### General Advanced Studies in Human Behavior

The PhD General Advanced Studies in Human Behavior specialization is designed for learners pursuing advanced educational, consultative, or leadership roles in institutional, public, or private settings. Throughout the specialization, learners develop breadth and depth of knowledge in contemporary issues in human behavior, including issues specific to children and adolescents, families, eating disturbances, addictive behaviors, and aging and grief. Learners also focus on the significance of ethics in working with diverse populations in social and behavioral settings. This specialization is not designed to meet licensure or certification requirements in the area of applied behavioral analysis, or for the counseling, psychology, or social work professions.

#### Residency Requirement(s):

Three ten-week courses with a four-day embedded residency experience (DRS-R8925, DRS-R8926, DRS-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Twenty-Four Required Courses 88 quarter credits

SHB8002	Advanced Research in Adult Human Development and Behavior (4 quarter credits)
HS8478	The Family in Social Context (4 quarter credits)
RSCH7860	Survey of Research Methods (4 quarter credits)
RSCH7864 *	Quantitative Design and Analysis (4 quarter credits)
RSCH7868 *	Qualitative Design and Analysis (4 quarter credits)
SHB8100	Fundamentals of Social Science Research (4 quarter credits)
SHB8101	Interdisciplinary Leadership in Social and Behavioral Sciences (4 quarter credits)
SHB8315	Advanced Program Design (4 quarter credits)
SHB8316	Advanced Program Evaluation (4 quarter credits)
SHB8331	Advanced Child and Adolescent Studies (4 quarter credits)
SHB8441	Advanced Ethics and Leadership in Studies in Human Behavior (4 quarter credits)
SHB8551	Advanced Contemporary Issues in Studies in Human Behavior (4 quarter credits)
SHB8661	Risk and Resiliency in Diverse Populations (4 quarter credits)

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

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

## Counseling and Human Services Academic Offerings, *continued*

### *PhD in Advanced Studies in Human Behavior Specialization, continued*

SHB8775	Issues in Aging, Grief, and Bereavement (4 quarter credits)
SHB8810	Advanced Issues in Eating Disturbances (4 quarter credits)
SHB8811	Advanced Issues in Addictive Behaviors (4 quarter credits)
DRS-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
DRS-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
DRS-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

*Upon completion of all required coursework:*

SHB9919 *	Doctoral Comprehensive Examination (3 quarter credits)
-----------	---

*Learners must register for SHB9960 a minimum of  
four times to fulfill their specialization requirements.*

SHB9960 *	Dissertation Courseroom (3 quarter credits each)
-----------	---

#### **Four Elective Courses                      16 quarter credits**

*Choose any graduate courses related to human behavior within the fields of psychology (PSY), counseling and family therapy (ADD, COUN, MFT), social work (SWK), human services (HMSV, HS, SHB), health care (MHA, MPH, NHS), public administration (MPA, PUAD), education (ED), or business (BMGT).*

**Total    104 quarter credits**

---

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

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

# School of Education

## Program Descriptions and Information

### School Mission Statement

The School of Education delivers high-quality programs that provide authentic and innovative learning experiences that equip education professionals for ethical and reflective leadership and practice within the scope of today's diverse educational communities.

### Education Degree Programs

#### ***Doctor of Philosophy (PhD) in Education***

The School of Education's Doctor of Philosophy degree program expands previous learning within a discipline and fosters the critical thinking, research, and problem-solving skills that practicing professionals need to excel as scholar-practitioners and emboldened leaders in a global society.

#### ***Doctor of Education (EdD)***

The School of Education's Doctor of Education (EdD) degree program provides practicing professionals the opportunity to further develop their skills and demonstrate proficiency in the essential competency areas of their discipline. The program emphasizes creative and critical thinking and practical application of inquiry, research, leadership, cultural competency, and collaboration skills. The program prepares successful graduates to excel as effective strategists, problem solvers, and change managers in their chosen fields. Learners complete a doctoral project focusing on an applied improvement project to meet the needs of an organization of their choice, with key deliverables embedded across a number of courses in the program.

#### ***Master of Education (MEd) in Teaching and Learning***

The Master of Education (MEd) in Teaching and Learning degree program is designed for current educators seeking to become master teachers and educational innovators in their schools and districts. The program provides learners with 21st-century knowledge and skills to

deepen their understanding of how curriculum and assessment innovations, pedagogical methods, technology integration, and cultural competency interplay to foster and improve student learning. Through rigorous and relevant curriculum, teachers apply their learning in their daily classrooms to create immediate impact for their students, classrooms, and schools. Learners who pursue this specialization through the FlexPath option earn a Master of Education (MEd) in Teaching and Learning through self-paced demonstrations of competencies.

#### ***Master of Science (MS) in Education***

The School of Education's Master of Science degree program integrates recognized theory and best practices with practical application in a collaborative environment in order to enhance learners' abilities to excel as practitioners in their chosen specializations.

#### ***Master of Science (MS) in Education Innovation and Technology***

The Master of Science in Education Innovation and Technology degree program provides learners with the knowledge and skills necessary to leverage 21st-century digital tools and resources in order to maximize learning for all K–12 students. The core curriculum's strong foundation in using technology to promote innovation and change in school settings provides learners with opportunities to apply their new learning to classroom- and school-based interventions and instruction that engages students and positively impacts their learning.

#### ***Master of Science (MS) in Higher Education***

The School of Education's Master of Science in Higher Education degree program integrates recognized theory and best practices with practical application in a collaborative

environment in order to enhance learners' abilities to excel as practitioners in their chosen field. The degree program focuses on acquisition and application of relevant learning theory, leadership and administration, the needs of diverse learners, 21st-century trends, innovation in various fields of postsecondary education, the use of technologies, and assessment and learning. Learners document career and program achievements through an integrated career portfolio.

### Learning Formats

Capella University offers two pathways for completing degree and certificate programs: the original GuidedPath, which is structured in credit hours and in which learners earn grades; and the innovative FlexPath, which is a self-paced, non-credit bearing, direct assessment pathway to earning the same degree or certificate. Both pathways are delivered online and, in both, learning is measured through the demonstration of competencies.

#### ***GuidedPath***

GuidedPath allows learners to earn a Capella degree or certificate by demonstrating competencies through structured weekly assignments and interactions with faculty and peers in the online courseroom. Faculty offer substantive feedback on and assign grades to learners' coursework. Courses are offered in a traditional quarter-based academic calendar. The degree or certificate and its specialization are awarded upon completion of the learner's program requirements. All Capella programs are offered in the GuidedPath delivery model, unless otherwise noted.

#### ***FlexPath***

FlexPath allows learners to earn a Capella degree or certificate through the demonstration of competencies on assessments completed at one's own



## School of Education, *continued*

pace. Learners prepare for assessments through self-designed study, which may include work experience and resources recommended by faculty and tutors. Faculty provide substantive feedback on and evaluate learners' assessments in terms of the level of competency demonstration, rather than assigning grades. FlexPath has a flat-rate tuition for a subscription period of 12 weeks, during which learners may be registered for two courses concurrently; learners may complete courses at their own pace but must complete a course within the subscription period. The degree or certificate and its specialization are awarded upon completion of the learner's program.

### Multiple Specializations

Multiple specializations are designed to provide learners with knowledge in more than one course of study within an eligible degree program. They lead to the award of a single degree with two or more specializations. Learners enrolled in an eligible degree program may request to be enrolled in additional eligible specializations at any point during their program. The degree and its specializations are awarded

simultaneously upon completion of the program requirements for each specialization.

### Professional Licensure and Certification

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

As part of the admission process, Capella University requires all learners in these programs to sign the [Licensure Disclosure & Responsibilities Acknowledgment](#) in which they agree that it is their responsibility to understand and comply with licensing and certification laws and regulations. Additional information on [professional licensure and certification](#) can be found on Campus.



**J. Heather Welzant, PhD**  
Dean of Education

### A Message from the Dean of Education

Welcome to the School of Education. On behalf of the faculty and school leadership, I would like to welcome you to a dynamic learning environment where our faculty and curriculum sit at the forefront of education, leadership, technologies, and innovation. We are committed to providing an engaging and supportive culture where we focus on helping every learner prepare to meet the demands of an ever-changing world.

With a focus on excellence and a deep commitment to every learner's success, our faculty have helped learners achieve their personal and professional goals, which enabled many of them to change the trajectories of their institutions and companies. Each of the school's faculty members has earned terminal degrees in their fields and engaged in real-world scholarly activities that inform their teaching practices and prepare you to successfully complete your degree.

With a wide array of programs, courses, and a networked community of both practitioner-scholars and scholar-practitioners, we are uniquely positioned to prepare you for the professional, technological, and intellectual challenges of the 21st-century educational environment.

*J. Heather Welzant, PhD*

*Dean of Education*

# Education Academic Offerings

Degree Programs	Specializations			Concentrations		Multiple Specializations <i>(must be within the same degree program)</i>
	General	Higher Education and Training	P-12	District Leadership	School Leadership	
Doctor of Philosophy (PhD) in Education			Curriculum and Instruction			
			Leadership in Educational Administration	✓	✓	
			Special Education Leadership			
		Instructional Design for Online Learning				
		Leadership for Higher Education				
		Nursing Education				
Doctor of Education (EdD)		Postsecondary and Adult Education				
	Adult Education					
			Curriculum and Instruction			
		Educational Leadership				
		Performance Improvement Leadership				
		Reading and Literacy				
Master of Education (MEd) in Teaching and Learning						
Master of Education (MEd) in Teaching and Learning, FlexPath option						
Master of Science (MS) in Education			Curriculum and Instruction			✓
			Early Childhood Education			✓
			Early Childhood Education Studies			✓
			English Language Learning and Teaching			✓
			Leadership in Educational Administration		✓	✓
			Reading and Literacy			✓
			Special Education Teaching			✓
		Instructional Design for Online Learning				✓
		Training and Performance Improvement				✓
Master of Science (MS) in Education Innovation and Technology	General Educational Technology					
			Competency-Based Instruction			
			Instruction in the 1:1 Environment			
			Personalized Learning			
			Professional Growth and Development			
Master of Science (MS) in Higher Education		Adult Education				
		Higher Education Leadership and Administration				
		Integrative Studies				

## Education Academic Offerings, *continued*

### Doctor of Philosophy (PhD) in Education Specializations

#### Curriculum and Instruction

Learners in the doctoral Curriculum and Instruction specialization develop and demonstrate the research-based knowledge, skills, and attitudes necessary for effective classroom, building, and district-level leadership in curriculum and instruction. The specialization is designed for teachers and administrators interested in leadership careers as building or district-level administrators, or as teacher-leaders guiding curriculum and instructional improvement initiatives supported by current theory and research in curriculum design, instructional models, and assessment strategies focused on increasing student achievement. Learners participate in course discussions and activities that provide practical experiences and projects that demonstrate innovative and timely theory, research, and practice.

#### Residency Requirement(s):

Three ten-week courses with a four-day embedded residency experience (ED-R8925, ED-R8926, ED-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Twenty-Three Required Courses 84 quarter credits

##### Core courses:

ED8000	Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)
ED7108 *	Imperatives for Educational Leaders (4 quarter credits)
ED7088	Applying Research in an Academic Writing Process (4 quarter credits)
RSCH7860	Survey of Research Methods (4 quarter credits)
RSCH7864 *	Quantitative Design and Analysis (4 quarter credits)
RSCH7868 *	Qualitative Design and Analysis (4 quarter credits)
ED-R8925	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
ED-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
ED-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

##### Specialization courses:

ED7820	Principles of Educational Administration (4 quarter credits)
ED7537	Emerging Technology and Multimedia for Curriculum and Instruction (4 quarter credits)
ED8533 *	Advanced Curriculum Mapping: Reflection and Practice (4 quarter credits)
ED8534 *	Advanced Instruction and Assessment: Theory and Practice (4 quarter credits)

ED8535 *	Advanced Collaboration for the Improvement of Curriculum and Instruction (4 quarter credits)
ED8536 *	Advanced Application of Research for the Improvement of Curriculum and Instruction (4 quarter credits)
ED8538	Advanced Curriculum and Instruction: Program Evaluation (4 quarter credits)
ED8550 *	Curriculum and Instruction Internship 1 (4 quarter credits)
ED8551 *	Curriculum and Instruction Internship 2 (4 quarter credits)

##### Upon completion of all required coursework:

EDCN9919 \* Doctoral Comprehensive Examination (3 quarter credits)

Learners must register for EDCN9960 a minimum of four times to fulfill their specialization requirements.

EDCN9960 \* Dissertation Coursework (3 quarter credits each)

#### Two Elective Courses 8 quarter credits

##### Recommended elective course:

ED5504 Strategies for Eliminating the Achievement Gap (4 quarter credits)

#### OR

Choose any graduate course(s).

#### Total 92 quarter credits

**This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.**

#### Leadership in Educational Administration

The doctoral Leadership in Educational Administration specialization is aligned with nationally recognized leadership standards and is designed to help learners develop and strengthen the knowledge, skills, attributes, and dispositions needed to successfully meet the challenges of an ever-changing educational system as ethical and innovative leaders. The curriculum provides learners the opportunity to pursue concentrations that offer focused exploration of the research, leadership, management, and problem-solving skills the current student achievement-focused P–12 environment requires of its principals and superintendents. Upon successful completion of this specialization, learners have the knowledge and skills necessary for providing school or district leadership and are prepared to pursue licensure as P–12 principals or superintendents in most states.

#### School Leadership concentration

The School Leadership concentration is intended for learners who want to build their knowledge and skills as school principals who provide vision, guidance,

and oversight within a school. The curriculum focuses on the principal's role in articulating, developing, and implementing a school vision that aligns with and supports district priorities. Learners assess issues associated with procuring and managing school funds; evaluate research-based approaches for supervising and evaluating teachers and managing the school learning environment, school operations, and resources; examine the role of technology in supporting instructional programs and school operations; and apply best practices for communicating and collaborating with school stakeholders.

#### District Leadership concentration

The District Leadership concentration is intended for learners who want to build their knowledge and skills as superintendents who provide vision, guidance, and oversight across a district. Learners evaluate the cultural, social, economic, political, and legal contexts of district leadership; assess the strategic planning and processes associated with managing district operations and resources; explore ways to leverage data to make informed district decisions; and apply best practices for communicating and collaborating with district stakeholders.

#### Residency Requirement(s):

Three ten-week courses with a four-day embedded residency experience (ED-R8925, ED-R8926, ED-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Twenty-Three Required Courses 84 quarter credits

##### Core courses:

ED8000	Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)
RSCH7860	Survey of Research Methods (4 quarter credits)
RSCH7864 *	Quantitative Design and Analysis (4 quarter credits)
RSCH7868 *	Qualitative Design and Analysis (4 quarter credits)
ED-R8925	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
ED-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
ED-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

##### Specialization courses:

ED7820	Principles of Educational Administration (4 quarter credits)
ED7014	Leading Diverse Schools (4 quarter credits)
ED7545 *	Special Education Administration (4 quarter credits)
ED7823 *	Education and the Law (4 quarter credits)

##### Upon completion of all required coursework:

EDCN9919 \* Doctoral Comprehensive Examination (3 quarter credits)<sup>††</sup>

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

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

## Education Academic Offerings, *continued*

### *PhD in Education Specializations, continued*

Learners must register for EDCN9960 a minimum of four times to fulfill their specialization requirements.

EDCN9960 \* Dissertation Coursework  
(3 quarter credits each)

In addition, choose one of the following concentrations:

For a *School Leadership* concentration:

- ED7016 \* Technology Integration in Schools (4 quarter credits)
- ED7541 \* Teacher Supervision and Evaluation (4 quarter credits)
- ED7822 \* The Funding of Educational Institutions (4 quarter credits)
- ED7852 \* P–12 Principalship (4 quarter credits)
- ED7901 \* Educational Administration Internship 1 (4 quarter credits)
- ED7902 \* Educational Administration Internship 2 (4 quarter credits)
- ED8322 \* School Improvement for P–12 School Leaders (4 quarter credits)

For a *District Leadership* concentration:

- ED7108 \* Imperatives for Educational Leaders (4 quarter credits)
- ED7542 \* The Politics of P–12 Education (4 quarter credits)
- ED7543 \* The Superintendency (4 quarter credits)
- ED7544 \* Introduction to School Business Administration (4 quarter credits)
- ED8812 \* The Governance of Educational Institutions (4 quarter credits)
- ED7903 \* Superintendency Internship 1 (4 quarter credits)
- ED7904 \* Superintendency Internship 2 (4 quarter credits)

**Two Elective Courses**                      **8 quarter credits**

*Recommended elective courses:*

- ED7108 \* Imperatives for Educational Leaders (4 quarter credits)
- ED7857 Personnel Administration (4 quarter credits)

**OR**

*Choose any graduate course(s).*

**Total**    **92 quarter credits**

† Learners in the School Leadership concentration are required to take the Praxis II Series Educational Leadership: Administration and Supervision test (ELAS 5411 or 5412) prior to being enrolled in the comprehensive exam. To be recommended for licensure learners must pass the Praxis II Series Educational Leadership: Administration and Supervision with a score of 145. Learners must identify Capella University as a recipient to ensure the score report is sent to the university. Learners under an earlier catalog, who are required to take the School Leaders Licensure Assessment (SLLA), may take the Praxis II Series Educational Leadership: Administration and Supervision as a substitute for the SLLA. Learners are responsible for any costs associated with this assessment.

In addition, the Georgia Professional Standards Commission requires Georgia learners in the School Leadership concentration to take the Georgia Assessment of the Certification of Educators

(Educational Leadership test) to be recommended for licensure. Learners must be enrolled in the internship (ED7901 or ED7902) before they are granted eligibility to complete the assessment. The Georgia Professional Standards Commission also requires Georgia learners, who are still enrolled in a performance-based educational leadership program on or after July 1, 2016, to attempt the Program Exit (Test 380) prior to program completion and pass the exam for certification in the field of educational leadership. Learners are responsible for any costs associated with this assessment.

‡ Learners in the District Leadership concentration are required to take the Praxis II Series Educational Leadership: Administration and Supervision test (ELAS 5411 or 5412) prior to being enrolled in the comprehensive exam. To be recommended for licensure learners must pass the Praxis II Series Educational Leadership: Administration and Supervision with a score of 145. Learners must identify Capella University as a recipient to ensure the score report is sent to the university. Learners under an earlier catalog, who are required to take the School Superintendent Assessment (SSA), may take the Praxis II Series Educational Leadership: Administration and Supervision as a substitute for the SSA. Learners are responsible for any costs associated with this assessment.

Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

The Arizona Department of Education has approved the School Leadership concentration for principal preparation.

Learners seeking certification in Arizona must secure a Structured English Immersion endorsement (SEI) and specific coursework in the U.S. and Arizona constitution. Both are available online through many Arizona universities. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)).

Applicants seeking Georgia Performance-Based Leadership certification are not eligible to enroll in this specialization.

The School Leadership concentration holds building level developmental provisional approval from the Georgia Professional Standards Commission.

The Minnesota Board of School Administrators has approved the School Leadership concentration for principal preparation and District Leadership concentration for superintendent preparation.

In Minnesota, learners pursuing an endorsement to an existing administrative license must complete additional internship hours. To add a K–12 endorsement to an elementary or secondary license, learners must complete an additional 200-hour internship. To add a principal endorsement to a superintendent endorsement (or vice versa), learners must complete an additional 320-hour

internship. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)).

Arkansas residents are not eligible to enroll in this specialization.

### Special Education Leadership

The doctoral Special Education Leadership specialization focuses on P–12 special education leadership skills, including knowledge of laws and regulations, curriculum and instruction, financial resources, and community and family collaboration. Applicants must hold a master's degree in education and a certification or license in special education. The coursework, internship, and residency competencies are based on Interstate School Leaders Licensure Consortium (ISLLC) national standards. Upon successful completion of this specialization, learners are prepared to pursue leadership roles at the school, district, state, or higher education levels.

#### Residency Requirement(s):

Three ten-week courses with a four-day embedded residency experience (ED-R8925, ED-R8926, ED-R8927). See university policy 3.04.05 *Attendance at Residencies* and the *Residencies* page on Campus for more information. Also see each graduate school's residency courses.

#### Twenty-Four Required Courses    88 quarter credits

*Core courses:*

- ED8000 Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)
- RSCH7860 Survey of Research Methods (4 quarter credits)
- RSCH7864 \* Quantitative Design and Analysis (4 quarter credits)
- RSCH7868 \* Qualitative Design and Analysis (4 quarter credits)
- ED-R8925 PhD Dissertation Research Seminar Track 1 (3 quarter credits)
- ED-R8926 \* PhD Dissertation Research Seminar Track 2 (3 quarter credits)
- ED-R8927 \* PhD Dissertation Research Seminar Track 3 (3 quarter credits)

*Specialization courses:*

- ED7537 Emerging Technology and Multimedia for Curriculum and Instruction (4 quarter credits)
- ED7541 \* Teacher Supervision and Evaluation (4 quarter credits)
- ED7545 \* Special Education Administration (4 quarter credits)
- ED7550 \* Leadership for Director of Special Education (4 quarter credits)
- ED7551 \* Special Education Curriculum and Instructional Strategies (4 quarter credits)
- ED7554 \* Internship for Director of Special Education 1 (4 quarter credits)

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

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

## Education Academic Offerings, *continued*

### PhD in Education Specializations, *continued*

ED7555 *	Internship for Director of Special Education 2 (4 quarter credits)
ED7556 *	Special Education Finance for Leaders (4 quarter credits)
ED7557 *	Special Education Law and Ethics for Leaders (4 quarter credits)
ED7820	Principles of Educational Administration (4 quarter credits)
ED7822 *	The Funding of Educational Institutions (4 quarter credits)
ED7823 *	Education and the Law (4 quarter credits)

Upon completion of all required coursework:

EDCN9919 *	Doctoral Comprehensive Examination (3 quarter credits) <sup>†</sup>
------------	---

Learners must register for EDCN9960 a minimum of four times to fulfill their specialization requirements.

EDCN9960 *	Dissertation Courseroom (3 quarter credits each)
------------	--

**One Elective Course**                      **4 quarter credits**  
Choose any graduate course(s).

**Total**    **92 quarter credits**

<sup>†</sup> Learners in the PhD Special Education Leadership specialization are required to take the Praxis II Series Educational Leadership: Administration and Supervision (ELAS 5411 or 5412) test prior to being enrolled in the comprehensive exam. To be recommended for licensure learners must pass the Praxis II Series Educational Leadership: Administration and Supervision (ELAS 5411 or 5412) with a score of 145. Learners must identify Capella University as a recipient to ensure the score report is sent to the university. Learners are responsible for any costs associated with this assessment.

Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

The Minnesota Board of School Administrators has approved the Special Education Leadership program for special education director preparation.

Arkansas residents are not eligible to enroll in this specialization.

### Instructional Design for Online Learning

The doctoral specialization in Instructional Design for Online Learning is designed to prepare professionals to lead and manage instructional design challenges in a variety of traditional and online settings in educational institutions, corporations, health care and

government agencies, and the military. The curriculum emphasizes research and leadership in the instructional design, development, and implementation of educational interventions. Successful graduates of this specialization are prepared to pursue leadership roles in producing and applying research in instructional design and development.

#### Residency Requirement(s):

Three ten-week courses with a four-day embedded residency experience (ED-R8925, ED-R8926, ED-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

**Twenty-Two Required Courses**    **80 quarter credits**

Core courses:

ED8000	Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)
ED7620 *	Theoretical Basis of Instructional Design (4 quarter credits)
ED8829 *	Research in Instructional Design and Development (4 quarter credits)
RSCH7860	Survey of Research Methods (4 quarter credits)
RSCH7864 *	Quantitative Design and Analysis (4 quarter credits)
RSCH7868 *	Qualitative Design and Analysis (4 quarter credits)
ED-R8925	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
ED-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
ED-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Specialization courses:

ED5802	Principles of Instructional Design (4 quarter credits)
ED5803 *	Processes of Instructional Design (4 quarter credits)
ED7624 *	Theories of Learning and Instruction (4 quarter credits)
ED8810 *	Ethics and Social Responsibility in Distance Education (4 quarter credits)
ED7496 *	Advanced Instructional Design (4 quarter credits)
ED7504 *	Leadership for Instructional Design (4 quarter credits)
ED8831 *	Theoretical Constructs for Evaluation and Assessment of Instructional Design (4 quarter credits)
ED8841 *	Leading Instructional Design Initiatives (4 quarter credits)

Upon completion of all required coursework:

EDCN9919 *	Doctoral Comprehensive Examination (3 quarter credits)
------------	--

Learners must register for EDCN9960 a minimum of four times to fulfill their specialization requirements.

EDCN9960 *	Dissertation Courseroom (3 quarter credits each)
------------	--

**Three Elective Courses**                      **12 quarter credits**

Recommended elective course:

ED7088	Applying Research in an Academic Writing Process (4 quarter credits)
--------	--

OR

Choose any graduate course(s).

**Total**    **92 quarter credits**

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

### Leadership for Higher Education

The doctoral Leadership for Higher Education specialization integrates current, recognized theory and best practices with practical application. Learners engage in a curriculum that emphasizes leadership theories and models; higher education history, politics, law, assessment, funding and financing, human resource management and administration; and the future of teaching and learning. Throughout the specialization, learners focus on developing the research and problem-solving skills needed to meet leadership challenges in higher education and guide traditional and distance education programs.

Successful graduates of this specialization are prepared to pursue academic or executive leadership positions at community colleges; universities; or other public, private, or for-profit postsecondary educational institutions.

#### Residency Requirement(s):

Three ten-week courses with a four-day embedded residency experience (ED-R8925, ED-R8926, ED-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

**Twenty-Two Required Courses**    **80 quarter credits**

Core courses:

ED8000	Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)
ED7540	Leadership in Higher Education (4 quarter credits)
ED7841	The History of Higher Education (4 quarter credits)
RSCH7860	Survey of Research Methods (4 quarter credits)
RSCH7864 *	Quantitative Design and Analysis (4 quarter credits)
RSCH7868 *	Qualitative Design and Analysis (4 quarter credits)

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

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

## Education Academic Offerings, continued

### PhD in Education Specializations, continued

ED-R8925	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
ED-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
ED-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

#### Specialization courses:

ED7546	Human Resources in Higher Education (4 quarter credits)
ED7547	Assessment in Higher Education (4 quarter credits)
ED7818	The Future of Teaching and Learning: Issues for the Educational Leader (4 quarter credits)
ED7845	Technology for Higher Education Leaders (4 quarter credits)
ED7834	Higher Education and the Law (4 quarter credits)
ED8447	Advanced Funding and Managing Education Enterprises (4 quarter credits)
ED7840	The Politics of Higher Education (4 quarter credits)
ED7855	Higher Education Administration (4 quarter credits)

#### Upon completion of all required coursework:

EDCN9919 *	Doctoral Comprehensive Examination (3 quarter credits)
------------	--

Learners must register for EDCN9960 a minimum of four times to fulfill their specialization requirements.

EDCN9960 *	Dissertation Courseroom (3 quarter credits each)
------------	--

#### Three Elective Courses 12 quarter credits

##### Recommended elective course:

ED8123 *	Statistics for Educational Research 2 (4 quarter credits)
----------	---

#### OR

Choose any graduate course(s).

#### Total 92 quarter credits

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

## Nursing Education

The doctoral Nursing Education specialization is designed to prepare nurses for advanced roles as nurse educators in higher and adult education. The curriculum presents nursing concepts and theories and provides learners with essential knowledge and skills in curriculum development and evaluation, teaching strategy, and scholarship. The Nursing Education specialization trains learners to design, deliver, evaluate, assess, and lead nursing education programs and function as effective nursing educators.

#### Residency Requirement(s):

Three ten-week courses with a four-day embedded residency experience (ED-R8925, ED-R8926, ED-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Twenty-Two Required Courses 80 quarter credits

##### Core courses:

ED8000	Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)
ED7311	Theory and Methods of Educating Adults (4 quarter credits)
ED7590	Critical Thinking in Adult Education (4 quarter credits)
RSCH7860	Survey of Research Methods (4 quarter credits)
RSCH7864 *	Quantitative Design and Analysis (4 quarter credits)
RSCH7868 *	Qualitative Design and Analysis (4 quarter credits)
ED-R8925	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
ED-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
ED-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

##### Specialization courses:

ED7314	International and Multicultural Perspectives in Postsecondary and Adult Education (4 quarter credits)
ED7712	Classroom Assessment in Education (4 quarter credits)
ED7310	Evaluating the Effectiveness of the Educational Process (4 quarter credits)
ED8350	Advanced Nursing Theory and Concepts (4 quarter credits)
ED8355	Curriculum Design and Evaluation in Nursing Education (4 quarter credits)
ED8360	The Nurse Educator: Faculty Roles and Responsibilities (4 quarter credits)
ED8365	Teaching Strategies in Nursing Education (4 quarter credits)
ED8370	Nursing Leadership and Professional Practice (4 quarter credits)

#### Upon completion of all required coursework:

EDCN9919 *	Doctoral Comprehensive Examination (3 quarter credits)
------------	--

Learners must register for EDCN9960 a minimum of four times to fulfill their specialization requirements.

EDCN9960 *	Dissertation Courseroom (3 quarter credits each)
------------	--

#### Three Elective Courses 12 quarter credits

##### Recommended elective courses:

ED7716	Faculty Leadership (4 quarter credits)
ED7818	The Future of Teaching and Learning: Issues for the Educational Leader (4 quarter credits)

#### OR

Choose any graduate course(s).

#### Total 92 quarter credits

## Postsecondary and Adult Education

The doctoral Postsecondary and Adult Education specialization is designed to enhance learners' qualifications in adult education and college teaching. The curriculum emphasizes major theories of adult learning, the needs of the multicultural adult learner, the development of effective learning communities and environments, critical analysis, program and curricular evaluation, and best practices in postsecondary instruction. Learners who successfully complete this specialization are prepared to pursue instructional leadership positions in a variety of postsecondary education settings, including adult education, distance education, continuing higher education, health care education, community development, and military education.

#### Residency Requirement(s):

Three ten-week courses with a four-day embedded residency experience (ED-R8925, ED-R8926, ED-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Twenty Required Courses 72 quarter credits

##### Core courses:

ED8000	Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)
ED7311	Theory and Methods of Educating Adults (4 quarter credits)
ED7590	Critical Thinking in Adult Education (4 quarter credits)
RSCH7860	Survey of Research Methods (4 quarter credits)
RSCH7864 *	Quantitative Design and Analysis (4 quarter credits)
RSCH7868 *	Qualitative Design and Analysis (4 quarter credits)
ED-R8925	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
ED-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
ED-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

##### Specialization courses:

ED7312	Teaching Adults (4 quarter credits)
ED7712	Classroom Assessment in Education (4 quarter credits)
ED7314	International and Multicultural Perspectives in Postsecondary and Adult Education (4 quarter credits)
ED7310	Evaluating the Effectiveness of the Educational Process (4 quarter credits)
ED7716	Faculty Leadership (4 quarter credits)
ED8446	Curriculum Development and Teaching Strategies for Adult Learning (4 quarter credits)

#### Upon completion of all required coursework:

EDCN9919 *	Doctoral Comprehensive Examination (3 quarter credits)
------------	--

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

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

## Education Academic Offerings, *continued*

### PhD in Education Specializations, *continued*

Learners must register for EDCN9960 a minimum of four times to fulfill their specialization requirements.

EDCN9960 \* Dissertation Coursework  
(3 quarter credits each)

#### Five Elective Courses                      20 quarter credits

*Recommended elective courses:*

ED5346	Assessment of Learning and Teaching in Adult Education (4 quarter credits)
ED5317	Foundations of Adult Education (4 quarter credits)
ED8601	Online Course Design, Facilitation, and Assessment (4 quarter credits)

#### OR

Choose any graduate course(s).

#### Total    92 quarter credits

## Doctor of Education (EdD) Specializations

### Adult Education

The Doctor of Education (EdD) specialization in Adult Education is designed to prepare professionals to provide effective leadership in a variety of adult education settings, including colleges, universities, corporations, and nonprofit and governmental educational organizations using a foundation of traditional and contemporary theory and practices. Throughout the specialization, learners focus on the leadership and management competencies successful professionals in the specialized field of adult education should demonstrate, integrating best practices in adult education and learning as defined by the Commission of Professors of Adult Education (CPAE) Standards for Graduate Programs in Adult Education. Learners also examine the current policy landscape when planning and implementing adult education programs in domestic and global contexts. The curriculum is based on current industry knowledge and standards and provides learners with the opportunity to strengthen their inquiry, analysis, communication, decision-making, and leadership skills and then use them to address critical, real-world problems.

#### Sixteen Required Courses                      64 quarter credits

*Core courses:*

EDD8010	Foundations of Doctoral Studies in Education (4 quarter credits)
EDD8020	The Dynamics of Organizational Improvement (4 quarter credits)
EDD8030 *	Investigating Problems of Practice (4 quarter credits)
EDD8040 *	Research Design for Practitioners (4 quarter credits)
EDD8050 *	Data Literacy for Leaders (4 quarter credits)

*Specialization courses:*

EDD8500	Adult Learning Theory and Professional Practice (4 quarter credits)
EDD8502 *	Designing Adult Learning Experiences (4 quarter credits)
EDD8504 *	Leading in Adult Learning Settings and Contexts (4 quarter credits)
EDD8506 *	Adult Education Administration (4 quarter credits)
EDD8508 *	Program Planning and Evaluation for Adult Education (4 quarter credits)

*Upon completion of all required coursework:*

EDD9951 *	EdD Doctoral Project 1 (4 quarter credits)
EDD9952 *	EdD Doctoral Project 2 (4 quarter credits)
EDD9953 *	EdD Doctoral Project 3 (4 quarter credits)
EDD9954 *	EdD Doctoral Project 4 (4 quarter credits)
EDD9955 *	EdD Doctoral Project 5 (4 quarter credits)
EDD9956 *	EdD Doctoral Project 6 (4 quarter credits)

#### Total    64 quarter credits

**This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.**

### Curriculum and Instruction

Learners in the EdD in Curriculum and Instruction specialization develop and demonstrate research-based knowledge, skills, and dispositions necessary for effective curriculum and instruction leadership in all work settings—P12 education, higher education, military, nonprofits, and corporate organizations. This specialization is designed for individuals pursuing careers centered on leading professional learning aligned with current theory, research, and best practices for the design and delivery of curriculum and instruction focused on continuous organizational and educational improvement. Learners complete activities that provide practical, authentic experiences and projects that reflect innovation in the application of theory, research, and best practices in curriculum design, instructional models, assessment strategies, and leadership processes.

#### Sixteen Required Courses                      64 quarter credits

*Core courses:*

EDD8010	Foundations of Doctoral Studies in Education (4 quarter credits)
EDD8020	The Dynamics of Organizational Improvement (4 quarter credits)
EDD8030 *	Investigating Problems of Practice (4 quarter credits)
EDD8040 *	Research Design for Practitioners (4 quarter credits)
EDD8050 *	Data Literacy for Leaders (4 quarter credits)

*Specialization courses:*

EDD8510	Organizational Improvement Through Effective Curriculum Development and Instructional Practice (4 quarter credits)
EDD8512 *	Assessments for Improved Curriculum and Instruction (4 quarter credits)
EDD8514 *	Leading in Curriculum and Instruction (4 quarter credits)

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

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



## Education Academic Offerings, *continued*

### EdD Specializations, *continued*

- EDD8516 \* Collaboration for the Improvement of Curriculum, Instruction, and Assessment (4 quarter credits)
- EDD8518 \* Applying Research to the Improvement of Curriculum, Instruction, and Assessment (4 quarter credits)

*Upon completion of all required coursework:*

- EDD9951 \* EdD Doctoral Project 1 (4 quarter credits)
- EDD9952 \* EdD Doctoral Project 2 (4 quarter credits)
- EDD9953 \* EdD Doctoral Project 3 (4 quarter credits)
- EDD9954 \* EdD Doctoral Project 4 (4 quarter credits)
- EDD9955 \* EdD Doctoral Project 5 (4 quarter credits)
- EDD9956 \* EdD Doctoral Project 6 (4 quarter credits)

**Total** **64 quarter credits**

**This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.**

### Educational Leadership

The EdD in Educational Leadership specialization is designed to prepare practicing professionals for leadership roles in colleges, universities, and P–12 schools as well as corporate, governmental, and non-governmental education organizations. Throughout the specialization, learners develop and deepen the knowledge, skills, and habits of mind that characterize successful leaders of learning organizations. Based on current professional knowledge and standards, the curriculum is centered on an inquiry-based approach to continuous improvement with a focus on systems thinking and analysis. The specialization provides learners with the opportunity to strengthen and apply analytical, leadership, communication, and change management skills to address critical, real-world problems of practice.

**Sixteen Required Courses** **64 quarter credits**

*Core courses:*

- EDD8010 Foundations of Doctoral Studies in Education (4 quarter credits)
- EDD8020 The Dynamics of Organizational Improvement (4 quarter credits)
- EDD8030 \* Investigating Problems of Practice (4 quarter credits)
- EDD8040 \* Research Design for Practitioners (4 quarter credits)
- EDD8050 \* Data Literacy for Leaders (4 quarter credits)

*Specialization courses:*

- EDD8520 \* Educational Leadership by Design (4 quarter credits)
- EDD8522 \* Leading a Culture of Learning and Inclusion (4 quarter credits)
- EDD8524 \* The Future of Educational Leadership (4 quarter credits)

- EDD8526 \* Change Leadership in a Learning Organization (4 quarter credits)
- EDD8528 \* Assessment and Evaluation in the Learning Organization (4 quarter credits)

*Upon completion of all required coursework:*

- EDD9951 \* EdD Doctoral Project 1 (4 quarter credits)
- EDD9952 \* EdD Doctoral Project 2 (4 quarter credits)
- EDD9953 \* EdD Doctoral Project 3 (4 quarter credits)
- EDD9954 \* EdD Doctoral Project 4 (4 quarter credits)
- EDD9955 \* EdD Doctoral Project 5 (4 quarter credits)
- EDD9956 \* EdD Doctoral Project 6 (4 quarter credits)

**Total** **64 quarter credits**

**This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.**

### Performance Improvement Leadership

The EdD in Performance Improvement Leadership specialization is designed for experienced career professionals who wish to pursue leadership roles such as chief learning officer, training director, professor, performance improvement specialist, or manager of learning and performance improvement. Throughout the specialization, learners broaden and deepen their understanding of both strategic and tactical issues that are important to the success of any performance improvement intervention. Learners gain knowledge necessary to excel as scholar-practitioners, and apply advanced skills in innovative and critical thinking, research, and problem solving. The curriculum is based on the human performance improvement standards and models from the International Society for Performance Improvement (ISPI) and aligned with the Association for Talent Development (ATD) model. Learners have the opportunity to conduct an ROI impact study as their doctoral project and apply for an ROI Professional Certification from the ROI Institute. In addition, course competencies are designed to support application for the Certified Performance Technologist (CPT) credential from the International Society of Performance Improvement (ISPI).

**Sixteen Required Courses** **64 quarter credits**

*Core courses:*

- EDD8010 Foundations of Doctoral Studies in Education (4 quarter credits)
- EDD8020 The Dynamics of Organizational Improvement (4 quarter credits)
- EDD8030 \* Investigating Problems of Practice (4 quarter credits)
- EDD8040 \* Research Design for Practitioners (4 quarter credits)
- EDD8050 \* Data Literacy for Leaders (4 quarter credits)

*Specialization courses:*

- ED7631 Introduction to Training and Performance Systems (4 quarter credits)
- ED7641 Needs Assessment: Models and Procedures (4 quarter credits)
- EDD8534 \* Designing, Delivering, and Managing Human Performance Improvement Interventions (4 quarter credits)
- EDD8536 \* Implementing and Sustaining Organizational Change (4 quarter credits)
- ED7675 \* Return on Investment in Training and Performance Improvement (4 quarter credits) **OR**
- EDD8538 \* Evaluation of Human Performance Improvement Interventions (4 quarter credits)

*Upon completion of all required coursework:*

- EDD9951 \* EdD Doctoral Project 1 (4 quarter credits)
- EDD9952 \* EdD Doctoral Project 2 (4 quarter credits)
- EDD9953 \* EdD Doctoral Project 3 (4 quarter credits)
- EDD9954 \* EdD Doctoral Project 4 (4 quarter credits)
- EDD9955 \* EdD Doctoral Project 5 (4 quarter credits)
- EDD9956 \* EdD Doctoral Project 6 (4 quarter credits)

**Total** **64 quarter credits**

**This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.**

### Reading and Literacy

The EdD in Reading and Literacy specialization is designed to prepare leaders in the field of P–12 and adult literacy education and provides a theoretical and foundational framework for reading and literacy instruction and assessment. Throughout the specialization, learners engage in systems thinking, research and data-informed decision making, skills needed to work collaboratively with diverse families and communities as well as understand policies related to leading and managing literacy programs and professional development. Successful graduates of this specialization are prepared to work in literacy education as faculty at universities, leaders in professional associations, and educational consultants as well as in district and school literacy leadership positions including coaches.

**Sixteen Required Courses** **64 quarter credits**

*Core courses:*

- EDD8010 Foundations of Doctoral Studies in Education (4 quarter credits)
- EDD8020 The Dynamics of Organizational Improvement (4 quarter credits)
- EDD8030 \* Investigating Problems of Practice (4 quarter credits)

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

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

## Education Academic Offerings, *continued*

### EdD Specializations, *continued*

EDD8040 \* Research Design for Practitioners  
(4 quarter credits)

EDD8050 \* Data Literacy for Leaders  
(4 quarter credits)

#### Specialization courses:

EDD8540 \* Theoretical and Historical Foundations of Reading (4 quarter credits)

EDD8542 \* Reading and Literacy Assessment, Evaluation, and Decision Making (4 quarter credits)

EDD8544 \* Meeting Diverse Literacy Needs in School and Community Context (4 quarter credits)

EDD8546 \* Leading and Managing Literacy Programs (4 quarter credits)

EDD8548 \* Grant Writing for Reading and Literacy Programs (4 quarter credits)

#### Upon completion of all required coursework:

EDD9951 \* EdD Doctoral Project 1 (4 quarter credits)

EDD9952 \* EdD Doctoral Project 2 (4 quarter credits)

EDD9953 \* EdD Doctoral Project 3 (4 quarter credits)

EDD9954 \* EdD Doctoral Project 4 (4 quarter credits)

EDD9955 \* EdD Doctoral Project 5 (4 quarter credits)

EDD9956 \* EdD Doctoral Project 6 (4 quarter credits)

**Total** **64 quarter credits**

**This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.**

### Master of Education (MEd) in Teaching and Learning

The Master of Education (MEd) in Teaching and Learning degree program is designed for current educators seeking to become master teachers and educational innovators in their schools and districts. The program provides learners with 21st-century knowledge and skills to deepen their understanding of how curriculum and assessment innovations, pedagogical methods, technology integration, and cultural competency interplay to foster and improve student learning. Through rigorous and relevant curriculum, teachers apply their learning in their daily classrooms to create immediate impact for their students, classrooms, and schools.

#### **Eleven Required Courses** **46 quarter credits**

ED5010 Foundations of Master's Studies in Education (4 quarter credits)

EDT5100 Leading Innovation and Implementing Change (4 quarter credits)

EDT5102 Integrating Technology into Data Assessment and Evaluation (4 quarter credits)

EDT5104 Teacher Dispositions and Ethics in the Digital Age (4 quarter credits)

*In addition, choose one course from each of the following four categories. Courses appearing in multiple categories below may be applied only once toward the satisfaction of a single requirement.*

*Choose one from the following two curriculum courses:*

ED5300 Curriculum Theory and Design (4 quarter credits)

EDT5130 Understanding Competency-Based Curriculum and Instruction (4 quarter credits)

*Choose one from the following six instruction courses:*

ED5301 Theories of Instruction for 21st Century Learners (4 quarter credits)

EDT5120 Instruction in the 21st Century Classroom (4 quarter credits)

EDT5125 Integrating Technology to Enhance Learning (4 quarter credits)

EDT5130 Understanding Competency-Based Curriculum and Instruction (4 quarter credits)

EDT5140 Personalized Learning: Instruction and Assessment (4 quarter credits)

EDT5142 Adaptive Instruction and Assessment (4 quarter credits)

*Choose one from the following five assessment courses:*

ED5304 Assessment of Learning (4 quarter credits)

EDT5132 Authentic Assessments and the Data-Driven Classroom (4 quarter credits)

EDT5134 Adaptive Learning and Competency-Based Assessments (4 quarter credits)

EDT5140 Personalized Learning: Instruction and Assessment (4 quarter credits)

EDT5142 Adaptive Instruction and Assessment (4 quarter credits)

*Choose one from the following two cultural competency/diversity courses:*

ED5303 Diversity and Multicultural Perspectives in Education (4 quarter credits)

ED5730 Culture, Society, and Language (4 quarter credits)

*In addition, complete the following research course:*

ED5306 Action Research to Enhance Practice (4 quarter credits)

*In addition, complete the following learning science course:*

ED5302 Research and Practice in Learning Theory (4 quarter credits)

*Taken during the learner's final quarter:*

ED5980 Teaching and Learning Capstone (6 quarter credits)

**Total** **46 quarter credits**

**This program does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.**

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

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

**Education Academic Offerings, continued****Master of Education (MEd)  
in Teaching and Learning,  
FlexPath Option**

The Master of Education (MEd) in Teaching and Learning degree program is designed for current educators seeking to become master teachers and educational innovators in their schools and districts. The program provides learners with 21st-century knowledge and skills to deepen their understanding of how curriculum and assessment innovations, pedagogical methods, technology integration, and cultural competency interplay to foster and improve student learning. Through rigorous and relevant curriculum, teachers apply their learning in their daily classrooms to create immediate impact for their students, classrooms, and schools. Learners who pursue this specialization through the FlexPath option earn a Master of Education (MEd) in Teaching and Learning through self-paced demonstrations of competencies.

**Thirty-Five Required Courses 23 program points**

ED-FPX5010	Foundations for Master's Studies in Education (2 program points)
EDT-FPX5100A	Change Research and Theory and Technology Integration (.5 program points)
EDT-FPX5100B	Collaboration in Technology Integration (.5 program points)
EDT-FPX5100C	Innovations to Serve Diverse Learners (.5 program points)
EDT-FPX5100D	Communicating Innovation and Change with Stakeholders (.5 program points)
EDT-FPX5102A	Data Collection and Analysis Strategies (.5 program points)
EDT-FPX5102B	Analyzing Data (.5 program points)
EDT-FPX5102C	Technology for Data Collection (.5 program points)
EDT-FPX5102D	Digital Tools for Communicating with Stakeholders (.5 program points)
EDT-FPX5104A	Dispositions for Positive Change (.5 program points)
EDT-FPX5104B	Teacher Digital Rights and Responsibilities (.5 program points)
EDT-FPX5104C	Enhancing Digital Learning for Students (.5 program points)
EDT-FPX5104D	Guiding Student Digital Behaviors (.5 program points)

*In addition, choose four courses from each of the following four categories. Courses appearing in multiple categories below may be applied only once toward the satisfaction of a single requirement.*

*Choose four from the following curriculum courses:*

ED-FPX5300A	Evaluating Curricular Models and Theories (.5 program points)
ED-FPX5300B	Applying Curricular Models and Theories (.5 program points)

ED-FPX5300C	Team Collaboration Theories and Practices for Curriculum Design and Improvement (.5 program points)
ED-FPX5300D	Team Practices in Curriculum Design and Implementation (.5 program points)
EDT-FPX5130A	Standards, Outcomes, and Competencies for Curriculum Development (.5 program points)
EDT-FPX5130B	Applying Competency-Based Curriculum Development (.5 program points)
EDT-FPX5130C	Competency-Based Instruction with Research-Based Practices (.5 program points)
EDT-FPX5130D	Competency-Based Student-Centered Environments (.5 program points)

*Choose four from the following instruction courses:*

ED-FPX5301A	Research-Based Pedagogical Methods and Models (.5 program points)
ED-FPX5301B	Designing Research-Based Instructional Methods (.5 program points)
ED-FPX5301C	Delivering Research-Based Instructional Methods (.5 program points)
ED-FPX5301D	Integrating Educational Technology into Teaching (.5 program points)
EDT-FPX5120A	21st-Century Instructional Frameworks (.5 program points)
EDT-FPX5120B	Applying Technology Tools to Enhance Lesson Design and Instruction (.5 program points)
EDT-FPX5120C	1:1 Computing Models and Instructional Design (.5 program points)
EDT-FPX5120D	Applying the Flipped Classroom (.5 program points)
EDT-FPX5125A	Planning Educational Technology to Personalize Instruction and Increase Engagement (.5 program points)
EDT-FPX5125B	Implementing Educational Technology to Personalize Instruction (.5 program points)
EDT-FPX5125C	Technology Infusion: Applying Universal Design for Learning for Diverse Learners (.5 program points)
EDT-FPX5125D	Implementing Educational Technology for Adaptive Learning (.5 program points)
EDT-FPX5130A	Standards, Outcomes, and Competencies for Curriculum Development (.5 program points)
EDT-FPX5130B	Applying Competency-Based Curriculum Development (.5 program points)
EDT-FPX5130C	Competency-Based Instruction with Research-Based Practices (.5 program points)
EDT-FPX5130D	Competency-Based Student-Centered Environments (.5 program points)

EDT-FPX5140A	Planning Personalized Instruction (.5 program points)
EDT-FPX5140B	Implementing Personalized Instruction (.5 program points)
EDT-FPX5140C	Using Assessments to Personalize Learning (.5 program points)
EDT-FPX5140D	Analyzing Assessment Data to Improve Personalized Instruction (.5 program points)
EDT-FPX5142A	Implementing Adaptive Learning for Diverse Learners(.5 program points)
EDT-FPX5142B	Universal Design for Learning for Personalized and Adaptive Instructional Strategies (.5 program points)
EDT-FPX5142C	Adaptive Instruction and Assessment Strategies (.5 program points)
EDT-FPX5142D	Adaptive Learning Systems (.5 program points)

*Choose four from the following assessment courses:*

ED-FPX5304A	Assessment Models and Approaches (.5 program points)
ED-FPX5304B	Assessment Design and Implementation (.5 program points)
ED-FPX5304C	Analyzing Assessment Data for Decision Making (.5 program points)
ED-FPX5304D	Communicating Assessment Results to Stakeholders (.5 program points)
EDT-FPX5132A	Forms of Authentic Assessment (.5 program points)
EDT-FPX5132B	Developing Authentic Assessments (.5 program points)
EDT-FPX5132C	Using Assessment Data to Promote Student Learning (.5 program points)
EDT-FPX5132D	Collaborative Assessment Data Analysis (.5 program points)
EDT-FPX5134A	Formative and Authentic Assessment Techniques (.5 program points)
EDT-FPX5134B	Interpreting Formative Assessment Data to Inform Instruction (.5 program points)
EDT-FPX5134C	Implementing Adaptive Learning Approaches (.5 program points)
EDT-FPX5134D	Universal Design for Learning and Competency-Based Assessments (.5 program points)
EDT-FPX5140A	Planning Personalized Instruction (.5 program points)
EDT-FPX5140B	Implementing Personalized Instruction (.5 program points)
EDT-FPX5140C	Using Assessments to Personalize Learning (.5 program points)
EDT-FPX5140D	Analyzing Assessment Data to Improve Personalized Instruction (.5 program points)
EDT-FPX5142A	Implementing Adaptive Learning for Diverse Learners (.5 program points)
EDT-FPX5142B	Universal Design for Learning for Personalized and Adaptive Instructional Strategies (.5 program points)

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

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

## Education Academic Offerings, *continued*

### Master of Education (MEd) in Teaching and Learning, Flexpath Option, *continued*

EDT-FPX5142C	Adaptive Instruction and Assessment Strategies (.5 program points)
EDT-FPX5142D	Adaptive Learning Systems (.5 program points)
<i>Choose four from the following cultural competency/diversity courses:</i>	
ED-FPX5303A	Multicultural Theories, Frameworks, and Models (.5 program points)
ED-FPX5303B	Student Culture and Teaching Practices (.5 program points)
ED-FPX5303C	Implementing Multicultural Instruction (.5 program points)
ED-FPX5303D	Culture and Diversity Dispositions (.5 program points)
ED-FPX5730A	English Language Learner Considerations in Teaching (.5 program points)
ED-FPX5730B	Modeling Cultural Competency to Enhance Learning (.5 program points)
ED-FPX5730C	Socio-Linguistic Theories (.5 program points)
ED-FPX5730D	Legislation Affecting English Language Learner Education (.5 program points)

*Take the following research course:*

ED-FPX5306	Action Research to Enhance Practice (2 program points)
------------	--

*Take the following learning science courses:*

ED-FPX5302A	Student Learning Research (.5 program points)
ED-FPX5302B	Research-Based Curriculum Design (.5 program points)
ED-FPX5302C	Brain-Based Learning Theory and Principles (.5 program points)
ED-FPX5302D	Technology Impacts on Learning (.5 program points)

*Taken during the learner's final quarter:*

ED-FPX5980	Teaching and Learning Capstone (3 program points)
------------	---

**Total** **23 program points**

**This program does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.**

**This program has not yet been evaluated by the Minnesota State Approving Agency and is therefore not currently eligible for VA benefits. Military tuition assistance is not currently available for this program.**

### Master of Science (MS) in Education Specializations

#### Curriculum and Instruction

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

**Eleven Required Courses** **46 quarter credits**

*Core courses:*

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
ED5500	Standards-Based Curriculum, Instruction, and Assessment (4 quarter credits) <b>OR</b>
EDT5130	Understanding Competency-Based Curriculum and Instruction (4 quarter credits)
ED5503	Classroom Management Strategies (4 quarter credits) <b>OR</b>
EDT5122	Digital Citizenship and Technology Applications (4 quarter credits)
ED5504	Strategies for Eliminating the Achievement Gap (4 quarter credits)
ED5006	Survey of Research Methodology (4 quarter credits)

*In addition, choose one from the following courses:*

ED5501	Assessment and Improvement of Instruction (4 quarter credits)
EDT5140	Personalized Learning: Instruction and Assessment (4 quarter credits)
EDT5142	Adaptive Instruction and Assessment (4 quarter credits)
EDT5150	Instructional Coaching to Improve Teaching and Learning (4 quarter credits)

*Specialization courses:*

ED5533	Curriculum Mapping: Reflection and Practice (4 quarter credits)
ED5534*	Instruction and Assessment: Theory and Practice (4 quarter credits) <b>OR</b>
EDT5142	Adaptive Instruction and Assessment (4 quarter credits)
ED5535*	Collaboration for the Improvement of Curriculum and Instruction (4 quarter credits) <b>OR</b>
EDT5126	Collaborative Learning Environments (4 quarter credits)
ED5538*	Program Evaluation of Curriculum and Instruction (4 quarter credits)
ED5546 *	Curriculum and Instruction Practicum for Master's Learners (6 quarter credits)

**Total** **46 quarter credits**

**Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.**

**Kentucky residents are not eligible to enroll in this specialization.**

#### Early Childhood Education

The Early Childhood Education specialization offers master's learners the opportunity to expand their knowledge and improve their teaching skills and ability to help young children learn. This specialization prepares learners for professional instructional roles in the field of early childhood education through relevant learning experiences that incorporate personal knowledge, critical dialogue with peers, faculty expertise, research-based curriculum, and interdisciplinary instruction. Learners evaluate early childhood education theory, research, and curriculum, and examine the learning styles of young children, the educational needs of exceptional children, and the role of family relationships in childhood education. The curriculum reflects nationally recognized standards, including the National Board of Professional Teaching Standards (NBPTS).

**Eleven Required Courses** **46 quarter credits**

*Core courses:*

ED5010	Foundations of Master's Studies in Education (4 quarter credits) <sup>†</sup>
ED5500	Standards-Based Curriculum, Instruction, and Assessment (4 quarter credits)
ED5501	Assessment and Improvement of Instruction (4 quarter credits)
ED5503	Classroom Management Strategies (4 quarter credits)
ED5006	Survey of Research Methodology (4 quarter credits)
ED5420 *	Exceptional Children in the Early Childhood Setting (4 quarter credits)

*Specialization courses:*

ED5405	Infant and Child Development (4 quarter credits)
ED5410 *	The Early Childhood Learning Environment (4 quarter credits)
ED5430 *	Children, Families, and Society (4 quarter credits)
ED5440	Early Childhood Reading and Literacy Instruction (4 quarter credits)
ED5450 *	Early Childhood Education Practicum (6 quarter credits)

**Total** **46 quarter credits**

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

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

## Education Academic Offerings, *continued*

### *MS in Education Specializations, continued*

Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Learners are required to pass the Minnesota Teacher Licensure Examinations (MTLE) to successfully complete their program. Learners must identify Capella University as a recipient to ensure the score report is sent to the university. Learners are responsible for any costs associated with these examinations.

Arkansas and Kentucky residents are not eligible to enroll in this specialization.

† Learners in the MS in Education, Early Childhood Education specialization are required to complete ED5010 with a grade of "B" or higher as a condition of continued enrollment in the program.

### Early Childhood Education Studies

The requirements for this specialization are not designed to prepare graduates for licensure. The specialization offers master's learners the opportunity to expand their knowledge and improve their teaching skills and ability to help young children learn. It prepares learners for professional instructional roles in the field of early childhood education through relevant learning experiences that incorporate personal knowledge, critical dialogue with peers, faculty expertise, research-based curriculum, and interdisciplinary instruction. Learners evaluate early childhood education theory, research, and curriculum as well as examine the learning styles of young children, the educational needs of exceptional children, and the role of family relationships in childhood education.

**Eleven Required Courses**      **46 quarter credits**

#### Core courses:

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
ED5503	Classroom Management Strategies (4 quarter credits)
ED5306	Action Research to Enhance Practice (4 quarter credits)

#### Specialization courses:

ED5405	Infant and Child Development (4 quarter credits)
ED5410 *	The Early Childhood Learning Environment (4 quarter credits)
ED5420 *	Exceptional Children in the Early Childhood Setting (4 quarter credits)
ED5430 *	Children, Families, and Society (4 quarter credits)
ED5440	Early Childhood Reading and Literacy Instruction (4 quarter credits)

ED5950 \* Early Childhood Education Studies Capstone (6 quarter credits)

**Two Elective Courses**      **8 quarter credits**

*Choose any graduate course(s).*

**Total**      **46 quarter credits**

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

### English Language Learning and Teaching

The master's specialization in English Language Learning and Teaching is designed to prepare licensed P–12 teachers to provide effective instruction to English Language Learners (ELLs); work collaboratively with other administrators, teachers, school guidance staff, and families to ensure the success of every student; and provide curricular leadership to schools and school systems. The curriculum, based on standards in the field, provides a practical, relevant exploration of current practices and emerging trends that can be used to contribute to the success of ELLs. Upon successful completion of this specialization, learners are prepared to contribute to instruction planning and implementation decisions in the English language learning environment at the school and district levels.

**Eleven Required Courses**      **46 quarter credits**

#### Core courses:

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
ED5006	Survey of Research Methodology (4 quarter credits)
ED5500	Standards-Based Curriculum, Instruction, and Assessment (4 quarter credits) <b>OR</b>
EDT5130	Understanding Competency-Based Curriculum and Instruction (4 quarter credits)
ED5503	Classroom Management Strategies (4 quarter credits) <b>OR</b>
EDT5122	Digital Citizenship and Technology Applications (4 quarter credits)
ED5720	Assessment and Instruction of English Language Learners (4 quarter credits)
ED5722	Strategies for Eliminating the Achievement Gap for English Language Learners (4 quarter credits)

#### Specialization courses:

ED5724	Applied Linguistics (4 quarter credits)
ED5726 *	Second Language Acquisition (4 quarter credits)
ED5728 *	Methods, Curriculum, and Materials for English Language Learners (4 quarter credits)

ED5730 Culture, Society, and Language (4 quarter credits)

ED5699 Master's Capstone in English Language Learning and Teaching (6 quarter credits)

**Total**      **46 quarter credits**

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

### Leadership in Educational Administration

The master's Leadership in Educational Administration specialization is aligned with nationally recognized leadership standards and is designed to help learners develop and strengthen the knowledge and skills needed to successfully meet the challenges of an ever-changing educational system as ethical and innovative leaders. The curriculum focuses on translating theory into effective leadership practice and includes a concentration in School Leadership, which offers focused exploration of the leadership, management, and problem-solving skills the current student achievement-focused P–12 environment requires of school leaders. Upon successful completion of this specialization, learners have developed the knowledge and skills necessary for providing school leadership within P–12 institutions.

#### School Leadership concentration

The School Leadership concentration is intended for learners who want to build school-level leadership knowledge and skills. The curriculum focuses on the principal's role in articulating, developing, and implementing a school vision that aligns with and supports district priorities. Learners examine the leadership skills needed to evaluate the systems and processes for continuous school improvement; protect the interests of school and community stakeholders; and integrate their personal expertise with current best practices and legal and ethical standards to promote school achievement.

**Twelve Required Courses**      **46 quarter credits**

#### Core courses:

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
ED5006	Survey of Research Methodology (4 quarter credits)
ED5501	Assessment and Improvement of Instruction (4 quarter credits)
ED5504	Strategies for Eliminating the Achievement Gap (4 quarter credits)

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

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

## Education Academic Offerings, *continued*

### *MS in Education Specializations, continued*

#### Specialization courses:

- ED5320 School Leadership and Management Practices (4 quarter credits)
- ED5322 \* School Leadership: Data, Decision-Making, and School Improvement (4 quarter credits)
- ED7823 \* Education and the Law (4 quarter credits)

#### School Leadership concentration courses:

- ED7822 \* The Funding of Educational Institutions (4 quarter credits)
- ED7852 \* P–12 Principalship (4 quarter credits)
- ED7857 \* Personnel Administration (4 quarter credits)
- ED5903 \* Principal Capstone Coursework 1 (3 quarter credits)
- ED5904 \* Principal Capstone Coursework 2 (3 quarter credits)

Learners must register for ED5905 a minimum of two times to fulfill their specialization requirements.

- ED5905 Principal Capstone Clinical Experience (non-credit)

**Total 46 quarter credits**

Learners in the School Leadership concentration are required to take the Praxis II Series Educational Leadership: Administration and Supervision (0411 or 5411) test to successfully complete their program. To be recommended for licensure learners must pass the Praxis II Series Educational Leadership: Administration and Supervision (0411 or 5411) with a score of 145. Learners must identify Capella University as a recipient to ensure the score report is sent to the university. Learners under an earlier catalog, who are required to take the School Leaders Licensure Assessment (SLLA), may take the Praxis II Series Educational Leadership: Administration and Supervision (0411 or 5411) as a substitute for the SLLA. Learners are responsible for any costs associated with this assessment.

Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Arkansas and Kentucky residents are not eligible to enroll in this specialization.

The Arizona Department of Education has approved the School Leadership concentration for principal preparation.

Learners seeking licensure in Arizona must secure a Structured English Immersion endorsement (SEI) and specific coursework in the U.S. and Arizona constitution. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)).

\* Learners in the MS in Education, Leadership in Educational Administration specialization are required to complete ED5010 with a grade of "B" or higher as a condition of continued enrollment in the program.

### Reading and Literacy

The master's specialization in Reading and Literacy provides reading classroom teachers the opportunity to gain research-based knowledge, skills, and attitudes necessary for effective K–12 classroom reading and literacy instruction. Learners study theory, practice and assessment, reflection, and collaboration, and complete onsite clinical experiences and classroom observations in K–12 educational settings. The competencies taught in the coursework and practicum and internship experiences reflect state and national standards. The Reading and Literacy specialization is state-approved by the Minnesota Professional Educator Licensing and Standards Board using the Standards of Effective Practice and the Teachers of Reading standards.

**Twelve Required Courses 45 quarter credits**

#### Core courses:

- ED5010 Foundations of Master's Studies in Education (4 quarter credits)
- ED5501 Assessment and Improvement of Instruction (4 quarter credits)
- ED5500 Standards-Based Curriculum, Instruction, and Assessment (4 quarter credits)
- ED5503 Classroom Management Strategies (4 quarter credits)
- ED5504 Strategies for Eliminating the Achievement Gap (4 quarter credits)
- ED5006 Survey of Research Methodology (4 quarter credits)

#### Specialization courses:

- ED5551 Developing Fluent Readers (3 quarter credits)
- ED5552 \* Teaching Comprehension Strategies (3 quarter credits)
- ED5553 \* Assessment-Based Reading Instruction (3 quarter credits)
- ED5554 \* Sociocultural Context of Reading Instruction (3 quarter credits)
- ED5555 \* Foundational Theories in Reading Instruction (3 quarter credits)
- ED5559 \* Reading and Literacy Practicum (6 quarter credits)

**Total 45 quarter credits**

Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Learners seeking Minnesota Teacher(s) of Reading endorsement upon completion of the MS in Education specialization in Reading and Literacy must document having completed a minimum of 25 percent of their practicum and internship experiences at the elementary level (grades 1–6), the middle level (grades 5–8), and secondary level (grades 9–12). Access to active educational

settings is required for all reading and literacy coursework.

Learners are required to pass the Minnesota Teacher Licensure Examinations (MTLE) to successfully complete their program. Learners must identify Capella University as a recipient to ensure the score report is sent to the university. Learners are responsible for any costs associated with these examinations.

Arkansas and Kentucky residents are not eligible to enroll in this specialization.

\* Learners in the MS in Education, Reading and Literacy specialization are required to complete ED5010 with a grade of "B" or higher as a condition of continued enrollment in the program.

### Special Education Teaching

The master's Special Education Teaching specialization is intended for teachers who want to help students with disabilities achieve success in P–12 environments. The curriculum, developed around national special education standards, is designed to help teachers effectively instruct and advocate for the increasingly diverse populations of children with disabilities. Learners study current and emerging instruction practices, strategies, and techniques for teaching children with disabilities, and gain experience that is applicable and relevant to their current work. The Special Education Teaching specialization incorporates the Council for Exceptional Children (CEC) advanced preparation standards to assure that individuals with exceptionalities have well-prepared, career-oriented special educators.

**Eleven Required Courses 46 quarter credits**

#### Core courses:

- ED5010 Foundations of Master's Studies in Education (4 quarter credits)
- ED5006 Survey of Research Methodology (4 quarter credits)
- ED5500 Standards-Based Curriculum, Instruction, and Assessment (4 quarter credits) **OR**
- EDT5130 Understanding Competency-Based Curriculum and Instruction (4 quarter credits)
- ED5503 Classroom Management Strategies (4 quarter credits) **OR**
- EDT5122 Digital Citizenship and Technology Applications (4 quarter credits)
- ED5504 Strategies for Eliminating the Achievement Gap (4 quarter credits)

*In addition, choose one from the following courses:*

- ED5501 Assessment and Improvement of Instruction (4 quarter credits)
- EDT5140 Personalized Learning: Instruction and Assessment (4 quarter credits)
- EDT5142 Adaptive Instruction and Assessment (4 quarter credits)
- EDT5150 Instructional Coaching to Improve Teaching and Learning (4 quarter credits)

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

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

## Education Academic Offerings, *continued*

### MS in Education Specializations, *continued*

#### Specialization courses:

ED5700	Foundations of Special Education (4 quarter credits)
ED5706	Assessment and Planning for Students with Disabilities (4 quarter credits)
ED5707	Instruction for Students with Disabilities (4 quarter credits)
ED5712	Communication, Consultation, and Collaboration for Special Education (4 quarter credits)
ED5714	Programming and Leadership for Diverse Groups Capstone (6 quarter credits)

**Total** **46 quarter credits**

**This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.**

### Instructional Design for Online Learning

The master's specialization in Instructional Design for Online Learning is designed to provide professionals working in a variety of traditional and online settings in educational institutions, corporations, health care and government agencies, and the military with the instructional design and development competence needed to advance their careers and serve their organizations. The curriculum focuses on preparing instructional design practitioners to design and develop educational interventions based on theory and practice in the field.

**Ten Required Courses** **40 quarter credits**

#### Core courses:

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
ED5006	Survey of Research Methodology (4 quarter credits)

#### Specialization courses:

ED5802	Principles of Instructional Design (4 quarter credits)
ED5803 *	Processes of Instructional Design (4 quarter credits)
ED5807	Design of Instructional Media (4 quarter credits)
ED5810	Project Management for e-Learning Development (4 quarter credits)
ED7484 *	Application of Learning Theories to Instructional Design (4 quarter credits)
ED7505 *	Evaluation and Assessment of Instructional Design (4 quarter credits)
ED5992	Instructional Design for Online Learning Capstone (4 quarter credits)

*In addition, choose one from the following two courses:*

ED5804	The Delivery of Distance Education (4 quarter credits)
ED7503	Instructional Design Technologies (4 quarter credits)

**Two Elective Courses** **8 quarter credits**

#### Recommended elective courses:

ED7311	Theory and Methods of Educating Adults (4 quarter credits)
ED7641	Needs Assessment: Models and Procedures (4 quarter credits)

#### OR

*Choose any graduate course(s).*

**Total** **48 quarter credits**

**This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.**

### Training and Performance Improvement

The master's Training and Performance Improvement specialization is intended for professionals in roles that include training specialists, career counselors, instructional designers, sales trainers, adult educators, and performance improvement consultants. Through courses that include performance analysis of need or opportunity, intervention selection, design, development, and evaluation, learners obtain an in-depth understanding of and ability to apply human performance technology in order to improve organizational productivity. The curriculum helps learners clarify and define their career purpose and professional strengths. Frequent interactions with experienced faculty and peer professionals deepen learners' grasp of recognized theory and best practices while preparing them for more challenging job responsibilities. The curriculum is based on the Human Performance Improvement standards and models adopted by the Association of Talent Development (ATD) and the International Society for Performance Improvement (ISPI). Learners have the opportunity to conduct an ROI impact study as a capstone project and apply for an ROI Professional Certification from the ROI Institute and/or apply for the Certified Performance Technologist (CPT) credential from the International Society of Performance Improvement (ISPI) using their project portfolios compiled during the final master's program capstone course.

**Ten Required Courses** **40 quarter credits**

#### Core courses:

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
ED5006	Survey of Research Methodology (4 quarter credits)

#### Specialization courses:

ED7631	Introduction to Training and Performance Systems (4 quarter credits)
ED7641	Needs Assessment: Models and Procedures (4 quarter credits)
ED7662	Designing Training and Performance Solutions (4 quarter credits)
ED7672	Delivery Systems for Training and Performance Improvement (4 quarter credits)
ED7652	Evaluating Training and Performance Improvement Systems (4 quarter credits)
ED7675 *	Return on Investment in Training and Performance Improvement (4 quarter credits)
ED5994 *	Training and Performance Improvement Capstone (4 quarter credits)

*In addition, choose one from the following two courses:*

ED5317	Foundations of Adult Education (4 quarter credits)
ED5804	The Delivery of Distance Education (4 quarter credits)

**Two Elective Courses** **8 quarter credits**

*Choose any graduate course(s).*

**Total** **48 quarter credits**

**Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.**

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

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

## Education Academic Offerings, *continued*

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

#### General Educational Technology

The General Educational Technology specialization is designed to provide learners with a strong foundation in 21st-century educational technology skills. The curriculum in this specialization emphasizes using technology to engage students and personalize their learning experience and give them voice and choice in their learning outcomes. Learners also apply meaningful formative and summative assessments to improve instruction and use quantitative and qualitative data in order to monitor and adjust instruction. Upon successful completion of this specialization, learners are prepared to lead colleagues in technology integration and digital dispositions needed to lead and promote innovation in K–12 settings.

#### Eight Required Courses 34 quarter credits

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
EDT5100	Leading Innovation and Implementing Change (4 quarter credits)
EDT5102	Integrating Technology into Data Assessment and Evaluation (4 quarter credits)
EDT5104	Teacher Dispositions and Ethics in the Digital Age (4 quarter credits)
EDT5900	Innovation and Technology Capstone (6 quarter credits)
<i>In addition, choose three from the following courses:</i>	
EDT5120	Instruction in the 21st-Century Classroom (4 quarter credits)
EDT5122	Digital Citizenship and Technology Applications (4 quarter credits)
EDT5125	Integrating Technology to Enhance Learning (4 quarter credits)
EDT5126	Collaborative Learning Environments (4 quarter credits)
EDT5130	Understanding Competency-Based Curriculum and Instruction (4 quarter credits)
EDT5132	Authentic Assessments and the Data-Driven Classroom (4 quarter credits)
EDT5134	Adaptive Learning and Competency-Based Assessments (4 quarter credits)
EDT5140	Personalized Learning: Instruction and Assessment (4 quarter credits)
EDT5142	Adaptive Instruction and Assessment (4 quarter credits)
EDT5144	Using Data to Personalize Instruction (4 quarter credits)
EDT5150	Instructional Coaching to Improve Teaching and Learning (4 quarter credits)
EDT5152	Planning and Implementing Site-Based Initiatives (4 quarter credits)

**Three Elective Courses 12 quarter credits**  
*Choose any graduate course(s)*

**Total 46 quarter credits**

**This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.**

#### Competency-Based Instruction

The Competency-Based Instruction master's specialization provides learners with a strong foundation in using standards, outcomes, and competencies to guide curriculum and instruction decisions. The curriculum emphasizes gaining expertise in designing authentic assessments to measure identified learning goals, using formative and summative assessments, and collaborating with colleagues and students to develop learning objectives and track progress toward them. Upon successful completion of this specialization, learners are prepared to use formative and summative assessment to improve instruction and to document student progress toward desired competencies.

#### Nine Required Courses 38 quarter credits

*Core courses:*

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
EDT5100	Leading Innovation and Implementing Change (4 quarter credits)
EDT5102	Integrating Technology into Data Assessment and Evaluation (4 quarter credits)
EDT5104	Teacher Dispositions and Ethics in the Digital Age (4 quarter credits)

*Specialization courses:*

EDT5130	Understanding Competency-Based Curriculum and Instruction (4 quarter credits)
EDT5132	Authentic Assessments and the Data-Driven Classroom (4 quarter credits)
EDT5134	Adaptive Learning and Competency-Based Assessments (4 quarter credits)
EDT5126	Collaborative Learning Environments (4 quarter credits)
EDT5900	Innovation and Technology Capstone (6 quarter credits)

#### Two Elective Courses 8 quarter credits

*Recommended elective courses:*

EDT5120	Instruction in the 21st-Century Classroom (4 quarter credits)
EDT5122	Digital Citizenship and Technology Applications (4 quarter credits)
EDT5125	Integrating Technology to Enhance Learning (4 quarter credits)
EDT5140	Personalized Learning: Instruction and Assessment (4 quarter credits)

EDT5142	Adaptive Instruction and Assessment (4 quarter credits)
EDT5144	Using Data to Personalize Instruction (4 quarter credits)
EDT5150	Instructional Coaching to Improve Teaching and Learning (4 quarter credits)
EDT5152	Planning and Implementing Site-Based Initiatives (4 quarter credits)

**OR**

*Choose any graduate course(s).*

**Total 46 quarter credits**

**This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.**

#### Instruction in the 1:1 Environment

The Instruction in the 1:1 Environment specialization is designed to provide learners with a thorough understanding of how 21st-century digital skills support dynamic instruction, how to collect meaningful assessment data on student learning and the capability to implement their knowledge in both areas. The curriculum in this specialization emphasizes using technology and multimedia to personalize learning, using digital literacy skills, and incorporating meaningful assessments that inform instruction. Upon successful completion of this specialization, learners are prepared to incorporate digital tools and resources into engaging instruction for all students in K–12 settings.

#### Nine Required Courses 38 quarter credits

*Core courses:*

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
EDT5100	Leading Innovation and Implementing Change (4 quarter credits)
EDT5102	Integrating Technology into Data Assessment and Evaluation (4 quarter credits)
EDT5104	Teacher Dispositions and Ethics in the Digital Age (4 quarter credits)

*Specialization courses:*

EDT5120	Instruction in the 21st-Century Classroom (4 quarter credits)
EDT5122	Digital Citizenship and Technology Applications (4 quarter credits)
EDT5125	Integrating Technology to Enhance Learning (4 quarter credits)
EDT5126	Collaborative Learning Environments (4 quarter credits)
EDT5900	Innovation and Technology Capstone (6 quarter credits)

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

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



## Education Academic Offerings, *continued*

### *MS in Education Innovation and Technology Specializations, continued*

<b>Two Elective Courses</b>	<b>8 quarter credits</b>
<i>Recommended elective courses:</i>	
EDT5130	Understanding Competency-Based Curriculum and Instruction (4 quarter credits)
EDT5132	Authentic Assessments and the Data-Driven Classroom (4 quarter credits)
EDT5134	Adaptive Learning and Competency-Based Assessments (4 quarter credits)
EDT5140	Personalized Learning: Instruction and Assessment (4 quarter credits)
EDT5142	Adaptive Instruction and Assessment (4 quarter credits)
EDT5144	Using Data to Personalize Instruction (4 quarter credits)
EDT5150	Instructional Coaching to Improve Teaching and Learning (4 quarter credits)
EDT5152	Planning and Implementing Site-Based Initiatives (4 quarter credits)
<b>OR</b>	
<i>Choose any graduate course(s).</i>	
<b>Total</b>	<b>46 quarter credits</b>

**This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.**

### Personalized Learning

The Personalized Learning master's specialization is designed to equip learners with the knowledge and skills needed to provide individualized learning opportunities for K–12 students. Using technology, learners create authentic learning experiences that incorporate student skill levels, interests, strengths, and challenges. The curriculum focuses on differentiated instruction, formative assessment, and Universal Design for Learning. Upon successful completion of this specialization, learners have gained expertise in using models of problem-based and deeper learning to improve higher-level thinking skills in K–12 students.

<b>Nine Required Courses</b>	<b>38 quarter credits</b>
<i>Core courses:</i>	
ED5010	Foundations of Master's Studies in Education (4 quarter credits)
EDT5100	Leading Innovation and Implementing Change (4 quarter credits)
EDT5102	Integrating Technology into Data Assessment and Evaluation (4 quarter credits)
EDT5104	Teacher Dispositions and Ethics in the Digital Age (4 quarter credits)

<i>Specialization courses:</i>	
EDT5140	Personalized Learning: Instruction and Assessment (4 quarter credits)
EDT5142	Adaptive Instruction and Assessment (4 quarter credits)
EDT5144	Using Data to Personalize Instruction (4 quarter credits)
EDT5126	Collaborative Learning Environments (4 quarter credits)
EDT5900	Innovation and Technology Capstone (6 quarter credits)

<b>Two Elective Courses</b>	<b>8 quarter credits</b>
<i>Recommended elective courses:</i>	
EDT5120	Instruction in the 21st-Century Classroom (4 quarter credits)
EDT5122	Digital Citizenship and Technology Applications (4 quarter credits)
EDT5125	Integrating Technology to Enhance Learning (4 quarter credits)
EDT5130	Understanding Competency-Based Curriculum and Instruction (4 quarter credits)
EDT5132	Authentic Assessments and the Data-Driven Classroom (4 quarter credits)
EDT5134	Adaptive Learning and Competency-Based Assessments (4 quarter credits)
EDT5150	Instructional Coaching to Improve Teaching and Learning (4 quarter credits)
EDT5152	Planning and Implementing Site-Based Initiatives (4 quarter credits)
<b>OR</b>	
<i>Choose any graduate course(s).</i>	
<b>Total</b>	<b>46 quarter credits</b>

**This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.**

### Professional Growth and Development

The Professional Growth and Development master's specialization is designed to provide learners with a thorough understanding of strategies for leading and mentoring other educators in developing as professionals. The curriculum in this specialization emphasizes the skills required to engage in professional learning communities and how learners acquire the skills to engage in instructional mentoring and coaching that improves and supports the teaching practice of other educators. Upon successful completion of this specialization, learners are prepared to lead their colleagues in ongoing professional development.

<b>Nine Required Courses</b>	<b>38 quarter credits</b>
<i>Core courses:</i>	
ED5010	Foundations of Master's Studies in Education (4 quarter credits)
EDT5100	Leading Innovation and Implementing Change (4 quarter credits)
EDT5102	Integrating Technology into Data Assessment and Evaluation (4 quarter credits)
EDT5104	Teacher Dispositions and Ethics in the Digital Age (4 quarter credits)
<i>Specialization courses:</i>	
EDT5130	Understanding Competency-Based Curriculum and Instruction (4 quarter credits)
EDT5150	Instructional Coaching to Improve Teaching and Learning (4 quarter credits)
EDT5152	Planning and Implementing Site-Based Initiatives (4 quarter credits)
EDT5126	Collaborative Learning Environments (4 quarter credits)
EDT5900	Innovation and Technology Capstone (6 quarter credits)

<b>Two Elective Courses</b>	<b>8 quarter credits</b>
<i>Recommended elective courses:</i>	
EDT5120	Instruction in the 21st-Century Classroom (4 quarter credits)
EDT5122	Digital Citizenship and Technology Applications (4 quarter credits)
EDT5125	Integrating Technology to Enhance Learning (4 quarter credits)
EDT5132	Authentic Assessments and the Data-Driven Classroom (4 quarter credits)
EDT5134	Adaptive Learning and Competency-Based Assessments (4 quarter credits)
EDT5140	Personalized Learning: Instruction and Assessment (4 quarter credits)
EDT5142	Adaptive Instruction and Assessment (4 quarter credits)
EDT5144	Using Data to Personalize Instruction (4 quarter credits)
<b>OR</b>	
<i>Choose any graduate course(s).</i>	
<b>Total</b>	<b>46 quarter credits</b>

**This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.**

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

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

## Education Academic Offerings, *continued*

### Master of Science (MS) in Higher Education Specializations

#### Adult Education

The master's Adult Education specialization is designed to enhance learners' qualifications in adult education and college teaching. The curriculum emphasizes reflective practice within adult education settings and integration of current theory with best practices in adult learning and teaching. Learners focus on the learning styles of individuals from various backgrounds, collaborative learning, and program development for the adult learner. Learners who successfully complete this specialization are prepared to pursue careers as educators in community college, distance education, college, university, corporate, or other adult education settings.

**Twelve Required Courses**      **48 quarter credits**

##### Core courses:

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
ED5006	Survey of Research Methodology (4 quarter credits)
ED5012 *	Overview of Higher Education (4 quarter credits)
ED5016	Foundations of Higher Education Assessment and Evaluation (4 quarter credits)

##### Specialization courses:

ED5317	Foundations of Adult Education (4 quarter credits)
ED5340 *	Theories and Principles of Adult Learning (4 quarter credits)
ED5342	Multicultural Perspectives in Adult Education (4 quarter credits)
ED5344 *	Strategies and Best Practices for Teaching and Learning (4 quarter credits)
ED5346 *	Assessment of Learning and Teaching in Adult Education (4 quarter credits)
ED5348 *	Adult Education Program Development (4 quarter credits)
ED5390 *	Adult Education Capstone (4 quarter credits)

##### In addition, choose one of the following courses:

ED7716	Faculty Leadership (4 quarter credits)
ED8601	Online Course Design, Facilitation, and Assessment (4 quarter credits)

**Total**      **48 quarter credits**

**This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.**

#### Higher Education Leadership and Administration

The master's Higher Education Leadership and Administration specialization integrates current, recognized theory and best practices with practical application. Learners pursue a specific concentration within their program, engaging in a curriculum that focuses on history, politics and public policy, law and governance, finance and development, and program administration. Successful graduates of this specialization are prepared to pursue leadership positions at community colleges; universities; or other public, private, or for-profit postsecondary educational institutions.

##### Community College Leadership concentration

The Community College Leadership concentration is designed to prepare community college educators for leadership roles. Learners are introduced to the philosophy, culture, leadership attributes, and issues and trends of the comprehensive community college.

##### Higher Education Program Administration concentration

The Higher Education Program Administration concentration is designed for learners who desire flexibility in their higher education careers. Learners are introduced to the major divisions of higher education institutions and to related topics including law and internal governance. In addition, learners apply theory to common, practical challenges faced by leaders in higher education.

**Twelve Required Courses**      **48 quarter credits**

##### Core courses:

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
ED5006	Survey of Research Methodology (4 quarter credits)
ED5012 *	Overview of Higher Education (4 quarter credits)
ED5016	Foundations of Higher Education Assessment and Evaluation (4 quarter credits)

##### Specialization courses:

ED5570	History, Issues, and Trends in Higher Education (4 quarter credits)
ED5572 *	Politics and Public Policy in Higher Education (4 quarter credits)
ED5574 *	Financial Management and Institutional Development (4 quarter credits)
ED7540 *	Leadership in Higher Education (4 quarter credits)
ED5890 *	Higher Education Leadership and Administration Capstone (4 quarter credits)

##### In addition, choose one of the following concentrations:

##### For a Community College Leadership concentration:

ED6562 *	Comprehensive Community Colleges (4 quarter credits)
ED6564 *	Governance and Politics in Community Colleges (4 quarter credits)
ED6566 *	Issues and Trends in Community Colleges (4 quarter credits)

##### For a Higher Education Program Administration concentration:

ED6572 *	Organization and Functions of Higher Education Programs (4 quarter credits)
ED6574 *	Law and Governance in Higher Education (4 quarter credits)
ED6576 *	Higher Education Program Administration (4 quarter credits)

**Total**      **48 quarter credits**

**This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.**

#### Integrative Studies

The master's Integrative Studies specialization is designed for mid-career professionals and leaders in a variety of settings, including adult and higher education, alternative educational programs, allied health care, military, and for-profit and nonprofit organizations. Learners engage in a curriculum that emphasizes a customized program of study that fits the unique needs of a diverse group of professionals in changing educational environments, culminating in a final professional portfolio. Integrative Studies learners seek this specialization whether they want to remain in their current profession or be prepared to change professions. Upon successful completion of the master's specialization in Integrative Studies, learners are prepared to pursue a variety of teaching or educational roles.

**Six Required Courses**      **24 quarter credits**

##### Core courses:

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
ED5006	Survey of Research Methodology (4 quarter credits)
ED5012 *	Overview of Higher Education (4 quarter credits)
ED5016	Foundations of Higher Education Assessment and Evaluation (4 quarter credits)

##### Specialization courses:

ED5414 *	Introduction to Integrative Studies (4 quarter credits)
ED5490 *	Capstone in Integrative Studies (4 quarter credits)

**Six Elective Courses**      **24 quarter credits**

##### Recommended elective courses:

ED5340	Theories and Principles of Adult Learning (4 quarter credits)
ED5342	Multicultural Perspectives in Adult Education (4 quarter credits)

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

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

**Education Academic Offerings, continued***MS in Higher Education Specializations,  
continued*


---

ED5344	Strategies and Best Practices for Teaching and Learning (4 quarter credits)
ED5804	The Delivery of Distance Education (4 quarter credits)
ED7540	Leadership in Higher Education (4 quarter credits)
ED7590	Critical Thinking in Adult Education (4 quarter credits)
ED7641	Needs Assessment: Models and Procedures (4 quarter credits)
ED7818	The Future of Teaching and Learning: Issues for the Educational Leader (4 quarter credits)
ED8446	Curriculum Development and Teaching Strategies for Adult Learning (4 quarter credits)

**OR***Choose any graduate course(s).***Total** **48 quarter credits**


---

**This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.**

---

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

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

# School of Nursing and Health Sciences

## Program Descriptions and Information

### School Mission Statement

The mission of the School of Nursing and Health Sciences is to be a leader in providing quality undergraduate and graduate nursing and health care education with distinction in scholarship and practice for health care practitioners and leaders seeking to maximize their personal and professional potential, preparing them for a lifetime of learning, service, leadership, and contribution. This mission is fulfilled through innovative programs responsive to needs of adult learners and an online environment. The program provides the nursing and health care professional with the knowledge, competencies, research, evidence-based best practices, and skills to meet the challenges and opportunities within current and global nursing, health care, public health, and interprofessional environments. Graduates are prepared to apply culturally competent, evidence-based professional practices to improve the outcomes of both diverse populations and health care organizations.

### Undergraduate—Degree Programs

#### **Bachelor of Science (BS) in Health Care Administration**

The Bachelor of Science in Health Care Administration degree program prepares learners to pursue roles as health care professionals who meet the industry's need for entry-level to mid-career-management talent. The curriculum includes focused, practical explorations of the United States health care system, including population/community health; organizational development and behavior theory; operations assessment and improvement; management of human resources; health care finance; economics and decision making; strategic health care planning; health care marketing; quality management; statistical analysis; and research methodology. Throughout the program, learners engage in collaborative group experiences that help them develop and strengthen the communication, collaboration,

problem-solving, and decision-making skills needed to influence health care professionals and organizational processes, lead performance management, ensure the implementation of initiatives, and optimize the effectiveness of health care organizations.

#### **Bachelor of Science (BS) in Public Health**

The Bachelor of Science in Public Health degree program provides learners with foundational knowledge in the core areas of biostatistics, epidemiology, environmental health, social determinants, and public health policy and management. The degree program curriculum emphasizes the theories of social and behavioral change that guide public health professionals in understanding health behaviors in the contexts in which they occur; structural and social barriers to better health; statistical data evaluation and interpretation; and evidence-based practices for the ways in which public health professionals can use a collaborative community approach to promote disease prevention through the planning and evaluation of public health programs and policies. Upon successful completion of this degree program, learners are prepared to supplement their current position with public health knowledge or pursue entry-level positions within the field of public health.

### DEPARTMENT OF NURSING

#### **Bachelor of Science in Nursing (BSN)**

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

### Graduate—Degree Programs

#### **Doctor of Health Administration (DHA)**

The Doctor of Health Administration (DHA) degree program is designed to develop and strengthen the knowledge, skills, and attitudes health care administrators need to lead in today's complex and dynamic health care delivery environment. Learners focus on developing a strategic orientation to approaching health administration problems and issues, innovative thinking skills that produce effective solutions, and a results-oriented leadership style that is grounded in performance measurement and management. Throughout the program, learners apply evidence-based leadership and management strategies, analyze the challenges and opportunities associated with health policy development and implementation, and evaluate emerging trends and innovations in health administration. Building on these skills, learners conduct an action research project that is designed to improve the performance of a health care delivery system and contribute new information to the field. Upon successful completion of this degree program, learners are prepared to pursue advanced health administration leadership roles in academic, organizational, consulting, or policy-making settings.

#### **Doctor of Public Health (DrPH)**

The Doctor of Public Health (DrPH) degree program is designed to prepare public health professionals to positively impact health across diverse communities through leadership, service, research, and practice. Learners evaluate theories, research, and ethical parameters guiding public health practice; analyze various factors that impact population-based health disparities; and assess the efficacy of national and global public health programs and practices. Building on this knowledge, learners apply scholarly research within a particular professional context to advance their knowledge as

\*The BSN, MSN, and DNP degree programs at Capella University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW Suite 530, Washington, DC 20036, (202) 887-6791.

## School of Nursing and Health Sciences, *continued*

public health practitioners; developing and leading collaborative, evidence-based public health solutions that mitigate health disparities and meet the needs of diverse populations; and implementing sustainable public health policies and programs that promote individual and population health and quality health care access. Upon successful completion of this degree program, graduates are prepared to lead culturally competent, evidence-based professional practices to improve the outcomes of both diverse populations and public health organizations.

### **Master of Health Administration (MHA)**

The Master of Health Administration (MHA) degree program prepares learners to assume roles as health care administrators or managers who meet the industry's need for master's-prepared health care administrators. The curriculum includes practice-based explorations of health care systems and technology; policy and law; health care finance; economics and decision making; strategic health care planning; organizational leadership and governance; quality, risk, and regulatory compliance; health care information systems and informatics; research methodology; and ethical and professional standards of practice. Throughout the program, learners engage in collaborative group experiences that help them develop and strengthen the communication, collaboration, problem-solving, and decision-making skills needed to lead and manage complex health care organizations. Successful graduates of this degree program are prepared to apply culturally competent, evidence-based professional health care administration practices across national and global environments.

### **Master of Public Health (MPH)**

The Master of Public Health (MPH) degree program focuses on preparing health professionals to protect and

improve the health of communities and populations through promotion of healthy lifestyles and environments; research and education; prevention of injuries, disease, and epidemics; identification of environmental hazards; and disaster response. This program provides learners with knowledge and application of fundamental public health concepts, theories, and practices and emphasizes the role of the public health professional in assessing health status; mitigating health disparities; analyzing epidemiology of specific diseases; developing, implementing, and sustaining public health programs; managing administrative functions; conducting program evaluation and outcomes research; developing and sustaining public-private partnerships to meet the health needs of diverse populations; and assuring the quality of public health services and products. Upon completion of this program, learners have gained knowledge and skills in health management, population-based research, and community public health practice. Successful graduates are prepared to assume positions in government, private, or community-based public health organizations.

## **DEPARTMENT OF NURSING**

### **Graduate—Degree Programs** **Doctor of Nursing Practice (DNP)**

The accredited\* Doctor of Nursing Practice (DNP) degree program is designed for master's-prepared nurses who want to move into administrative positions, nurse administrators who want to expand their leadership responsibilities, or nurse leaders who want to design and implement health care delivery programs. The curriculum emphasizes effective health care delivery; patient advocacy; and health care policy development, implementation, and reform. Throughout the program, learners assess and apply theory, build therapeutic relationships, design and implement therapeutic interventions, and lead and manage

in the health care environment. Upon successful completion of this degree program, learners are prepared to apply the knowledge and skills needed to meet diverse patient needs and improve health care delivery. The DNP degree program is not designed to prepare advanced practice registered nurses for roles as nurse practitioners, clinical nurse specialists, certified nurse midwives, or certified nurse anesthetists. Registered nurses who have a master's degree in nursing or a field other than nursing may pursue Capella's DNP.

### **Master of Science in Nursing (MSN)**

The accredited\* Master of Science in Nursing (MSN) degree program is designed to prepare registered nurses for advanced nursing practice in a variety of innovative and specialized roles, such as directors of care coordination, directors of professional practice, diabetes specialists, chief informatics nurse officers, and chief system nurse officers. The MSN degree program focuses on high-level knowledge and skill development in the integration of sciences and humanities into nursing practice, organizational and systems leadership, quality improvement and safety, the translation and integration of scholarship into practice, informatics and health care technologies, health policy and advocacy, interprofessional collaboration, clinical prevention and population health, and advanced nursing practice. The Master of Science in Nursing degree program does not prepare learners for certification or licensure as an advanced practice registered nurse.

### **Certificate Programs**

The Capella University School of Nursing and Health Sciences certificate program mission is to provide concentrated, discipline-specific knowledge that is directly applicable to the nursing and public health professions.

\*The BSN, MSN, and DNP degree programs at Capella University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW Suite 530, Washington, DC 20036, (202) 887-6791.

## School of Nursing and Health Sciences, *continued*

### Bachelor's/Master's Options

Capella University offers a variety of bachelor's/master's options that allow learners to complete master's-level coursework while they are enrolled in an undergraduate degree program. Many of Capella's bachelor's/master's options are available in both the GuidedPath and FlexPath learning formats.

#### **Accelerated Master's Pathway**

Accelerated master's pathway (AMP) options are designated undergraduate offerings that incorporate specific master's-level courses into a learner's undergraduate core or specialization requirements.

Learners may apply and be admitted to AMP-designated undergraduate programs upon initial entry to Capella University, or they may elect to later change into an AMP option through the change of program process. To qualify for an accelerated master's pathway option, learners must submit transcripts from all previous higher education institutions, have received a minimum 2.8 cumulative grade point average (GPA) on all previous college coursework, and have no fewer than 24 total eligible transfer credits. Applicants who do not meet the minimum cumulative GPA must successfully complete a university-approved examination. Learners who apply to change into an AMP option after initial admission to the university must have a minimum 2.8 cumulative GPA at Capella and at least 24 completed college credits.

Once enrolled in a GuidedPath accelerated master's pathway option, learners must maintain an overall cumulative GPA of 2.8 and receive no more than one grade of "C" in any master's-level course to remain enrolled in the AMP option. Learners falling below this threshold will be automatically changed into the associated non-AMP undergraduate offering.

Once enrolled in a FlexPath accelerated master's pathway option, learners are expected to earn a minimum "proficient" evaluation on all master's level competencies and all competencies in their program. Learners who receive "basic" evaluations in more than one course will be automatically changed into the associated non-AMP undergraduate offering. Learners falling below this threshold will be automatically changed into the associated non-AMP undergraduate offering.

Once learners have successfully completed the requirements for their bachelor's degree program and their degree has been awarded, they may apply to the master's degree program that corresponds to their chosen accelerated master's pathway option. Learners are not guaranteed admission into a corresponding master's degree program and must complete a separate application for admission to the program. Learners are encouraged to enroll in their master's degree program within one year of graduating from their bachelor's degree program to ensure all master's-level courses are relevant and applicable to the graduate program's degree requirements, and must start their master's degree program in accordance with the University's Academic Calendar.

#### **Honors Pathway**

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

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

Capella Connect and have access to other benefits available only to honors learners.

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

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

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

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

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

## School of Nursing and Health Sciences, *continued*

### Learning Formats

Capella University offers two pathways for completing degree programs: the original GuidedPath, which is structured in credit hours and in which learners earn grades; and the innovative FlexPath, which is a self-paced, non-credit bearing, direct assessment pathway to earning the same degree. Both pathways are delivered online and, in both, learning is measured through the demonstration of competencies.

#### **GuidedPath**

GuidedPath allows learners to earn a Capella degree or certificate by demonstrating competencies through structured weekly assignments and interactions with faculty and peers in the online courseroom. Faculty offer substantive feedback on and assign grades to learners' coursework. Courses are offered in a traditional quarter-based academic calendar. The degree or certificate and its specialization are awarded upon completion of the learner's program requirements. All Capella programs are offered in the GuidedPath delivery model, unless otherwise noted.

#### **FlexPath**

FlexPath allows learners to earn a Capella degree through the demonstration of competencies on assessments completed at one's own pace. Learners prepare for assessments through self-designed study, which may include work experience and resources recommended by faculty and tutors. Faculty provide substantive feedback on and evaluate learners' assessments in terms of the level of competency demonstration, rather than assigning grades. FlexPath has a flat-rate tuition for a subscription period of 12 weeks, during which learners may be registered for two courses concurrently; learners may complete courses at their own pace but must complete a course within the subscription period. The degree and its specialization are awarded upon completion of the learner's 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 licensing or certification standards vary, Capella University makes no representation, warranty, or guarantee that successful completion of the degree or certificate program will permit the learner to obtain licensure or certification. Learners who enroll in a Capella University degree program in a field for which professional practice requires any type of licensure or certification are solely responsible for determining and complying with state, local, or professional licensure and certification requirements. These learners are also responsible for taking the steps necessary to satisfy those requirements.

As part of the admission process, Capella University requires all learners in these programs to sign the [Licensure Disclosure & Responsibilities Acknowledgment](#) in which they agree that it is their responsibility to understand and comply with licensing and certification laws and regulations.



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

### A Message from the Interim Dean of Nursing and Health Sciences

At the School of Nursing and Health Sciences, we offer bachelor's, master's, doctoral degree and certificate programs in select specialty areas. Our expert faculty members have designed curricula to enable our learners and graduates to impact patient, systems, and population outcomes. We do this by maintaining close collaborative relationships with our colleagues in practice to ensure we are appropriately focusing on current and emerging needs. In addition, our school curriculum framework focuses all programs on developing competencies in the critical areas of interprofessional teamwork, quality improvement, evidence-based practice, and information management.

Our rigorous online competency-based coursework is designed to engage the learner and make learning immediately applicable. All our courses incorporate real-world assignments that reflect the challenges of the practice environment. Our goal is to give learners the opportunity to demonstrate competencies using real tools, processes, and practices. Learning takes place in a highly supportive environment enriched with multiple resources aimed at assisting with success.

Thank you for choosing us as your partner on your educational journey.

Sincerely,

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



## Undergraduate—Nursing and Health Sciences Academic Offerings

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

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

### Bachelor of Science (BS) in Health Care Administration Specializations

#### Health Information Management

In the Bachelor of Science in Health Care Administration, Health Information Management specialization, learners gain an understanding of medical terminology, electronic health records and health information systems, data management, quality management, statistical analysis, data governance, and information security. Upon successful completion of this specialization, learners are prepared to pursue entry-level positions as health information support specialists, health information systems support specialists, patient registrars, health information abstractors, and physician office specialists.

#### General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

Core courses - 42 quarter credits

NHS4000	Developing a Health Care Perspective (6 quarter credits)
BHA4002	History of the United States Health Care System (3 quarter credits)
BHA4003	Present and Future State Developments within the United States Health Care System (3 quarter credits)
PHI3200	Ethics in Health Care (6 quarter credits)
BHA4004	Patient Safety and Quality Improvement in Health Care (6 quarter credits)
BHA4006	Health Care Regulation and Compliance (6 quarter credits)
BHA4008	Health Care Budgeting and Reporting (3 quarter credits)

BHA4009 Health Care Reimbursement Systems (3 quarter credits)

BHA4010 Introduction to Health Care Research (6 quarter credits)

Specialization courses - 54 quarter credits

BHA4106 Introduction to Managing Health Care Information (6 quarter credits)

BHA4102 Leadership and Communication in Health Care Organizations (6 quarter credits)

HIM4610 Medical Terminology (6 quarter credits)

HIM4620 \* Data Management in Health Information Systems (6 quarter credits)

HIM4630 \* Statistical Analysis for Health Information Management (6 quarter credits)

HIM4640 \* Electronic Health Records and Health Information Systems (6 quarter credits)

HIM4650 \* Decision Support and Quality Management in Health Information Management (6 quarter credits)

HIM4660 \* Information Security, Privacy, and Ethics in Health Care (6 quarter credits)

HIM4670 Health Information Systems and Management (6 quarter credits)

Elective courses - 33 quarter credits

Choose 33 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

BHA4020 Health Care Administration Capstone Project (6 quarter credits)

**Total 180 quarter credits**

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

Learners enrolled in the Accelerated Master's Pathway, BS in Health Care Administration/MHA option complete the following master's-level courses in lieu of BHA4006 and BHA4102.

Master's-level courses - 12 quarter credits

MHA5010 Strategic Health Care Planning (4 quarter credits)

MHA5012 \* Organizational Leadership and Governance (4 quarter credits)

NHS6004 Health Care Law and Policy (4 quarter credits)

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

**Total 180 quarter credits**

#### Honors Pathway

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

Honors courses - 15 quarter credits

PHI-H2005 Honors Seminar: Critical Thinking for the Professional World (3 quarter credits)

COM-H4005 \* Communicating and Integrating Solutions in the Professional World (6 quarter credits)

SOC-H3005 \* Honors Professional Internship (6 quarter credits)

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

**Total 180 quarter credits**

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

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

## Undergraduate—Nursing and Health Sciences Academic Offerings, *continued*

### BS in Health Care

#### Administration Specializations, *continued*

#### Health Information Management, FlexPath option

In the Bachelor of Science in Health Care Administration, Health Information Management specialization, learners gain an understanding of medical terminology, electronic health records and health information systems, data management, quality management, statistical analysis, data governance, and information security. Upon successful completion of this specialization, learners are prepared to pursue entry-level positions as health information support specialists, health information systems support specialists, patient registrars, health information abstractors, and physician office specialists. Learners who pursue this specialization through the FlexPath option earn a BS in Health Care Administration through self-paced demonstrations of competencies.

#### General Education Requirements

A minimum of 22.5 program points; see [General Education Courses, FlexPath option](#).†

#### Core courses - 21 program points

NHS-FPX4000	Developing a Health Care Perspective (3 program points)
BHA-FPX4002	History of the United States Health Care System (1.5 program points)
BHA-FPX4003	Present and Future State Developments within the United States Health Care System (1.5 program points)
BHA-FPX4004	Patient Safety and Quality Improvement in Health Care (3 program points)
BHA-FPX4006	Health Care Regulation and Compliance (3 program points)
BHA-FPX4008	Health Care Budgeting and Reporting (1.5 program points)
BHA-FPX4009	Health Care Reimbursement Systems (1.5 program points)
BHA-FPX4010	Introduction to Health Care Research (3 program points)
PHI-FPX3200	Ethics in Health Care (3 program points)

#### Specialization courses - 27 program points

BHA-FPX4102	Leadership and Communication in Health Care Organizations (3 program points)
BHA-FPX4106	Introduction to Managing Health Care Information (3 program points)
HIM-FPX4610	Medical Terminology (3 program points)
HIM-FPX4620 *	Data Management in Health Information Systems (3 program points)
HIM-FPX4630 *	Statistical Analysis for Health Information Management (3 program points)
HIM-FPX4640 *	Electronic Health Records and Health Information Systems (3 program points)
HIM-FPX4650 *	Decision Support and Quality Management in Health Information Management (3 program points)

HIM-FPX4660 *	Information Security, Privacy, and Ethics in Health Care (3 program points)
HIM-FPX4670	Health Information Systems and Management (3 program points)

#### Elective courses - 16.5 program points

Choose 16.5 program points of additional undergraduate courses.†

#### Capstone course - 3 program points

Taken during the learner's final quarter:

BHA-FPX4020	Health Care Administration Capstone Project (3 program points)
-------------	--

**Total 90 program points**

† Learners in this degree program choose general education and elective courses from the FlexPath (-FPX) course list.

#### Accelerated Master's Pathway, BS in Health Care Administration/MHA option, FlexPath option

Learners enrolled in the Accelerated Master's Pathway, BS in Health Care Administration/MHA option, FlexPath option complete the following master's-level courses in lieu of BHA-FPX4006 and BHA-FPX4102.

#### Master's-level courses - 6 program points

MHA-FPX5010	Strategic Health Care Planning (2 program points)
MHA-FPX5012 *	Organizational Leadership and Governance (2 program points)
NHS-FPX6004	Health Care Law and Policy (2 program points)

These courses are taken in addition to the general education and remaining required courses.

**Total 90 program points**

#### Leadership

The Bachelor of Science in Health Care Administration specialization in Leadership focuses on providing a foundation upon which learners can build their professional skills surrounding effective change management and the leadership of high-performance teams in a variety of complex, dynamic health care environments. The specialization curriculum emphasizes evidence-based best practices for change leadership, planning and marketing, patient safety and quality improvement, health care economics, wellness promotion, team collaboration, and professional development that build a continuous learning system for sustainable health care delivery. Upon successful completion of this specialization, learners are prepared to pursue department-level management positions in a wide range of health care settings.

#### General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

#### Core courses - 42 quarter credits

NHS4000	Developing a Health Care Perspective (6 quarter credits)
BHA4002	History of the United States Health Care System (3 quarter credits)
BHA4003	Present and Future State Developments within the United States Health Care System (3 quarter credits)
PHI3200	Ethics in Health Care (6 quarter credits)
BHA4004	Patient Safety and Quality Improvement in Health Care (6 quarter credits)
BHA4006	Health Care Regulation and Compliance (6 quarter credits)
BHA4008	Health Care Budgeting and Reporting (3 quarter credits)
BHA4009	Health Care Reimbursement Systems (3 quarter credits)
BHA4010	Introduction to Health Care Research (6 quarter credits)
<i>Specialization courses - 36 quarter credits</i>	
BHA4102	Leadership and Communication in Health Care Organizations (6 quarter credits)
BHA4104	Strategic Leadership and Workforce Planning in Health Care (6 quarter credits)
BHA4106	Introduction to Managing Health Care Information (6 quarter credits)
BHA4108	Managing Population Health (6 quarter credits)
BHA4110	Health Care Systems and Operations (6 quarter credits)
BHA4112	Economics of Health Care (6 quarter credits)

#### Elective courses - 51 quarter credits

Choose 51 quarter credits of additional undergraduate courses.

#### Capstone course - 6 quarter credits

Taken during the learner's final quarter:

BHA4020	Health Care Administration Capstone Project (6 quarter credits)
---------	---

**Total 180 quarter credits**

#### Accelerated Master's Pathway, BS in Health Care Administration/MHA option

Learners enrolled in the Accelerated Master's Pathway, BS in Health Care Administration/MHA option complete the following master's-level courses in lieu of BHA4006 and BHA4102.

#### Master's-level courses - 12 quarter credits

MHA5010	Strategic Health Care Planning (4 quarter credits)
MHA5012 *	Organizational Leadership and Governance (4 quarter credits)
NHS6004	Health Care Law and Policy (4 quarter credits)

These courses are taken in addition to the general education and remaining required courses.

**Total 180 quarter credits**

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

## Undergraduate—Nursing and Health Sciences Academic Offerings, *continued*

### BS in Health Care

#### Administration Specializations, *continued*

##### Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses - 15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World (3 quarter credits)
COM-H4005 *	Communicating and Integrating Solutions in the Professional World (6 quarter credits)
SOC-H3005 *	Honors Professional Internship (6 quarter credits)

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

**Total** 180 quarter credits

### Leadership, FlexPath option

The Bachelor of Science in Health Care Administration specialization in Leadership focuses on providing a foundation upon which learners can build their professional skills surrounding effective change management and the leadership of high performance teams in a variety of complex, dynamic health care environments. The specialization curriculum emphasizes evidence-based best practices for change leadership, planning and marketing, patient safety and quality improvement, health care economics, wellness promotion, team collaboration, and professional development that build a continuous learning system for sustainable health care delivery. Upon successful completion of this specialization, learners are prepared to pursue department-level management positions in a wide range of health care settings. Learners who pursue this specialization through the FlexPath option earn a BS in Health Care Administration through self-paced demonstrations of competencies.

#### General Education Requirements

A minimum of 22.5 program points; see [General Education Courses, FlexPath option](#).<sup>†</sup>

Core courses - 21 program points

NHS-FPX4000	Developing a Health Care Perspective (3 program points)
BHA-FPX4002	History of the United States Health Care System (1.5 program points)
BHA-FPX4003	Present and Future State Developments within the United States Health Care System (1.5 program points)
BHA-FPX4004	Patient Safety and Quality Improvement in Health Care (3 program points)
BHA-FPX4006	Health Care Regulation and Compliance (3 program points)
BHA-FPX4008	Health Care Budgeting and Reporting (1.5 program points)
BHA-FPX4009	Health Care Reimbursement Systems (1.5 program points)

BHA-FPX4010 Introduction to Health Care Research (3 program points)

PHI-FPX3200 Ethics in Health Care (3 program points)

Specialization courses - 18 program points

BHA-FPX4102 Leadership and Communication in Health Care Organizations (3 program points)

BHA-FPX4104 Strategic Leadership and Workforce Planning in Health Care (3 program points)

BHA-FPX4106 Introduction to Managing Health Care Information (3 program points)

BHA-FPX4108 Managing Population Health (3 program points)

BHA-FPX4110 Health Care Systems and Operations (3 program points)

BHA-FPX4112 Economics of Health Care (3 program points)

Elective courses - 25.5 program points

Choose 25.5 program points of additional undergraduate courses.<sup>†</sup>

Capstone course - 3 program points

Taken during the learner's final quarter:

BHA-FPX4020 Health Care Administration Capstone Project (3 program points)

**Total** 90 program points

<sup>†</sup> Learners in this degree program choose general education and elective courses from the FlexPath (-FPX) course list.

#### Accelerated Master's Pathway, BS in Health Care Administration/MHA option, FlexPath option

Learners enrolled in the Accelerated Master's Pathway, BS in Health Care Administration/MHA option, FlexPath option complete the following master's-level courses in lieu of BHA-FPX4006 and BHA-FPX4102.

Master's-level courses - 6 program points

MHA-FPX5010 Strategic Health Care Planning (2 program points)

MHA-FPX5012 \* Organizational Leadership and Governance (2 program points)

NHS-FPX6004 Health Care Law and Policy (2 program points)

These courses are taken in addition to the general education and remaining required courses.

**Total** 90 program points

## Bachelor of Science in Public Health (BS) Degree Program

The Bachelor of Science in Public Health degree program provides learners with foundational knowledge in the core areas of biostatistics, epidemiology, environmental health, social determinants, and public health policy and management. The degree program curriculum emphasizes the theories of social and behavioral change that guide public health professionals in understanding health behaviors in the contexts in which they occur; structural and social barriers to better health; statistical data evaluation and interpretation; and evidence-based practices for the ways in which public health professionals can use a collaborative community approach to promote disease prevention through the planning and evaluation of public health programs and policies. Upon successful completion of this degree program, learners are prepared to supplement their current position with public health knowledge or pursue entry-level positions within the field of public health.

#### General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

**Required courses** 66 quarter credits

NHS4000	Developing a Health Care Perspective (6 quarter credits)
BHA4010	Introduction to Health Care Research (6 quarter credits)
BHA4102	Leadership and Communication in Healthcare Organizations (6 quarter credits)
BHA4108	Managing Population Health (6 quarter credits)
PHI3200	Ethics in Health Care (6 quarter credits)
PUBH4001	Foundations of Public Health (4 quarter credits)
PUBH4003	Introduction to Theories of Social and Behavioral Change (4 quarter credits)
PUBH4006	Social Determinants of Health and Wellness (4 quarter credits)
PUBH4009	Introduction to Biostatistics (4 quarter credits)
PUBH4012	Introduction to Epidemiology (4 quarter credits)
PUBH4015	Planning and Evaluation in Evidence-Based Practice (4 quarter credits)
PUBH4018	Introduction to Public Health Policy and Management (4 quarter credits)
PUBH4024	Introduction to Environmental Health (4 quarter credits)
PUBH4027	Community Health Promotion, Education and Advocacy (4 quarter credits)

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

## Undergraduate—Nursing and Health Sciences Academic Offerings, *continued*

### *BS in Public Health, continued*

*Elective courses - 63 quarter credits*

*Choose 63 quarter credits of additional undergraduate courses.*

*Capstone course - 6 quarter credits*

*Taken during the learner's final quarter:*

PUBH4900 \* Public Health Capstone  
(6 quarter credits)

**Total** **180 quarter credits**

#### **Accelerated Master's Pathway, BS in Public Health/MPH option**

*Learners enrolled in the Accelerated Master's Pathway, BS in Public Health/MPH option complete the following master's-level courses in lieu of PUBH4003, PUBH4006, and PUBH4024.*

*Master's-level courses - 12 quarter credits*

MPH5220 Social Determinants of Health Equity  
(4 quarter credits)

MPH5503 Environmental Health Concepts in  
Public Health (4 quarter credits)

MPH5506 Social and Behavioral Foundations in  
Public Health (4 quarter credits)

*These courses are taken in addition to the general education and remaining required courses.*

**Total** **180 quarter credits**

#### **Honors Pathway**

*Learners enrolled in the honors pathway complete the following general education courses.*

*Honors courses - 15 quarter credits*

PHI-H2005 Honors Seminar: Critical Thinking  
for the Professional World (3 quarter  
credits)

COM-H4005 \* Communicating and Integrating  
Solutions in the Professional World  
(6 quarter credits)

SOC-H3005 \* Honors Professional Internship  
(6 quarter credits)

*These courses are applied toward the general education requirement and taken in addition to the remaining required courses.*

**Total** **180 quarter credits**

## Department of Nursing

### Bachelor of Science in Nursing (BSN) Degree Program

The Bachelor of Science in Nursing accredited degree program (RN-to-BSN) prepares registered nurses for expanded professional nursing practice that impacts patient, systems, and population outcomes. In the program, learners develop and integrate knowledge and skills in patient-centered care, population health, interprofessional collaboration and teamwork, quality improvement, evidence-based practice, and informatics.

#### **General Education Requirements**

*Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).*

#### **Additional Program Requirements**

*Foundational nursing courses - 30 quarter credits*

*Undergraduate nursing skills coursework totaling 30 quarter credits.*

*Required courses - 42 quarter credits*

NHS4000 Developing a Health Care Perspective  
(6 quarter credits)

NURS4010 Leading People, Processes, and  
Organizations in Interprofessional  
Practice (6 quarter credits)

NURS4020 Improving Quality of Care and Patient  
Safety (6 quarter credits)

NURS4030 Making Evidence-Based Decisions  
(6 quarter credits)

NURS4040 Managing Health Information and  
Technology (6 quarter credits)

NURS4050 Coordinating Patient-Centered Care  
(6 quarter credits)

NURS4060 Practicing in the Community to Improve  
Population Health (6 quarter credits)

*Elective courses - 57 quarter credits*

*Choose 57 quarter credits of additional undergraduate courses.*

*Capstone course - 6 quarter credits*

*Taken during the learner's final quarter:*

NURS4900 \* Capstone Project for Nursing  
(6 quarter credits)

**Total** **180 quarter credits**

**Alabama and Washington residents are not eligible to enroll in this degree program.**

**The BSN degree program requires learners to maintain a current, independently verifiable, and unrestricted RN license throughout their program.**

#### **Accelerated Master's Pathway, BSN/MSN option**

*Learners enrolled in the Accelerated Master's Pathway, BSN/MSN option complete the following master's-level courses in lieu of NURS4020 and NURS4030.*

*Master's-level courses - 12 quarter credits*

MSN6011 Evidence-Based Practice for Patient-  
Centered Care and Population Health  
(4 quarter credits)

MSN6016 Quality Improvement of Interprofessional  
Care (4 quarter credits)

NHS6004 Health Care Law and Policy  
(4 quarter credits)

*These courses are taken in addition to the general education and remaining required courses.*

**Total** **180 quarter credits**

**Admission to the Accelerated Master's Pathway, BSN/MSN option requires learners to have a current, unrestricted RN license.**

#### **Honors Pathway**

*Learners enrolled in the honors pathway complete the following general education courses.*

*Honors courses - 15 quarter credits*

PHI-H2005 Honors Seminar: Critical Thinking  
for the Professional World (3 quarter  
credits)

COM-H4005 \* Communicating and Integrating  
Solutions in the Professional World  
(6 quarter credits)

SOC-H3005 \* Honors Professional Internship  
(6 quarter credits)

*These courses are applied toward the general education requirement and taken in addition to the remaining required courses.*

**Total** **180 quarter credits**

\* Denotes courses that have prerequisite(s).  
Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

## Undergraduate—Nursing and Health Sciences Academic Offerings, *continued*

### Bachelor of Science in Nursing (BSN) Degree Program, FlexPath option

The Bachelor of Science in Nursing accredited degree program (RN-to-BSN) prepares registered nurses for expanded professional nursing practice that impacts patient, systems, and population outcomes. In the program, learners develop and integrate knowledge and skills in patient-centered care, population health, interprofessional collaboration and teamwork, quality improvement, evidence-based practice, and informatics. Learners who pursue this degree program through the FlexPath option earn a BSN through self-paced demonstrations of competencies.

#### General Education Requirements

A minimum of 22.5 program points; see [General Education Courses, FlexPath option](#).<sup>†</sup>

#### Additional Program Requirements

Foundational nursing courses - 15 program points

Undergraduate nursing skills coursework totaling 15 program points<sup>†</sup>

Required courses - 21 program points

NHS-FPX4000	Developing a Health Care Perspective (3 program points)
NURS-FPX4010	Leading People, Processes, and Organizations in Interprofessional Practice (3 program points)
NURS-FPX4020	Improving Quality of Care and Patient Safety (3 program points)
NURS-FPX4030	Making Evidence-Based Decisions (3 program points)
NURS-FPX4040	Managing Health Information and Technology (3 program points)
NURS-FPX4050	Coordinating Patient-Centered Care (3 program points)
NURS-FPX4060	Practicing in the Community to Improve Population Health (3 program points)

Elective courses - 28.5 program points

Choose additional FlexPath undergraduate courses to fulfill total program points.<sup>†</sup>

Capstone course - 3 program points

Taken during the learner's final quarter:

NURS-FPX4900	* Capstone Project for Nursing (3 program points)
--------------	---

**Total** **At least 90 program points**

Alabama and Washington residents are not eligible to enroll in this degree program.

The BSN, FlexPath option degree program requires learners to maintain a current, independently verifiable, and unrestricted RN license throughout their program.

<sup>†</sup> Learners in this degree program choose general education, foundational nursing, and elective courses from the FlexPath (-FPX) course list.

#### Accelerated Master's Pathway, BSN/MSN option, FlexPath option

Learners enrolled in the Accelerated Master's Pathway, BSN/MSN option, FlexPath option complete the following master's-level courses in lieu of NURS-FPX4020 and NURS-FPX4030.

Master's-level courses - 6 program points

MSN-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health (2 program points)
MSN-FPX6016	Quality Improvement of Interprofessional Care (2 program points)
NHS-FPX6004	Health Care Law and Policy (2 program points)

These courses are taken in addition to the general education and remaining required courses.

**Total** **90 program points**

**Admission to the Accelerated Master's Pathway. BSN/MSN option, FlexPath option requires learners to have a current, unrestricted RN license.**

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

# Graduate—Nursing and Health Sciences Academic Offerings

Degree Programs	Specializations	Certificate Programs
Doctor of Health Administration (DHA)	General Health Administration	
	Health Care Leadership	
	Health Care Quality and Analytics	
	Health Policy and Advocacy	
Doctor of Public Health (DrPH)		
Master of Health Administration (MHA)	General Health Administration	
	General Health Administration, FlexPath option	
	Health Care Informatics	
	Health Care Informatics, FlexPath option	
	Health Care Leadership	
	Health Care Leadership, FlexPath option	
	Health Care Operations	
Master of Public Health (MPH)		
		Graduate Certificate in Public Health

**Graduate—Nursing and Health Sciences Academic Offerings, *continued***

Department of Nursing		
Degree Programs	Specializations	Certificate Programs
Doctor of Nursing Practice (DNP)		
Doctor of Nursing Practice (DNP), FlexPath option		
Master of Science in Nursing (MSN)	Care Coordination	
	RN-to-MSN Care Coordination	
	Care Coordination, FlexPath option	
	RN-to-MSN Care Coordination, FlexPath option	
	Nursing Education	
	RN-to-MSN Nursing Education	
	Nursing Education, FlexPath option	
	RN-to-MSN Nursing Education, FlexPath option	
	Nursing Informatics	
	RN-to-MSN Nursing Informatics	
	Nursing Informatics, Flexpath option	
	RN-to-MSN Nursing Informatics, Flexpath option	
	Nursing Leadership and Administration	
	RN-to-MSN Nursing Leadership and Administration	
	Nursing Leadership and Administration, FlexPath option	
		Graduate Certificate in Care Coordination
		Graduate Certificate in Nursing Informatics
		Graduate Certificate in Nursing Leadership

## Graduate—Nursing and Health Sciences Academic Offerings, *continued*

### Doctor of Health Administration (DHA) Specializations

#### General Health Administration

The DHA General Health Administration specialization is designed for health administration practitioners who want to develop applied research and leadership competencies in health administration. The curriculum presents a breadth of health administration topics, including contemporary leadership roles, strategic vision and planning, evidence-based leadership, national and global perspectives of health policy, and policy advocacy and analysis. Upon successful completion of this specialization, learners are prepared to pursue senior-level leadership and management positions in the health care industry.

#### Practicum Requirement(s):

Minimum of 100 supervised practicum hours. See the **Practicum** section, below, for more information.

#### Sixteen Required Courses 76 quarter credits

NHS8002	Collaboration, Communication, and Case Analysis for Doctoral Learners (4 quarter credits)
DHA8004	Innovative Business Practices in Health Care (6 quarter credits)
DHA8007	Strategic Financial Management in Health Care (6 quarter credits)
DHA8008	Health Care Policy Processes (6 quarter credits)
NHS8040	21st-Century Health Care Improvement (4 quarter credits)
NHS8051 *	Preparing for the Professional Doctorate in Public Health and Health Administration (4 quarter credits)
NHS8065 *	Foundations of Evidence-Based Practice in Health Care (4 quarter credits)
NHS8701 *	Keystone: Defining the Doctoral Project (4 quarter credits)
RSCH7864	Quantitative Design and Analysis (4 quarter credits)
<i>Choose three from the following courses:</i>	
DHA8020	Health Policy in the United States (6 quarter credits)
DHA8022	Global Health Policy (6 quarter credits)
DHA8026	Regulatory Compliance for Health Care Leaders (6 quarter credits)
DHA8032	Strategic Vision and Planning in Health Care (6 quarter credits)
DHA8034	Evidence-Based Leadership in Health Care (6 quarter credits)
DHA8036	Health Care Leadership Excellence in a Consumer-Driven Market (6 quarter credits)
DHA8040	Health Data Analytics in Quality (6 quarter credits)
DHA8042	Performance Management and Process Improvement (6 quarter credits)
DHA8044	Patient Safety, Accreditation, and Regulation in Health Care (6 quarter credits)

Learners must register for DHA9971 a minimum of four times to fulfill their program requirements.

DHA9971 Doctoral Capstone (4 quarter credits each)<sup>†</sup>

**Total 76 quarter credits**

<sup>†</sup> Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

#### Health Care Leadership

The DHA Health Care Leadership specialization promotes synthesis of advanced-level leadership concepts, theories, and techniques into professional practice. The curriculum emphasizes evidence-based leadership and management, with particular focus on contemporary leadership roles, strategic vision and planning, and performance measurement and management. Upon successful completion of this specialization, learners are prepared to pursue senior-level leadership and management positions in the health care industry, such as health administration chief operating officer, executive officer, or department director.

#### Practicum Requirement(s):

Minimum of 100 supervised practicum hours. See the **Practicum** section, below, for more information.

#### Sixteen Required Courses 76 quarter credits

*Core courses:*

NHS8002	Collaboration, Communication, and Case Analysis for Doctoral Learners (4 quarter credits)
DHA8004	Innovative Business Practices in Health Care (6 quarter credits)
DHA8007	Strategic Financial Management in Health Care (6 quarter credits)
DHA8008	Health Care Policy Processes (6 quarter credits)
NHS8040	21st-Century Health Care Improvement (4 quarter credits)
NHS8051 *	Preparing for the Professional Doctorate in Public Health and Health Administration (4 quarter credits)
NHS8065 *	Foundations of Evidence-Based Practice in Health Care (4 quarter credits)
NHS8701 *	Keystone: Defining the Doctoral Project (4 quarter credits)
RSCH7864	Quantitative Design and Analysis (4 quarter credits)
<i>Specialization courses:</i>	
DHA8032	Strategic Vision and Planning in Health Care (6 quarter credits)
DHA8034	Evidence-Based Leadership in Health Care (6 quarter credits)
DHA8036	Health Care Leadership Excellence in a Consumer-Driven Market (6 quarter credits)

Learners must register for DHA9971 a minimum of four times to fulfill their program requirements.

DHA9971 Doctoral Capstone (4 quarter credits each)<sup>†</sup>

**Total 76 quarter credits**

<sup>†</sup> Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

#### Health Care Quality and Analytics

The DHA Health Care Quality and Analytics specialization is designed for health administration practitioners who want to develop advanced competencies focused on health care quality and data analytics. The curriculum emphasizes proficiency in quality improvement, risk assessment, communication, legal issues, and strategies that contribute to performance management, process improvement, and building a culture of safety. Upon successful completion of this specialization, learners are prepared to pursue senior-level positions in quality and safety where they will assure accountability and reliability in quality and safety improvement initiatives in a variety of health care settings.

#### Practicum Requirement(s):

Minimum of 100 supervised practicum hours. See the **Practicum** section, below, for more information.

#### Sixteen Required Courses 76 quarter credits

*Core courses:*

NHS8002	Collaboration, Communication, and Case Analysis for Doctoral Learners (4 quarter credits)
DHA8004	Innovative Business Practices in Health Care (6 quarter credits)
DHA8007	Strategic Financial Management in Health Care (6 quarter credits)
DHA8008	Health Care Policy Processes (6 quarter credits)
NHS8040	21st-Century Health Care Improvement (4 quarter credits)
NHS8051 *	Preparing for the Professional Doctorate in Public Health and Health Administration (4 quarter credits)
NHS8065 *	Foundations of Evidence-Based Practice in Health Care (4 quarter credits)
NHS8701 *	Keystone: Defining the Doctoral Project (4 quarter credits)
RSCH7864	Quantitative Design and Analysis (4 quarter credits)

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.



## Graduate—Nursing and Health Sciences Academic Offerings, *continued*

### DHA Specializations, *continued*

#### Specialization courses:

DHA8040	Health Data Analytics in Quality (6 quarter credits)
DHA8042	Performance Management and Process Improvement in Health Care (6 quarter credits)
DHA8044	Patient Safety, Accreditation, and Regulation in Health Care (6 quarter credits)

Learners must register for DHA9971 a minimum of four times to fulfill their program requirements.

DHA9971	Doctoral Capstone (4 quarter credits each)*
---------	---

**Total** **76 quarter credits**

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

#### Specialization courses:

DHA8020	Health Policy in the United States (6 quarter credits)
DHA8022	Global Health Policy (6 quarter credits)
DHA8026	Regulatory Compliance for Health Care Leaders (6 quarter credits)

Learners must register for DHA9971 a minimum of four times to fulfill their program requirements.

DHA9971	Doctoral Capstone (4 quarter credits each)*
---------	---

**Total** **76 quarter credits**

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

### Practicum

Learners enrolled in the Doctor of Health Administration (DHA) degree program must complete 100 supervised hours of hands-on practicum at an approved site as a requirement of their program. In the DHA practicum, learners apply the skills developed throughout the course of the program in a health administration setting where the practicum is completed. The practicum provides learners with the opportunity to participate in advanced practice with guidance from a preceptor and mentor, and engage in in-depth work within a practice environment that is the focus of their capstone paper. Learners use the practicum experience to help them achieve their program outcomes, competencies, and learning objectives.

### Health Policy and Advocacy

The DHA Health Policy and Advocacy specialization promotes synthesis of advanced-level health policy advocacy concepts, theories, and techniques into professional practice. The curriculum emphasizes national and global perspectives of health policy and policy advocacy and analysis, with particular focus on evidence-based strategies for promoting positive community-oriented health outcomes and influencing health policy change. Upon successful completion of this specialization, learners are prepared to pursue senior-level positions in national or international health advocacy.

#### Practicum Requirement(s):

Minimum of 100 supervised practicum hours. See the [Practicum](#) section, below, for more information.

#### Sixteen Required Courses **76 quarter credits**

##### Core courses:

NHS8002	Collaboration, Communication, and Case Analysis for Doctoral Learners (4 quarter credits)
DHA8004	Innovative Business Practices in Health Care (6 quarter credits)
DHA8007	Strategic Financial Management in Health Care (6 quarter credits)
DHA8008	Health Care Policy Processes (6 quarter credits)
NHS8040	21st-Century Health Care Improvement (4 quarter credits)
NHS8051 *	Preparing for the Professional Doctorate in Public Health and Health Administration (4 quarter credits)
NHS8065 *	Foundations of Evidence-Based Practice in Health Care (4 quarter credits)
NHS8701 *	Keystone: Defining the Doctoral Project (4 quarter credits)
RSCH7864	Quantitative Design and Analysis (4 quarter credits)

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

**Graduate—Nursing and Health Sciences Academic Offerings, *continued*****Doctor of Public Health (DrPH) Degree Program**

The Doctor of Public Health (DrPH) degree program is designed to prepare public health professionals to positively impact health across diverse communities through leadership, service, research, and practice. Learners evaluate theories, research, and ethical parameters guiding public health practice; analyze various factors that impact population-based health disparities; and assess the efficacy of national and global public health programs and practices. Building on this knowledge, learners apply scholarly research within a particular professional context to advance their knowledge as public health practitioners; developing and leading collaborative, evidence-based public health solutions that mitigate health disparities and meet the needs of diverse populations; and implementing sustainable public health policies and programs that promote individual and population health and quality health care access. Upon successful completion of this degree program, graduates are prepared to lead culturally competent, evidence-based professional practices to improve the outcomes of both diverse populations and public health organizations.

**Practicum Requirement(s):**

Minimum of 100 supervised practicum hours. See the [Practicum](#) section, below, for more information.

**Sixteen Required Courses      76 quarter credits**

NHS8002	Collaboration, Communication, and Case Analysis for Doctoral Learners (4 quarter credits)
DRPH8130	Leadership and Emerging Trends in Public Health (6 quarter credits)
DRPH8140	Educating the Public Health Workforce (6 quarter credits)
DRPH8170	Applied Methods in Epidemiology (6 quarter credits)
DRPH8210	Public Health Policy Design (6 quarter credits)
DRPH8212	Design and Implementation of Public Health Strategies (6 quarter credits)
DRPH8300	Community Health Behavior and Promotion (6 quarter credits)
NHS8040	21st-Century Health Care Improvement (4 quarter credits)
NHS8051 *	Preparing for the Professional Doctorate in Public Health and Health Administration (4 quarter credits)
NHS8065 *	Foundations of Evidence-Based Practice in Health Care (4 quarter credits)
NHS8701 *	Keystone: Defining the Doctoral Project (4 quarter credits)
RSCH7864	Quantitative Design and Analysis (4 quarter credits)

Learners must register for DRPH9971 a minimum of four times to fulfill their program requirements.

DRPH9971 Doctoral Capstone (4 quarter credits each)<sup>†</sup>

**Total      76 quarter credits**

**† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.**

**Practicum**

Learners enrolled in the Doctor of Public Health (DrPH) degree program must complete 100 supervised hours of hands-on practicum at an approved site as a requirement of their program. In the DrPH practicum, learners apply the skills developed throughout the course of the program in a public health setting where the practicum is completed. The practicum provides learners with the opportunity to participate in advanced practice with guidance from a preceptor and mentor and engage in in-depth work within a practice environment that is the focus of their capstone paper. Learners use the practicum experience to help them achieve their program outcomes, competencies, and learning objectives.

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

## Graduate—Nursing and Health Sciences Academic Offerings, *continued*

### Master of Health Administration (MHA) Specializations

#### General Health Administration

The MHA General Health Administration specialization synthesizes the fundamental concepts, principles, and processes presented in the core curriculum with the concepts, principles, and processes associated with general health administration and process improvement. The specialization curriculum includes practice-based explorations and collaborative group experiences in a choice of health administration specialization topics, including human capital management, health care consumerism and marketing, facilities and capital asset management, comparative models of global health systems, health care policy drivers, and policy and legislative development processes. Upon successful completion of this specialization, learners are prepared to pursue careers as supervisors, managers, and directors in various health care settings, such as health clinics, hospitals, and ambulatory care health facilities, with an emphasis on general health administration.

#### Twelve Required Courses 48 quarter credits

##### Core courses:

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners (4 quarter credits)
MHA5006	Health Care Finance and Reimbursement (4 quarter credits)
MHA5010	Strategic Health Care Planning (4 quarter credits)
MHA5012 *	Organizational Leadership and Governance (4 quarter credits)
MHA5017	Data Analysis for Health Care Decisions (4 quarter credits)
NHS6004	Health Care Law and Policy (4 quarter credits)
NHS6008	Economics and Decision Making in Health Care (4 quarter credits)
MHA5020 *	Health Administration Capstone (4 quarter credits)

##### Specialization courses:

MHA5014 *	Health Care Quality, Risk, and Regulatory Compliance (4 quarter credits)
MHA5016 *	Introduction to Health Information Systems (4 quarter credits)
MHA5028 *	Comparative Models of Global Health Systems (4 quarter credits)

##### In addition, choose one from the following courses:

MHA5022 *	Human Capital Management in Health Care (4 quarter credits)
MHA5026 *	Facilities and Capital Asset Management (4 quarter credits)
MHA5040 *	Health Administration Change Leadership (4 quarter credits)
MHA5042 *	Team Development and Personal Leadership in Health Care Settings (4 quarter credits)

MHA5062 *	Health Care Delivery: New Environments in Health Informatics (4 quarter credits)
MHA5064 *	Health Care Information Systems Analysis and Design for Administrators (4 quarter credits)
MHA5066 *	Cornerstones of Health Informatics for Organizational Operations (4 quarter credits)
MHA5068 *	Leadership, Management, and Meaningful Use of Health Care Technology (4 quarter credits)

**Total 48 quarter credits**

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

#### General Health Administration, FlexPath option

The MHA General Health Administration specialization synthesizes the fundamental concepts, principles, and processes presented in the core curriculum with the concepts, principles, and processes associated with general health administration and process improvement. The specialization curriculum includes practice-based explorations and collaborative group experiences in a choice of health administration specialization topics, including human capital management, health care consumerism and marketing, facilities and capital asset management, comparative models of global health systems, health care policy drivers, and policy and legislative development processes. Upon successful completion of this specialization, learners are prepared to pursue careers as supervisors, managers, and directors in various health care settings, such as health clinics, hospitals, and ambulatory care health facilities, with an emphasis on general health administration. Learners who pursue this specialization through the FlexPath option earn an MHA through self-paced demonstrations of competencies.

#### Twelve Required Courses 24 program points

##### Core courses:

NHS-FP5004	Communication, Collaboration, and Case Analysis for Master's Learners (2 program points)
MHA-FP5006	Health Care Finance and Reimbursement (2 program points)
MHA-FP5010	Strategic Health Care Planning (2 program points)
MHA-FP5012 *	Organizational Leadership and Governance (2 program points)
MHA-FP5017	Data Analysis for Health Care Decisions (2 program points)
NHS-FP6004	Health Care Law and Policy (2 program points)
NHS-FP6008	Economics and Decision Making in Health Care (2 program points)
MHA-FP5020 *	Health Administration Capstone (2 program points)

##### Specialization courses:

MHA-FP5014 *	Health Care Quality, Risk, and Regulatory Compliance (2 program points)
MHA-FP5016 *	Introduction to Health Information Systems (2 program points)
MHA-FP5028 *	Comparative Models of Global Health Systems (2 program points)

##### In addition, choose one from the following courses:

MHA-FP5022 *	Human Capital Management in Health Care (2 program points)
MHA-FP5026 *	Facilities and Capital Asset Management (2 program points)
MHA-FP5040 *	Health Administration Change Leadership (2 program points)
MHA-FP5042 *	Team Development and Personal Leadership in Health Care Settings (2 program points)
MHA-FP5062	Health Care Delivery: New Environments in Health Informatics (2 program points)
MHA-FP5064 *	Health Care Information Systems Analysis and Design for Administrators (2 program points)
MHA-FP5066 *	Cornerstones of Health Informatics for Organizational Operations (2 program points)
MHA-FP5068 *	Leadership, Management, and Meaningful Use of Health Care Technology (2 program points)

**Total 24 program points**

#### Health Care Informatics

The MHA Health Care Informatics specialization focuses on the impact of information technology within the ever-changing health care industry. The specialization immerses learners into the world of health informatics and explores the depth and breadth of health information systems and how they influence strategic planning, decision making, and daily operations. The specialization curriculum emphasizes best practices in health informatics essentials, including electronic medical records, workflow, meaningful use, change management, and information technology alignment with regard to clinical operations. Upon successful completion of this specialization, learners are prepared to pursue director-level and leadership positions in a wide range of health care settings and organizations that utilize various health information technologies.

#### Twelve Required Courses 48 quarter credits

##### Core courses:

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners (4 quarter credits)
MHA5006	Health Care Finance and Reimbursement (4 quarter credits)
MHA5010	Strategic Health Care Planning (4 quarter credits)

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

## Graduate—Nursing and Health Sciences Academic Offerings, *continued*

### MHA Specializations, *continued*

MHA5012 * Organizational Leadership and Governance (4 quarter credits)	
MHA5017 Data Analysis for Health Care Decisions (4 quarter credits)	
NHS6004 Health Care Law and Policy (4 quarter credits)	
NHS6008 Economics and Decision Making in Health Care (4 quarter credits)	
MHA5020 * Health Administration Capstone (4 quarter credits)	
<i>Specialization courses:</i>	
MHA5062 * Health Care Delivery: New Environments in Health Informatics (4 quarter credits)	
MHA5064 * Health Care Information Systems Analysis and Design for Administrators (4 quarter credits)	
MHA5066 * Cornerstones of Health Informatics for Organizational Operations (4 quarter credits)	
MHA5068 * Leadership, Management, and Meaningful Use of Health Care Technology (4 quarter credits)	
<b>Total</b>	<b>48 quarter credits</b>

### Health Care Informatics, FlexPath option

The MHA Health Care Informatics specialization focuses on the impact of information technology within the ever-changing health care industry. The specialization immerses learners into the world of health informatics and explores the depth and breadth of health information systems and how they influence strategic planning, decision making, and daily operations. The specialization curriculum emphasizes best practices in health informatics essentials, including electronic medical records, workflow, meaningful use, change management, and information technology alignment with regard to clinical operations. Upon successful completion of this specialization, learners are prepared to pursue director-level and leadership positions in a wide range of health care settings and organizations that utilize various health information technologies. Learners who pursue this specialization through the FlexPath option earn an MHA through self-paced demonstrations of competencies.

<b>Twelve Required Courses</b>	<b>24 program points</b>
<i>Core courses:</i>	
NHS-FP5004 Communication, Collaboration, and Case Analysis for Master's Learners (2 program points)	
MHA-FP5006 Health Care Finance and Reimbursement (2 program points)	
MHA-FP5010 Strategic Health Care Planning (2 program points)	
MHA-FP5012 * Organizational Leadership and Governance (2 program points)	
MHA-FP5017 Data Analysis for Health Care Decisions (2 program points)	

NHS-FP6004 Health Care Law and Policy (2 program points)	
NHS-FP6008 Economics and Decision Making in Health Care (2 program points)	
MHA-FP5020 * Health Administration Capstone (2 program points)	
<i>Specialization courses:</i>	
MHA-FP5062 Health Care Delivery: New Environments in Health Informatics (2 program points)	
MHA-FP5064 * Health Care Information Systems Analysis and Design for Administrators (2 program points)	
MHA-FP5066 * Cornerstones of Health Informatics for Organizational Operations (2 program points)	
MHA-FP5068 * Leadership, Management, and Meaningful Use of Health Care Technology (2 program points)	
<b>Total</b>	<b>24 program points</b>

### Health Care Leadership

The MHA Health Care Leadership specialization focuses on effective change management and the development of high-performance teams in complex, dynamic health care environments. The specialization curriculum emphasizes evidence-based best practices for change leadership, coaching, team collaboration, and professional development that build a continuous learning system for sustainable health care delivery. Upon successful completion of this specialization, learners are prepared to pursue director-level and leadership positions in a wide range of health care settings.

<b>Twelve Required Courses</b>	<b>48 quarter credits</b>
<i>Core courses:</i>	
NHS5004 Communication, Collaboration, and Case Analysis for Master's Learners (4 quarter credits)	
MHA5006 Health Care Finance and Reimbursement (4 quarter credits)	
MHA5010 Strategic Health Care Planning (4 quarter credits)	
MHA5012 * Organizational Leadership and Governance (4 quarter credits)	
MHA5017 Data Analysis for Health Care Decisions (4 quarter credits)	
NHS6004 Health Care Law and Policy (4 quarter credits)	
NHS6008 Economics and Decision Making in Health Care (4 quarter credits)	
MHA5020 * Health Administration Capstone (4 quarter credits)	
<i>Specialization courses:</i>	
MHA5014 * Health Care Quality, Risk, and Regulatory Compliance (4 quarter credits)	
MHA5016 * Introduction to Health Information Systems (4 quarter credits)	
MHA5040 * Health Administration Change Leadership (4 quarter credits)	

MHA5042 * Team Development and Personal Leadership in Health Care Settings (4 quarter credits)	
--	--

**Total** **48 quarter credits**

### Health Care Leadership, FlexPath option

The MHA Health Care Leadership specialization focuses on effective change management and the development of high-performance teams in complex, dynamic health care environments. The specialization curriculum emphasizes evidence-based best practices for change leadership, coaching, team collaboration, and professional development that build a continuous learning system for sustainable health care delivery. Upon successful completion of this specialization, learners are prepared to pursue director-level and leadership positions in a wide range of health care settings. Learners who pursue this specialization through the FlexPath option earn an MHA through self-paced demonstrations of competencies.

**Twelve Required Courses** **24 program points**

<i>Core courses:</i>	
NHS-FP5004 Communication, Collaboration, and Case Analysis for Master's Learners (2 program points)	
MHA-FP5006 Health Care Finance and Reimbursement (2 program points)	
MHA-FP5010 Strategic Health Care Planning (2 program points)	
MHA-FP5012 * Organizational Leadership and Governance (2 program points)	
MHA-FP5017 Data Analysis for Health Care Decisions (2 program points)	
NHS-FP6004 Health Care Law and Policy (2 program points)	
NHS-FP6008 Economics and Decision Making in Health Care (2 program points)	
MHA-FP5020 * Health Administration Capstone (2 program points)	
<i>Specialization courses:</i>	
MHA-FP5014 * Health Care Quality, Risk, and Regulatory Compliance (2 program points)	
MHA-FP5016 * Introduction to Health Information Systems (2 program points)	
MHA-FP5040 * Health Administration Change Leadership (2 program points)	
MHA-FP5042 * Team Development and Personal Leadership in Health Care Settings (2 program points)	

**Total** **24 program points**

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.



Graduate—Nursing and Health Sciences Academic Offerings, *continued*

## Graduate Certificate Program

## Public Health

The Public Health graduate certificate is designed for professionals who want to enhance their knowledge in core public health concepts, including health administration, environmental health, biostatistics, behavioral health, and epidemiology.

Five Required Courses	20 quarter credits
MPH5500 Introduction to Public Health Administrative Systems (4 quarter credits)	
MPH5503 Environmental Health Concepts in Public Health (4 quarter credits)	
MPH5506 Social and Behavioral Foundations in Public Health (4 quarter credits)	
MPH5509 Principles of Biostatistics (4 quarter credits)	
MPH5512 * Principles of Epidemiology (4 quarter credits)	
<b>Total</b>	<b>20 quarter credits</b>

## Department of Nursing

## Doctor of Nursing Practice (DNP)

Capella University offers a DNP Preparatory Program for registered nurses who have a master's degree in a field other than nursing. Learners in the DNP Preparatory program who do not have a master's degree in nursing are required to successfully complete MSN6013, MSN6014, and MSN6038 with a cumulative 3.0 or higher GPA prior to registering for NHS8002. **An MSN degree will not be conferred as part of that offering.**

The accredited Doctor of Nursing Practice (DNP) degree program is designed for master's-prepared nurses who want to move into administrative positions, nurse administrators who want to expand their leadership responsibilities, or nurse leaders who want to design and implement health care delivery programs. The curriculum emphasizes effective health care delivery; patient advocacy; and health care policy development, implementation, and reform. Throughout the program, learners assess and apply theory, build therapeutic relationships, design and implement therapeutic interventions, and lead and manage in the health care environment. Upon successful completion of this degree program, learners are prepared to apply the knowledge and skills needed to meet diverse patient needs and improve health care delivery. The DNP degree program is not designed to prepare advanced practice registered nurses for roles as nurse practitioners, clinical nurse specialists, certified nurse midwives, or certified nurse anesthetists. Registered nurses who have a master's degree in nursing or a field other than nursing may pursue Capella's DNP.

## DNP Preparatory Program

The DNP Preparatory Program provides registered nurses who have a Bachelor's of Science in Nursing (BSN) and a master's degree in an unrelated field the opportunity to pursue a Doctor of Nursing Practice (DNP). The DNP Preparatory Program curriculum incorporates The Essentials of Master's Education in Nursing established by the American Association of Colleges of Nursing (AACN) and is designed to expand learners' knowledge of nursing theory, advanced nursing practice, evidence-based practice, quality improvement, informatics, and leadership concepts in order to help them develop a practice framework that supports change and informs decision making in a complex health care environment. In addition, learners assess various factors that impact the delivery of culturally competent health care. Upon successful completion of the DNP Preparatory Program courses, learners pursue the program requirements for the Doctor of Nursing Practice (DNP) degree program. **A Master of Science in Nursing (MSN) degree will not be conferred.**

## Practicum Requirement(s):

Minimum of 1,000 supervised practicum hours. See the [Practicum](#) section, below, for more information

## DNP Preparatory Program

## Three Required Courses 12 quarter credits

DNP Preparatory Program courses:

MSN6013	Principles of Advanced Nursing Practice (4 quarter credits)
MSN6014	Advanced Leadership for Contemporary Nursing (4 quarter credits)
MSN6038	Evidence-Based Practice and Technology for Nursing (4 quarter credits)

## Thirteen Required Courses 52 quarter credits

NHS8002	Collaboration, Communication, and Case Analysis for Doctoral Learners (4 quarter credits)
NHS8040	21st-Century Health Care Improvement (4 quarter credits)
NHS8070 *	Evaluation and Interpretation of Data in Health Care (4 quarter credits)
NURS8010	Executive Leadership in Contemporary Nursing (4 quarter credits)
NURS8012	Nursing Technology and Health Care Information Systems (4 quarter credits)
NURS8014 *	Global Population Health (4 quarter credits)
NURS8035	Foundations of Evidenced-Based Practice in Nursing (4 quarter credits)
NURS8045 *	Doctoral Writing and Professional Practice (4 quarter credits)
NURS9100 *	Defining the Nursing Doctoral Project (4 quarter credits)

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

**Graduate—Nursing and Health Sciences Academic Offerings, *continued****DNP Specializations, continued*

NURS9901 *	Nursing Doctoral Project 1 (4 quarter credits)
NURS9902 *	Nursing Doctoral Project 2 (4 quarter credits)
NURS9903 *	Nursing Doctoral Project 3 (4 quarter credits)
NURS9904 *	Nursing Doctoral Project 4 (4 quarter credits)

**DNP Total** **52 quarter credits**

**DNP with Preparatory Program  
Total** **64 quarter credits**

**Alabama residents are not eligible to enroll in this degree program.**

**This program does not prepare graduates for licensure as an RN or APRN.**

**Learners enrolled in the DNP degree program are required to maintain a current, unrestricted RN license throughout their program.**

**Doctor of Nursing Practice (DNP), FlexPath Option**

The accredited Doctor of Nursing Practice (DNP) degree program is designed for master's-prepared nurses who want to pursue administrative positions, nurse administrators who want to expand their leadership responsibilities, or nurse leaders who want to design and implement health care delivery programs. The curriculum emphasizes effective health care delivery; patient advocacy; and health care policy development, implementation, and reform. Throughout the program, learners assess and apply theory, build therapeutic relationships, design and implement therapeutic interventions, and lead and manage in the health care environment. Upon successful completion of this degree program, learners are prepared to apply the knowledge and skills needed to meet diverse patient needs and improve health care delivery. The DNP degree program is not designed to prepare advanced practice registered nurses for roles as nurse practitioners, clinical nurse specialists, certified nurse midwives, or certified nurse anesthetists. Registered nurses who have a master's degree in nursing or a field other than nursing may pursue Capella's DNP. Learners who pursue this degree program through the FlexPath option earn a DNP through self-paced demonstrations of competencies.

**Practicum Requirement(s):**

Minimum of 1,000 supervised practicum hours. See the [Practicum](#) section, below, for more information.

**Thirteen Required Courses** **26 program points**

NHS-FPX8002	Collaboration, Communication, and Case Analysis for Doctoral Learners (2 program points)
NHS-FPX8040	21st-Century Health Care Leadership (2 program points)
NHS-FPX8070	Evaluation and Interpretation of Data in Health Care (2 program points)

NURS-FPX8010	Executive Leadership in Contemporary Nursing (2 program points)
NURS-FPX8012	Nursing Technology and Health Care Information Systems (2 program points)
NURS-FPX8014 *	Global Population Health (2 program points)
NURS-FPX8035	Foundations of Evidenced-Based Practice in Nursing (2 program points)
NURS-FPX8045 *	Doctoral Writing and Professional Practice (2 program points)
NURS-FPX9100 *	Defining the Nursing Doctoral Project (2 program points)
NURS-FPX9901 *	Nursing Doctoral Project 1 (2 program points)
NURS-FPX9902 *	Nursing Doctoral Project 2 (2 program points)
NURS-FPX9903 *	Nursing Doctoral Project 3 (2 program points)
NURS-FPX9904 *	Nursing Doctoral Project 4 (2 program points)
<b>Total</b>	<b>26 program points</b>

**Alabama residents are not eligible to enroll in this degree program.**

**This program does not prepare graduates for licensure as an RN or APRN.**

**Learners enrolled in the DNP degree program are required to maintain a current, unrestricted RN license throughout their program.**

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

## Graduate—Nursing and Health Sciences Academic Offerings, *continued*

### Practicum

Learners enrolled in the Doctor of Nursing Practice degree program must have 1,000 documented hours of post-bachelor's, hands-on practicum experience as a requirement of their program. The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners then engage in in-depth work within a practice environment that is the focus of their final project. The environment for the practicum experience is a professional site at which learners, with the support of program faculty and their on-site preceptors, design and participate in a practice change initiative such as a pilot study, program evaluation, quality improvement project, evaluation of a new practice model, or consulting project. Learners use the practicum experience to help them achieve the DNP program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's *The Essentials of Doctoral Education for Advanced Nursing Practice*.

### Master of Science in Nursing (MSN) Specializations

Capella University offers RN-to-MSN bridge specializations for licensed registered nurses who have completed 135 quarter credits of undergraduate coursework. Learners in the RN-to-MSN bridge specializations are required to complete NHS5004, MSN5003, MSN5005, and MSN5007 before registering for any other MSN course. Upon successful completion of the RN-to-MSN bridge courses, learners pursue the program requirements for any Master of Science in Nursing (BSN) degree will not be conferred.

#### Care Coordination

Learners in the MSN Care Coordination specialization examine and apply theories, research, and best practices for the nurse care coordinator. The specialization curriculum emphasizes client assessment and evaluation; care planning; transitioning of care; clinical efficiency; and monitoring, reporting, and analysis techniques used to meet the needs of individuals, caregivers, families, communities, populations, and healthcare organizations. Throughout the specialization, learners evaluate the historical evolution of care coordination and its relevance in population health, emerging health care models and their relationships to care coordination, care coordination structure and process, legal and ethical considerations, the role of cultural competence in care coordination, and the role professional nursing leadership plays in achieving successful quality measurement. Successful graduates of this specialization are prepared to pursue director-level and leadership positions in a wide range of health care settings and organizations that specialize in care coordination nursing. Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies.

#### Practicum Requirement(s):

Minimum of 100 practicum hours. See the [Practicum](#) section, below, for more information.

#### RN-to-MSN Care Coordination

##### Three Required Bridge Courses 12 quarter credits

##### Required courses:

MSN5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health (4 quarter credits)
MSN5005	Introduction to Nursing Research, Ethics, and Technology (4 quarter credits)
MSN5007	Leadership for Nursing Practice (4 quarter credits)

##### Thirteen Required Courses 54 quarter credits

##### Core courses:

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners (4 quarter credits)
NHS6004	Health Care Law and Policy (4 quarter credits)
NHS6008	Economics and Decision Making in Health Care (4 quarter credits)
MSN6011	Evidence-Based Practice for Patient-Centered Care and Population Health (4 quarter credits)
MSN6016	Quality Improvement of Interprofessional Care (4 quarter credits)
MSN6021	Biopsychosocial Concepts for Advanced Nursing Practice 1 (4 quarter credits)
MSN6026	Biopsychosocial Concepts for Advanced Nursing Practice 2 (4 quarter credits)
MSN6030	MSN Practicum and Capstone (6 quarter credits) <sup>†</sup>

##### Specialization courses:

MSN6610	Introduction to Care Coordination (4 quarter credits)
MSN6612	Health Care Models Used in Care Coordination (4 quarter credits)
MSN6614	Structure and Process in Care Coordination (4 quarter credits)
MSN6616	Ethical and Legal Considerations in Care Coordination (4 quarter credits)
MSN6618	Leadership in Care Coordination (4 quarter credits)

##### MSN Care Coordination Total 54 quarter credits

##### RN-to-MSN Care Coordination Total 66 quarter credits

Alabama residents are not eligible to enroll in this degree program.

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the MSN Care Coordination and RN-to-MSN Care Coordination specializations are required to maintain a current, unrestricted RN license throughout their program.

<sup>†</sup> Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.



## Graduate—Nursing and Health Sciences Academic Offerings, *continued*

### MSN Specializations, *continued*

#### Care Coordination, FlexPath option

Learners in the MSN Care Coordination specialization examine and apply theories, research, and best practices for the nurse care coordinator. The specialization curriculum emphasizes client assessment and evaluation; care planning; transitioning of care; clinical efficiency; and monitoring, reporting, and analysis techniques used to meet the needs of individuals, caregivers, families, communities, populations, and healthcare organizations. Throughout the specialization, learners evaluate the historical evolution of care coordination and its relevance in population health, emerging health care models and their relationships to care coordination, care coordination structure and process, legal and ethical considerations, the role of cultural competence in care coordination, and the role professional nursing leadership plays in achieving successful quality measurement. Successful graduates of this specialization are prepared to pursue director-level and leadership positions in a wide range of health care settings and organizations that specialize in care coordination nursing. Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies.

#### Practicum Requirement(s):

Minimum of 100 practicum hours. See the [Practicum](#) section, below, for more information.

#### RN-to-MSN Care Coordination, FlexPath option

##### Three Required Bridge Courses 6 program points

##### Required courses:

MSN-FP5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health (2 program points)
MSN-FP5005	Introduction to Nursing Research, Ethics, and Technology (2 program points)
MSN-FP5007	Leadership for Nursing Practice (2 program points)

##### Thirteen Required Courses 27 program points

##### Core courses:

NHS-FP5004	Communication, Collaboration, and Case Analysis for Master's Learners (2 program points)
NHS-FP6004	Health Care Law and Policy (2 program points)
NHS-FP6008	Economics and Decision Making in Health Care (2 program points)
MSN-FP6011	Evidence-Based Practice for Patient-Centered Care and Population Health (2 program points)
MSN-FP6016	Quality Improvement of Interprofessional Care (2 program points)
MSN-FP6021	Biopsychosocial Concepts for Advanced Nursing Practice 1 (2 program points)

MSN-FP6026 Biopsychosocial Concepts for Advanced Nursing Practice 2 (2 program points)

MSN-FP6030 MSN Practicum and Capstone (3 program points)<sup>†</sup>

##### Specialization courses:

MSN-FP6610	Introduction to Care Coordination (2 program points)
MSN-FP6612	Health Care Models Used in Care Coordination (2 program points)
MSN-FP6614	Structure and Process in Care Coordination (2 program points)
MSN-FP6616	Ethical and Legal Considerations in Care Coordination (2 program points)
MSN-FP6618	Leadership in Care Coordination (2 program points)

**MSN Care Coordination, FlexPath option Total 27 program points**

**RN-to-MSN Care Coordination, FlexPath option Total 33 program points**

**Alabama residents are not eligible to enroll in this degree program.**

**This specialization does not prepare graduates for licensure as an RN or APRN.**

**Learners enrolled in the MSN Care Coordination and RN-to-MSN Care Coordination FlexPath option specializations are required to maintain a current, unrestricted RN license throughout their program.**

<sup>†</sup> Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

#### Nursing Education

The MSN Nursing Education specialization is designed to prepare professional nurses for the advanced specialty role of a nurse educator and presents the theories, research, and best practices relevant to nursing education. Throughout their coursework, learners develop the knowledge and skills required to facilitate learning; design, deliver, evaluate, and assess nursing education programs; and effectively assess and evaluate learners in a variety of educational settings. Successful graduates of this specialization are prepared to pursue roles as nurse educators in academic and health care settings. The requirements for this specialization are designed to meet the educational requirements for the Certified Nurse Educator (CNE) credential offered by the National League for Nursing (NLN).

#### Practicum Requirement(s):

Minimum of 100 practicum hours. See the [Practicum](#) section, below, for more information.

#### RN-to-MSN Nursing Education

##### Three Required Bridge Courses 12 quarter credits

##### Required courses:

MSN5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health (4 quarter credits)
MSN5005	Introduction to Nursing Research, Ethics, and Technology (4 quarter credits)
MSN5007	Leadership for Nursing Practice (4 quarter credits)

##### Thirteen Required Courses 54 quarter credits

##### Core courses:

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners (4 quarter credits)
NHS6004	Health Care Law and Policy (4 quarter credits)
NHS6008	Economics and Decision Making in Health Care (4 quarter credits)
MSN6011	Evidence-Based Practice for Patient-Centered Care and Population Health (4 quarter credits)
MSN6016	Quality Improvement of Interprofessional Care (4 quarter credits)
MSN6021	Biopsychosocial Concepts for Advanced Nursing Practice 1 (4 quarter credits)
MSN6026	Biopsychosocial Concepts for Advanced Nursing Practice 2 (4 quarter credits)
MSN6030	MSN Practicum and Capstone (6 quarter credits) <sup>†</sup>

##### Specialization courses:

MSN6103	The Nurse Educator Role (4 quarter credits)
MSN6105	Teaching and Active Learning Strategies (4 quarter credits)
MSN6107	Curriculum Design, Development, and Evaluation (4 quarter credits)
MSN6109	Integrating Technology into Nursing Education (4 quarter credits)
MSN6111	Assessment and Evaluation in Nursing Education (4 quarter credits)

**MSN Nursing Education Total 54 quarter credits**

**RN-to-MSN Nursing Education Total 66 quarter credits**

**Alabama residents are not eligible to enroll in this degree program.**

**This specialization does not prepare graduates for licensure as an RN or APRN.**

**Learners enrolled in the MSN Nursing Education and RN-to-MSN Nursing Education specializations are required to maintain a current, unrestricted RN license throughout their program.**

<sup>†</sup> Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

## Graduate—Nursing and Health Sciences Academic Offerings, *continued*

### MSN Specializations, *continued*

#### Nursing Education, FlexPath option

The MSN Nursing Education specialization is designed to prepare professional nurses for the advanced specialty role of a nurse educator and presents the theories, research, and best practices relevant to nursing education. Throughout their coursework, learners develop the knowledge and skills required to facilitate learning; design, deliver, evaluate, and assess nursing education programs; and effectively assess and evaluate learners in a variety of educational settings. Successful graduates of this specialization are prepared to pursue roles as nurse educators in academic and health care settings. The requirements for this specialization are designed to meet the educational requirements for the Certified Nurse Educator (CNE) credential offered by the National League for Nursing (NLN). Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies.

#### Practicum Requirement(s):

Minimum of 100 practicum hours. See the [Practicum](#) section, below, for more information.

#### RN-to-MSN Nursing Education, FlexPath option

##### Three Required Bridge Courses 6 program points

##### Required courses:

MSN-FP5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health (2 program points)
MSN-FP5005	Introduction to Nursing Research, Ethics, and Technology (2 program points)
MSN-FP5007	Leadership for Nursing Practice (2 program points)

##### Thirteen Required Courses 27 program points

##### Core courses:

NHS-FP5004	Communication, Collaboration, and Case Analysis for Master's Learners (2 program points)
NHS-FP6004	Health Care Law and Policy (2 program points)
NHS-FP6008	Economics and Decision Making in Health Care (2 program points)
MSN-FP6011	Evidence-Based Practice for Patient-Centered Care and Population Health (2 program points)
MSN-FP6016	Quality Improvement of Interprofessional Care (2 program points)
MSN-FP6021	Biopsychosocial Concepts for Advanced Nursing Practice 1 (2 program points)
MSN-FP6026	Biopsychosocial Concepts for Advanced Nursing Practice 2 (2 program points)
MSN-FP6030	MSN Practicum and Capstone (3 program points) <sup>†</sup>

#### Specialization courses:

MSN-FP6103	The Nurse Educator Role (2 program points)
MSN-FP6105	Teaching and Active Learning Strategies (2 program points)
MSN-FP6107	Curriculum Design, Development, and Evaluation (2 program points)
MSN-FP6109	Integrating Technology into Nursing Education (2 program points)
MSN-FP6111	Assessment and Evaluation in Nursing Education (2 program points)

#### MSN Nursing Education,

**FlexPath option Total 27 program points**

#### RN-to-MSN Nursing Education,

**FlexPath option Total 33 program points**

**Alabama residents are not eligible to enroll in this degree program.**

**This specialization does not prepare graduates for licensure as an RN or APRN.**

**Learners enrolled in the MSN Nursing Education and RN-to-MSN Nursing Education FlexPath option specializations are required to maintain a current, unrestricted RN license throughout their program.**

**† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.**

#### Nursing Informatics

In the MSN Nursing Informatics specialization, learners analyze and implement contemporary models, theories, research, and best practices for providing nursing care across the lifespan using various health care technologies. Learners investigate the world of health informatics and examine the depth and breadth of health information systems and how they influence strategic planning, decision making, and clinical project management. The specialization curriculum emphasizes best practices in health informatics essentials, including patient safety, electronic medical records, workflow, meaningful use, change management, and the health information system life cycle.

#### Practicum Requirement(s):

Minimum of 200 practicum hours. See the [Practicum](#) section, below, for more information.

#### RN-to-MSN Nursing Informatics

##### Three Required Bridge Courses 12 quarter credits

##### Required courses:

MSN5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health (4 quarter credits)
MSN5005	Introduction to Nursing Research, Ethics, and Technology (4 quarter credits)
MSN5007	Leadership for Nursing Practice (4 quarter credits)

##### Thirteen Required Courses 54 quarter credits

##### Core courses:

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners (4 quarter credits)
NHS6004	Health Care Law and Policy (4 quarter credits)
NHS6008	Economics and Decision Making in Health Care (4 quarter credits)
MSN6011	Evidence-Based Practice for Patient-Centered Care and Population Health (4 quarter credits)
MSN6016	Quality Improvement of Interprofessional Care (4 quarter credits)
MSN6021	Biopsychosocial Concepts for Advanced Nursing Practice 1 (4 quarter credits)
MSN6026	Biopsychosocial Concepts for Advanced Nursing Practice 2 (4 quarter credits)
MSN6030	MSN Practicum and Capstone (6 quarter credits) <sup>†</sup>

#### Specialization courses:

MSN6410	Fundamentals of Nursing Informatics (4 quarter credits)
MSN6412	Analysis of Clinical Information Systems and Application to Nursing Practice (4 quarter credits)
MSN6414	Advancing Health Care Through Data Mining (4 quarter credits)
MSN6416	Managing the Nursing Informatics Life Cycle (4 quarter credits)
MSN6025	MSN Practicum (4 quarter credits) <sup>†</sup>

##### MSN Nursing Informatics Total 54 quarter credits

##### RN-to-MSN Nursing Informatics

**Total 66 quarter credits**

**Alabama residents are not eligible to enroll in this degree program.**

**This specialization does not prepare graduates for licensure as an RN or APRN.**

**Learners enrolled in the MSN Nursing Informatics and RN-to-MSN Nursing Informatics specializations are required to maintain a current, unrestricted RN license throughout their program.**

**† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.**

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

## Graduate—Nursing and Health Sciences Academic Offerings, *continued*

### MSN Specializations, *continued*

#### Nursing Informatics, FlexPath option

In the MSN Nursing Informatics specialization, learners analyze and implement contemporary models, theories, research, and best practices for providing nursing care across the lifespan using various health care technologies. Learners investigate the world of health informatics and examine the depth and breadth of health information systems and how they influence strategic planning, decision making, and clinical project management. The specialization curriculum emphasizes best practices in health informatics essentials, including patient safety, electronic medical records, workflow, meaningful use, change management, and the health information system life cycle. Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies.

#### Practicum Requirement(s):

Minimum of 200 practicum hours. See the [Practicum](#) section, below, for more information.

#### RN-to-MSN Nursing Informatics, FlexPath option

##### Three Required Bridge Courses 6 program points

##### Required courses:

MSN-FP5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health (2 program points)
MSN-FP5005	Introduction to Nursing Research, Ethics, and Technology (2 program points)
MSN-FP5007	Leadership for Nursing Practice (2 program points)

##### Thirteen Required Courses 27 program points

##### Core courses:

NHS-FP5004	Communication, Collaboration, and Case Analysis for Master's Learners (2 program points)
NHS-FP6004	Health Care Law and Policy (2 program points)
NHS-FP6008	Economics and Decision Making in Health Care (2 program points)
MSN-FP6011	Evidence-Based Practice for Patient-Centered Care and Population Health (2 program points)
MSN-FP6016	Quality Improvement of Interprofessional Care (2 program points)
MSN-FP6021	Biopsychosocial Concepts for Advanced Nursing Practice 1 (2 program points)
MSN-FP6026	Biopsychosocial Concepts for Advanced Nursing Practice 2 (2 program points)
MSN-FP6030	MSN Practicum and Capstone (3 program points) <sup>†</sup>

##### Specialization courses:

MSN-FP6410	Fundamentals of Nursing Informatics (2 program points)
MSN-FP6412	Analysis of Clinical Information Systems and Application to Nursing Practice (2 program points)
MSN-FP6414	Advancing Health Care Through Data Mining (2 program points)
MSN-FP6416	Managing the Nursing Informatics Life Cycle (2 program points)
MSN-FP6025	MSN Practicum (2 program points) <sup>†</sup>

**MSN Nursing Informatics, FlexPath option Total** 27 program points

**RN-to-MSN Nursing Informatics, FlexPath option Total** 33 program points

**Alabama residents are not eligible to enroll in this degree program.**

**This specialization does not prepare graduates for licensure as an RN or APRN.**

**Learners enrolled in the MSN Nursing Informatics and RN-to-MSN Nursing Informatics FlexPath option specializations are required to maintain a current, unrestricted RN license throughout their program.**

**<sup>†</sup> Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.**

#### Nursing Leadership and Administration

The MSN Nursing Leadership and Administration specialization presents advanced theories, research, and evidence-based best practices for executive leadership and administration in nursing. Learners develop the knowledge and skills nurse executives need to lead health care innovations, respond to health care challenges and trends, and manage health care quality and safety as well as the finance and operations of the health care organization. Throughout the specialization, learners also assess and further strengthen their characteristics as ethical and culturally aware health care leaders, visionaries, and risk takers and gain an understanding of how to effectively communicate with other members of a health care team to promote strategic thinking, planning, and interprofessional collaboration in practice. Successful graduates of this specialization are prepared to pursue roles as nurse executives in a variety of health care delivery settings.

#### Practicum Requirement(s):

Minimum of 100 practicum hours. See the [Practicum](#) section, below, for more information.

#### RN-to-MSN Nursing Leadership and Administration

**Three Required Bridge Courses** 12 quarter credits

##### Required courses:

MSN5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health (4 quarter credits)
MSN5005	Introduction to Nursing Research, Ethics, and Technology (4 quarter credits)
MSN5007	Leadership for Nursing Practice (4 quarter credits)

**Thirteen Required Courses** 54 quarter credits

##### Core courses:

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners (4 quarter credits)
NHS6004	Health Care Law and Policy (4 quarter credits)
NHS6008	Economics and Decision Making in Health Care (4 quarter credits)
MSN6011	Evidence-Based Practice for Patient-Centered Care and Population Health (4 quarter credits)
MSN6016	Quality Improvement of Interprofessional Care (4 quarter credits)
MSN6021	Biopsychosocial Concepts for Advanced Nursing Practice 1 (4 quarter credits)
MSN6026	Biopsychosocial Concepts for Advanced Nursing Practice 2 (4 quarter credits)
MSN6030	MSN Practicum and Capstone (6 quarter credits) <sup>†</sup>

##### Specialization courses:

MSN6210	Leadership and Management for Nurse Executives (4 quarter credits)
MSN6212	Health Care Quality and Safety Management (4 quarter credits)
MSN6214	Health Care Informatics and Technology (4 quarter credits)
MSN6216	Advanced Finance and Operations Management (4 quarter credits)
MSN6218	Leading the Future of Health Care (4 quarter credits)

**MSN Nursing Leadership and Administration Total** 54 quarter credits

**RN-to-MSN Nursing Leadership and Administration Total** 66 quarter credits

**Alabama residents are not eligible to enroll in this degree program.**

**This specialization does not prepare graduates for licensure as an RN or APRN.**

**Learners enrolled in the MSN Nursing Leadership and Administration and RN-to-MSN Nursing Leadership and Administration specializations are required to maintain a current, unrestricted RN license throughout their program.**

**<sup>†</sup> Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.**

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

## Graduate—Nursing and Health Sciences Academic Offerings, *continued*

### MSN Specializations, *continued*

#### Nursing Leadership and Administration, FlexPath option

The MSN Nursing Leadership and Administration specialization presents advanced theories, research, and evidence-based best practices for executive leadership and administration in nursing. Learners develop the knowledge and skills nurse executives need to lead health care innovations, respond to health care challenges and trends, and manage health care quality and safety as well as the finance and operations of the health care organization. Throughout the specialization, learners also assess and further strengthen their characteristics as ethical and culturally aware health care leaders, visionaries, and risk takers and gain an understanding of how to effectively communicate with other members of a health care team to promote strategic thinking, planning, and interprofessional collaboration in practice. Successful graduates of this specialization are prepared to pursue roles as nurse executives in a variety of health care delivery settings. Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies.

#### Practicum Requirement(s):

Minimum of 100 practicum hours. See the [Practicum](#) section, below, for more information.

#### RN-to-MSN Nursing Leadership and Administration, FlexPath option

##### Three Required Bridge Courses 6 program points

##### Required courses:

MSN-FP5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health (2 program points)
MSN-FP5005	Introduction to Nursing Research, Ethics, and Technology (2 program points)
MSN-FP5007	Leadership for Nursing Practice (2 program points)

##### Thirteen Required Courses 27 program points

##### Core courses:

NHS-FP5004	Communication, Collaboration, and Case Analysis for Master's Learners (2 program points)
NHS-FP6004	Health Care Law and Policy (2 program points)
NHS-FP6008	Economics and Decision Making in Health Care (2 program points)
MSN-FP6011	Evidence-Based Practice for Patient-Centered Care and Population Health (2 program points)
MSN-FP6016	Quality Improvement of Interprofessional Care (2 program points)

MSN-FP6021	Biopsychosocial Concepts for Advanced Nursing Practice 1 (2 program points)
MSN-FP6026	Biopsychosocial Concepts for Advanced Nursing Practice 2 (2 program points)
MSN-FP6030	MSN Practicum and Capstone (3 program points) <sup>†</sup>
<i>Specialization courses:</i>	
MSN-FP6210	Leadership and Management for Nurse Executives (2 program points)
MSN-FP6212	Health Care Quality and Safety Management (2 program points)
MSN-FP6214	Health Care Informatics and Technology (2 program points)
MSN-FP6216	Advanced Finance and Operations Management (2 program points)
MSN-FP6218	Leading the Future of Health Care (2 program points)

<b>MSN Nursing Leadership and Administration, FlexPath option Total</b>	<b>27 program points</b>
<b>RN-to-MSN Nursing Leadership and Administration, FlexPath option Total</b>	<b>33 program points</b>

**Alabama residents are not eligible to enroll in this degree program.**

**This specialization does not prepare graduates for licensure as an RN or APRN.**

**Learners enrolled in the MSN Nursing Leadership and Administration and RN-to-MSN Nursing Leadership and Administration FlexPath option specializations are required to maintain a current, unrestricted RN license throughout their program.**

**<sup>†</sup> Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.**

#### Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 100 documented hours of hands-on practicum experience. Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; or RN-to-MSN Nursing Informatics, FlexPath option are required to complete 200 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection.

<sup>\*</sup> Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

**Graduate—Nursing and Health Sciences Academic Offerings, *continued*****Nursing Graduate Certificate Programs****Care Coordination**

The Care Coordination graduate certificate is designed for nursing professionals who want to increase their knowledge of client assessment and evaluation; care planning; transitioning of care; clinical efficiency; and monitoring, reporting, and analysis techniques used to meet the needs of individuals, caregivers, and families. Using an evidence-based approach, learners address care coordination's relevance in population health, emerging health care models and their relationships to care coordination, structure and process in care coordination, and the role professional nursing leadership plays in achieving successful quality measurement.

**Five Required Courses  
20 quarter credits**

MSN6610	Introduction to Care Coordination (4 quarter credits)	
MSN6612 *	Health Care Models Used in Care Coordination (4 quarter credits)	
MSN6614 *	Structure and Process in Care Coordination (4 quarter credits)	
MSN6616 *	Ethical and Legal Considerations in Care Coordination (4 quarter credits)	
MSN6618 *	Leadership in Care Coordination (4 quarter credits)	
<b>Total</b>		<b>20 quarter credits</b>

Alabama residents are not eligible to enroll in this degree program.

This certificate does not prepare graduates for licensure as an RN or APRN.

**Nursing Informatics**

The Nursing Informatics graduate certificate is designed for nursing professionals who want to increase their knowledge in delivering quality nursing care using health care technology and the many components that comprise health informatics. Using an evidence-based approach, learners address how health information systems influence strategic planning, decision making, and clinical project management.

**Five Required Courses  
20 quarter credits**

MSN6038	Evidence-Based Practice and Technology for Nursing (4 quarter credits)	
MSN6410	Fundamentals of Nursing Informatics (4 quarter credits)	
MSN6412 *	Analysis of Clinical Information Systems and Application to Nursing Practice (4 quarter credits)	
MSN6414 *	Advancing Health Care Through Data Mining (4 quarter credits)	
MSN6416 *	Managing the Nursing Informatics Life Cycle (4 quarter credits)	
<b>Total</b>		<b>20 quarter credits</b>

Alabama residents are not eligible to enroll in this degree program.

This certificate does not prepare graduates for licensure as an RN or APRN.

**Nursing Leadership**

The Nursing Leadership graduate certificate is designed for nursing professionals who want to increase their knowledge in health care management and leadership. Using an evidence-based approach, learners address health care quality and safety, finance and health care operations management, organizational leadership, and health care challenges and trends. Throughout the certificate program, learners also assess and further strengthen their characteristics as ethical and culturally aware health care leaders, visionaries, and risk takers and gain an understanding of how to effectively communicate with other members of a health care team to promote strategic thinking, planning, and interprofessional collaboration in practice.

**Five Required Courses                      20 quarter credits**

MSN6210	Leadership and Management for Nurse Executives (4 quarter credits)	
MSN6212	Health Care Quality and Safety Management (4 quarter credits)	
MSN6214	Health Care Informatics and Technology (4 quarter credits)	
MSN6216	Advanced Finance and Operations Management (4 quarter credits)	
MSN6218	Leading the Future of Health Care (4 quarter credits)	
<b>Total</b>		<b>20 quarter credits</b>

Alabama residents are not eligible to enroll in this degree program.

This certificate does not prepare graduates for licensure as an RN or APRN.

\* Denotes courses that have prerequisite(s).  
Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

# Harold Abel School of Psychology

## Program Descriptions and Information

### School Mission Statement

The Harold Abel School of Psychology aspires to establish high quality learning communities within each of its departments and across the school as a whole. We promote the scholarship and professional achievement of our learners and graduates, through competency-based education and training and innovative programming, in order to improve social systems and individuals.

### Undergraduate—Psychology Degree Program

#### *Bachelor of Science (BS) in Psychology*

The Bachelor of Science in Psychology degree program provides undergraduate learners with instruction across the broad science of psychology. The curriculum emphasizes the knowledge, skills, and values identified by the American Psychological Association (APA) as fundamental in the undergraduate study of psychology and is designed to foster understanding of the complexities of human behavior and thought and the development of the analytical, quantitative, and communication skills associated with psychology study. Successful graduates of this program are prepared to continue their studies at the graduate level or pursue careers in a variety of public and private employment settings in which psychology knowledge and skills are used to promote human welfare.

### Graduate—Psychology Degree Programs

#### *Doctor of Psychology (PsyD)*

The Doctor of Psychology (PsyD) degree program is designed to prepare learners for professional psychology practice. Learners pursue a Clinical Psychology specialization during which they engage in a competency-based, scholar-practitioner curriculum that provides them with advanced practice preparation emphasizing the incorporation of scientific knowledge and inquiry into the development, application, and evaluation of ethical and culturally sensitive psychological assessments

and interventions. The specialization coursework, residency experiences, clinical training, and research are sequential, developmental, and graded in complexity to ensure that successful graduates gain the knowledge, skills, and attitudes needed to form effective professional relationships; conduct appropriate psychological assessments; successfully implement evidence-based interventions; evaluate the outcomes of programs and therapeutic interventions; and engage in supervision, consultation, and advocacy related to the practice of clinical psychology.

#### *Doctor of Psychology (PsyD) in School Psychology*

The Doctor of Psychology (PsyD) in School Psychology degree program familiarizes learners with psychology as a practical discipline, including psychological and neuropsychological assessment, clinical supervision and consultation, psychopathology of children and adolescents, child and adolescent development, and consultation and collaboration in the schools. The curriculum provides the theoretical tools and skills-based training needed to assess students, consult with school personnel, and supervise other school psychologists. Learners enrolled in this degree program may seek supervisory positions in their school district. Other successful graduates pursue careers in college and university teaching, program administration, or consulting.

#### *Doctor of Philosophy (PhD) in Psychology*

The Doctor of Philosophy (PhD) in Psychology degree program provides learners with advanced academic preparation with an emphasis on research and scholarship. Learners pursue a specialization during which they engage in a competency-based, scholar-practitioner curriculum that can be applied in a range of fields, including psychology, mental health, education, business, and public policy. Successful graduates of this

degree program are prepared to apply psychological principles in areas such as teaching, administration, research, consultation, coaching, management, and leadership.

#### *Master of Science (MS) in Psychology*

The Master of Science (MS) in Psychology degree program is designed for individuals seeking entry into the profession of psychology. Learners begin their socialization into the profession by engaging in a competency-based, practitioner-scholar curriculum that emphasizes application of psychological theories, research methods, and ethical principles. Successful graduates of this degree program are prepared to apply psychological and ethical principles in practice or pursue doctoral-level graduate study.

#### *Master of Science (MS) in Clinical Psychology*

The Master of Science (MS) in Clinical Psychology degree program is designed for individuals seeking entry into the profession of clinical psychology. Learners begin their socialization into the profession by engaging in a competency-based, practitioner-scholar curriculum that emphasizes application of psychological theories, psychological assessment, psychopathology, research methods, and ethical principles. Successful graduates of this degree program are prepared to apply psychological and ethical principles in academic, research, or clinical practice, or to pursue doctoral-level graduate study.

### Psychology Graduate Certificate Programs

The Harold Abel School of Psychology certificate programs provide concentrated, discipline-specific knowledge that is directly applicable to specific fields within psychology.

## Harold Abel School of Psychology, *continued*

### Psychology Concentrations

Concentrations are designed to provide learners with deeper knowledge in a specific subject area. They include a specific set of courses in a narrowly defined field of study that is taken either to fulfill a degree program requirement or add to a degree program requirement. Learners enrolled in an eligible degree program that does not include a concentration as part of its requirements may request to be enrolled in eligible concentrations at any point during their program. The degree and concentration are awarded simultaneously upon completion of the program and concentration requirements.

### Bachelor's/Master's Options

Capella University offers a variety of bachelor's/master's options that allow learners to complete master's-level coursework while they are enrolled in an undergraduate degree program.

### BS Psychology Pre-Counseling Program

The BS Psychology Pre-Counseling program incorporates specific graduate-level counseling courses into the learner's final year of the undergraduate program. Learners must gain school approval prior to registering for the graduate-level courses.

In this program, learners are required to have a 3.0 Capella cumulative grade point average (GPA) at the time they apply to take graduate-level courses and must achieve at least a grade of "B" in each of the master's-level courses. In addition, learners should select a concentration for their MS track as part of the approval process, which must be completed before the learner reaches 144 total credits. Learners who fail to maintain the minimum GPA, who do not apply, or who are not approved to take graduate-level courses will be administratively moved from the BS in Psychology Pre-Counseling degree program into the BS Psychology, General Psychology program.

Upon earning the bachelor's degree, learners have one year to begin the master's program that corresponds with their concentration. Learners are encouraged to enter their master's program within this time frame to ensure all master's-level courses are relevant and applicable for the master's program requirements. Program faculty will review official degree-conferred transcripts as part of the application for full admission into the MS in Counseling degree program. Learners who choose to apply to an MS in Counseling degree program that does not correspond to their concentration will be required to submit new admission documents.

### Combined Bachelor's/Master's Options

Combined bachelor's/master's options are designated bachelor's offerings with a set of master's-level courses that are applied to the requirements for a bachelor's degree and may also be applied in a subsequent master's degree program. Within combined option offerings, the master's-level courses are often applied toward learners' undergraduate elective requirements.

To qualify for a GuidedPath combined option, learners must enroll in an eligible bachelor's degree program and earn a minimum 2.8 cumulative grade point average (GPA) while completing the first 100 quarter credits of bachelor's-level coursework, which includes a minimum of 18 quarter credits earned at Capella University (first course and at least 12 quarter credits of core and/or specialization courses). After completing 100 quarter credits of bachelor's-level coursework, learners may request to be enrolled in an eligible combined option during which they complete 12–15 quarter credits of master's-level coursework. Learners must receive no more than one grade of "C" in any master's-level course and maintain an overall cumulative GPA of 2.8 to remain enrolled in the combined option.

Once learners have successfully completed the requirements for their bachelor's degree program and their degree has been awarded, they may apply for the master's degree program that corresponds to their chosen combined option. Learners are not guaranteed admission into a corresponding master's degree program and must complete a separate application for admission to the program. Learners are encouraged to enroll in their master's degree program within one year of graduating from their bachelor's degree program to ensure all master's-level courses are relevant and applicable to the graduate program's degree requirements, and must start their master's degree program in accordance with the University's Academic Calendar. The 12–15 quarter credits of master's-level coursework completed as part of the requirements for their bachelor's degree program will be applied toward those for their master's degree program.

### Honors Pathway

The honors pathway is an option available to high-performing GuidedPath learners in undergraduate degree programs.

The honors pathway is incorporated into the learner's undergraduate degree program and consists of 15 quarter credits of interdisciplinary honors general education courses aligned to the following three general education distribution areas: communication, humanities, and social science. In addition to completing these courses, learners connect outside of the courseroom in Capella Connect and have access to other benefits available only to honors learners.

To qualify for the honors pathway, learners must have completed a minimum of 39 quarter credits, including at least 15 quarter credits of Capella University credit with a minimum 3.5 cumulative Capella grade point average (GPA).

**Harold Abel School of Psychology, *continued***

Applicants must also meet the minimum requirements for their degree program.

Once enrolled in the honors pathway, learners must maintain an overall cumulative GPA of 3.5 to remain in the honors pathway and receive the honors pathway designation with their conferred degree. Learners who fall below this threshold will have two quarters of active registration to improve their GPA to 3.5 or the learner will be removed from the honors pathway.

Learners enrolled in the honors pathway must earn a grade of "B" or better in the honors courses PHI-H2005 and COM-H4005, and a grade of "S" in SOC-H3005. Learners who do not attain at least a "B" after one allowable retake will be removed from the honors pathway. Learners who do not re-take the course within two quarters of active registration will be removed from the pathway. Learners who have been removed from the honors pathway may not return to or graduate from the honors pathway.

Upon degree conferral, the honors pathway is noted on the transcript and diploma for those who have successfully completed the requirements for their bachelor's degree and the honors pathway. Undergraduate Certificate Programs

Undergraduate certificate programs provide learners with the opportunity to pursue new knowledge and skills through completion of a concentrated undergraduate-level program of study.

**Learning Formats**

Capella University offers two pathways for completing degree and certificate programs: the original GuidedPath, which is structured in credit hours and in which learners earn grades; and the innovative FlexPath, which is a self-paced, non-credit

bearing, direct assessment pathway to earning the same degree or certificate. Both pathways are delivered online and, in both, learning is measured through the demonstration of competencies.

**GuidedPath**

GuidedPath allows learners to earn a Capella degree or certificate by demonstrating competencies through structured weekly assignments and interactions with faculty and peers in the online courseroom. Faculty offer substantive feedback on and assign grades to learners' coursework. Courses are offered in a traditional quarter-based academic calendar. The degree or certificate and its specialization are awarded upon completion of the learner's program requirements. All Capella programs are offered in the GuidedPath delivery model, unless otherwise noted.

**FlexPath**

FlexPath allows learners to earn a Capella degree or certificate through the demonstration of competencies on assessments completed at one's own pace. Learners prepare for assessments through self-designed study, which may include work experience and resources recommended by faculty and tutors. Faculty provide substantive feedback on and evaluate learners' assessments in terms of the level of competency demonstration, rather than assigning grades. FlexPath has a flat-rate tuition for a subscription period of 12 weeks, during which learners may be registered for two courses concurrently; learners may complete courses at their own pace but must complete a course within the subscription period. The degree or certificate and its specialization are awarded upon completion of the learner's program.

**Multiple Specializations**

Multiple specializations are designed to provide learners with knowledge in more than one course of study within an eligible degree program. They lead to the award of a single degree with two or more specializations. Learners enrolled in an eligible degree program may request to be enrolled in additional eligible specializations at any point during their program. The degree and its specializations are awarded simultaneously upon completion of the program requirements for each specialization.

**Professional Licensure and Certification**

Capella University offers advanced degrees in a number of fields for which professional practice requires licensure or certification by state, local, or professional boards. However, because licensing or certification standards vary, Capella University makes no representation, warranty, or guarantee that successful completion of the degree or certificate program will permit the learner to obtain licensure or certification. Learners who enroll in a Capella University degree program in a field for which professional practice requires any type of licensure or certification are solely responsible for determining and complying with state, local, or professional licensure and certification requirements. These learners are also responsible for taking the steps necessary to satisfy those requirements.

As part of the admission process, Capella University requires all learners in these programs to sign the [Licensure Disclosure & Responsibilities Acknowledgment](#) in which they agree that it is their responsibility to understand and comply with licensing and certification laws and regulations. Additional information on [professional licensure and certification](#) can be found on Campus.





Elizabeth Riley, PhD  
Dean of Psychology

### A Message from the Dean of Psychology

Welcome to the Harold Abel School of Psychology at Capella University. We offer programs, specializations, and certificate programs at the bachelor's, master's, and doctoral levels that provide education in the science and practice of psychology to prepare learners for employment in a wide variety of occupational settings. Over the last 20 years, graduates of our competency-based programs have attained success in meeting both their personal and professional goals and have contributed to their communities in meaningful ways.

Learners will gain psychological knowledge and skills that are useful in every aspect of life and work, from understanding how we learn, think, and remember, to discovering how we are motivated to complete everything from our daily tasks to our life's work.

We are committed to offering you a challenging, efficient, and supportive path to achieve your goals. A learner-centered focus is ingrained in our approach to education, as we believe that every person can become a more productive citizen of the world given the opportunity and support needed to succeed. We are delighted to have you join the Harold Abel School of Psychology!

*Elizabeth Riley, PhD*  
*Dean of Psychology*

# Undergraduate—Psychology Academic Offerings

Degree Program	Specializations	Combined Bachelor's/Master's Options			Concentrations											Honors Pathway	
		Combined BS/MS in Education or MS in Higher Education options	Combined BS in Psychology/MS in Clinical Psychology option	Combined BS/MS in Psychology option	Accounting	Addictions	Behavioral Health	Business Intelligence	Finance	Forensic Psychology	Health Care Management	Human Resource Management	Management and Leadership	Marketing	Project Management		
Bachelor of Science (BS) in Psychology	General Psychology	✓ <sup>1</sup>	✓	✓ <sup>2</sup>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	General Psychology, FlexPath option																
	Applied Behavior Analysis																✓
Bachelor of Science (BS) in Psychology Pre-Counseling																	✓

1. The Combined BS/MS in Education or MS in Higher Education options are available only for select master's Education specializations. See the Combined Bachelor's/Master's Options section for details.
2. The Combined BS/MS in Psychology option affects the number of required and elective credits for the bachelor's General Psychology specialization. See the Combined Bachelor's/Master's Options section and the program requirements for the bachelor's General Psychology specialization for details.

## Bachelor of Science (BS) in Psychology Specializations

### General Psychology

Undergraduate learners in the General Psychology specialization integrate psychology knowledge with associated skills by engaging in a curriculum that presents fundamental psychological concepts, theories, empirical findings, and historical trends. In particular, learners focus on social, abnormal, positive, and biological psychology and lifespan development, motivation and performance, learning and cognition, research methodology, culture and diversity, and ethics. Successful graduates of this specialization are prepared to build on their knowledge and skills at the graduate level or pursue careers in a variety of settings, including education, public service, law enforcement and corrections, business, human development, and rehabilitation and mental health.

#### General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

#### Required courses:

- BIO1000 Human Biology (6 quarter credits)
- ENG1000 English Composition (6 quarter credits)
- MAT2001 Statistical Reasoning (6 quarter credits)
- PHI2000 Ethics (6 quarter credits)
- PSYC1000 Introduction to Psychology (6 quarter credits)

#### Additional Program Requirements

- PSYC1003 Developing Psychology Thinking (6 quarter credits)<sup>†</sup>
- Core courses - 54 quarter credits**
- PSYC3003 Developing a Psychology Perspective (6 quarter credits)<sup>†</sup> **OR**
- PSYC3002 Developing a Psychology Perspective (6 quarter credits)<sup>‡</sup>
- PSYC3210 \* Human Lifespan Development (6 quarter credits)
- PSYC3500 \* Learning and Cognition (6 quarter credits)
- PSYC3520 \* Introduction to Social Psychology (6 quarter credits)
- PSYC3540 \* Culture, Ethnicity, and Diversity (6 quarter credits)
- PSYC4100 \* History and Modern Systems of Psychology (6 quarter credits)
- PSYC4310 \* Biological Psychology (6 quarter credits)
- PSYC4600 \* Research Methods in Psychology (6 quarter credits)
- PSYC4700 \* Statistics for the Behavioral Sciences (6 quarter credits)

**Specialization courses - 12 quarter credits**  
Choose an additional 12 quarter credits of psychology courses.

**Elective courses - 63 quarter credits**  
Choose 63 quarter credits of additional undergraduate courses.<sup>1</sup>

**Capstone course - 6 quarter credits**  
Taken during the learner's final quarter:  
PSYC4900 \* Psychology Capstone Project (6 quarter credits)

**Total 180 quarter credits**

#### Combined BS in Psychology/MS in Education or MS in Higher Education options

Learners enrolled in the Combined BS in Psychology/MS in Education or MS in Higher Education option complete the following master's-level courses.

- Master's-level courses - 12 quarter credits**
- ED5010 Foundations of Master's Studies in Education (4 quarter credits)
  - ED5006 Survey of Research Methodology (4 quarter credits)
  - ED5012 \* Overview of Higher Education (4 quarter credits)

These courses are taken in addition to the general education, core, and specialization courses and may be applied toward learners' elective requirements.

**Total 180 quarter credits**

Learners completing the BS in Psychology/MS in Education or MS in Higher Education combined option may pursue master's Education specializations in Instructional Design for Online Learning or Training and Performance Improvement, or any master's Higher Education specialization.

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

## Undergraduate—Psychology Academic Offerings, *continued*

### *BS in Psychology Specializations, continued*

#### Combined BS in Psychology/MS in Clinical Psychology option

Learners enrolled in the Combined BS in Psychology/MS in Clinical Psychology option complete the following master's-level courses.

Master's-level courses - 15 quarter credits

PSY6095	Theories of Counseling and Psychotherapy (5 quarter credits)
PSY6210	Introduction to Psychopathology (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)

These courses are taken in addition to the general education and core requirements. They may be applied toward learners' specialization or elective requirements.

**Total** 180 quarter credits

#### Combined BS/MS in Psychology option

Learners enrolled in the Combined BS/MS in Psychology option complete the following master's-level courses in lieu of PSYC4600 and PSYC4700.

Master's-level courses - 13 quarter credits

PSY7610	Tests and Measurements (5 quarter credits)
PSY7860	Survey of Research Methods (4 quarter credits)
PSY7864	Quantitative Design and Analysis (4 quarter credits)

These courses are taken in addition to the general education, core, and specialization courses and may be applied toward learners' elective requirements.

**Total** 180 quarter credits

#### Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses - 15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World (3 quarter credits)
COM-H4005 *	Communicating and Integrating Solutions in the Professional World (6 quarter credits)
SOC-H3005 *	Honors Professional Internship (6 quarter credits)

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

**Total** 180 quarter credits

† Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take PSYC1003 during their first quarter.

\* Learners who have completed PSYC1003 are required to take PSYC3003.

§ Learners who are not required to take PSYC1003 are placed in PSYC3002.

‡ Learners who have completed PSYC1003 choose 57 quarter credits of additional undergraduate elective courses.

#### General Psychology, FlexPath option

Undergraduate learners in the General Psychology specialization integrate psychology knowledge with associated skills by engaging in a curriculum that presents fundamental psychological concepts, theories, empirical findings, and historical trends. In particular, learners focus on social, abnormal, positive, and biological psychology and lifespan development, motivation and performance, learning and cognition, research methodology, culture and diversity, and ethics. Successful graduates of this specialization are prepared to build on their knowledge and skills at the graduate level or pursue careers in a variety of settings, including education, public service, law enforcement and corrections, business, human development, and rehabilitation and mental health. Learners who pursue this specialization through the FlexPath option earn a BS in Psychology through self-paced demonstrations of competencies.

#### General Education Requirements

A minimum of 22.5 program points; see [General Education Courses, FlexPath option](#).†

Required courses:

BIO-FPX1000	Human Biology (3 program points)
ENG-FPX1000	English Composition (3 program points)
MAT-FPX2001	Statistical Reasoning (3 program points)
PHI-FPX2000	Ethics (3 program points)
PSYC-FPX1000	Introduction to Psychology (3 program points)

#### Additional Program Requirements

Core courses - 33 program points

PSYC-FPX3002	Developing a Psychology Perspective (3 program points)
PSYC-FPX3210 *	Human Lifespan Development (3 program points)
PSYC-FPX3500 *	Learning and Cognition (3 program points)
PSYC-FPX3520 *	Introduction to Social Psychology (3 program points)
PSYC-FPX3540 *	Culture, Ethnicity, and Diversity (3 program points)
PSYC-FPX4100 *	History and Modern Systems of Psychology (3 program points)
PSYC-FPX4310 *	Biological Psychology (3 program points)
PSYC-FPX4600 *	Research Methods in Psychology (3 program points)
PSYC-FPX4700 *	Statistics for the Behavioral Sciences (3 program points)

In addition, choose 6 program points of undergraduate psychology courses.‡

Elective courses - 31.5 program points

Complete at least 31.5 program points of additional undergraduate courses.†

Capstone course - 3 program points

Taken during the learner's final quarter:

PSYC-FPX4900 \* Psychology Capstone Project (3 program points)

**Total** At least 90 program points

† Learners in this specialization choose general education, undergraduate psychology, and elective courses from the FlexPath (-FPX) course list.

#### Applied Behavior Analysis

The Applied Behavior Analysis undergraduate specialization provides learners with a foundational knowledge of major competency areas in the applied behavior analysis field. The curriculum focuses on foundational behavior analysis theories, concepts, and techniques; applied research methods in the field; and ethical standards to which professionals in the applied behavior analysis field must adhere. Upon successful completion of this undergraduate specialization, learners are prepared to interpret research studies in applied behavior analysis; identify behavioral problems through assessment; select targeted behaviors for change; conduct consultations; and design, implement, and evaluate culturally appropriate and ethical behavioral interventions under the supervision of a board certified behavior analyst (BCBA) in order to bring about positive behavioral change for diverse individuals.

#### General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

Required courses:

BIO1000	Human Biology (6 quarter credits)
ENG1000	English Composition (6 quarter credits)
MAT2001	Statistical Reasoning (6 quarter credits)
PHI2000	Ethics (6 quarter credits)
PSYC1000	Introduction to Psychology (6 quarter credits)

#### Additional Program Requirements

PSYC1003 Developing Psychology Thinking (6 quarter credits)†

Core courses - 54 quarter credits

PSYC3003	Developing a Psychology Perspective (6 quarter credits)‡ <b>OR</b>
PSYC3002	Developing a Psychology Perspective (6 quarter credits)§
PSYC3210 *	Human Lifespan Development (6 quarter credits)
PSYC3500 *	Learning and Cognition (6 quarter credits)

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

## Undergraduate—Psychology Academic Offerings, *continued*

### BS in Psychology Specializations, *continued*

PSYC3520 *	Introduction to Social Psychology (6 quarter credits)
PSYC3540 *	Culture, Ethnicity, and Diversity (6 quarter credits)
PSYC4100 *	History and Modern Systems of Psychology (6 quarter credits)
PSYC4310 *	Biological Psychology (6 quarter credits)
PSYC4600 *	Research Methods in Psychology (6 quarter credits)
PSYC4700 *	Statistics for the Behavioral Sciences (6 quarter credits)
<i>Specialization courses - 30 quarter credits</i>	
PSYC4001	Applied Behavior Analysis Foundations (6 quarter credits)
PSYC4002 *	Applied Behavior Analysis Ethics and Supervision (6 quarter credits)
PSYC4003 *	Applied Behavior Analysis Research and Interventions (6 quarter credits)
PSYC4004 *	Applied Behavior Analysis Assessment (6 quarter credits)
PSYC4005 *	Applied Behavior Analysis Behavior-Change Procedures and Interventions (6 quarter credits)

#### *Elective courses - 39 quarter credits*

Choose 39 quarter credits of additional undergraduate courses. †

#### *Capstone courses - 12 quarter credits*

Taken during the learner's final two quarters:

PSYC4006 *	Applied Behavior Analysis Capstone 1 (6 quarter credits) <sup>†</sup>
PSYC4007 *	Applied Behavior Analysis Capstone 2 (6 quarter credits) <sup>†</sup>

**Total** 180 quarter credits

#### **Honors Pathway**

Learners enrolled in the honors pathway complete the following general education courses.

#### *Honors courses - 15 quarter credits*

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World (3 quarter credits)
COM-H4005 *	Communicating and Integrating Solutions in the Professional World (6 quarter credits)
SOC-H3005 *	Honors Professional Internship (6 quarter credits)

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

**Total** 180 quarter credits

† Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take PSYC1003 during their first quarter.

\* Learners who have completed PSYC1003 are required to take PSYC3003.

§ Learners who are not required to take PSYC1003 are placed in PSYC3002.

† Learners who have completed PSYC1003 choose 33 quarter credits of additional undergraduate elective courses.

† This course satisfies Behavior Analyst Certification Board (BACB) contact hour requirements. Please contact your academic advisor or the instructor for additional details.

Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)).

## Bachelor of Science (BS) in Psychology Pre-Counseling Degree Program

The Bachelor of Science in Psychology Pre-Counseling degree program provides undergraduate learners with instruction across the broad science of psychology and an introduction to counseling theories, professions, and practices. The psychology curriculum emphasizes the knowledge, skills, and values identified by the American Psychological Association (APA) as fundamental in the undergraduate study of psychology and is designed to foster understanding of the complexities of human behavior and thought and the development of the analytical, quantitative, and communication skills associated with psychology study. For their graduate-level counseling curriculum, pre-counseling learners choose one of three courses emphasizing marriage and family counseling/therapy, clinical mental health counseling, or school counseling. Successful graduates of this program are prepared to continue their studies at the graduate level or pursue entry-level careers in a variety of public and private employment settings in which psychology knowledge and skills are used to promote human welfare.

#### **General Education Requirements**

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

#### *Required courses:*

BIO1000	Human Biology (6 quarter credits)
ENG1000	English Composition (6 quarter credits)
MAT2001	Statistical Reasoning (6 quarter credits)
PHI2000	Ethics (6 quarter credits)
PSYC1000	Introduction to Psychology (6 quarter credits)

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

## Undergraduate—Psychology Academic Offerings, *continued*

### *BS in Psychology Pre-Counseling Degree Program, continued*

#### Additional Program Requirements

PSYC1003 Developing Psychology Thinking (6 quarter credits)<sup>†</sup>

*Required courses - 66 quarter credits*

PSYC3003 Developing a Psychology Perspective (6 quarter credits)<sup>†</sup> **OR**

PSYC3002 Developing a Psychology Perspective (6 quarter credits)<sup>§</sup>

PSYC3210 \* Human Lifespan Development (6 quarter credits)

PSYC3500 \* Learning and Cognition (6 quarter credits)

PSYC3520 \* Introduction to Social Psychology (6 quarter credits)

PSYC3540 \* Culture, Ethnicity, and Diversity (6 quarter credits)

PSYC4100 \* History and Modern Systems of Psychology (6 quarter credits)

PSYC4310 \* Biological Psychology (6 quarter credits)

PSYC4600 \* Research Methods in Psychology (6 quarter credits)

PSYC4700 \* Statistics for the Behavioral Sciences (6 quarter credits)

*In addition, choose one from the following two master's-level counseling courses:*

COUN5004 Survey of Research in Human Development for Professional Counselors (4 quarter credits)

MFT5008 Foundations of Couple and Family Therapy (4 quarter credits)

*In addition, choose one from the following two master's-level counseling courses:*

COUN5336 Counseling and Advocacy with Diverse Populations (4 quarter credits)

MFT5270 \* Family Therapy Theory and Methods (4 quarter credits)

*In addition, choose one from the following three master's-level counseling courses:*

COUN5239 Theories of Psychotherapy (4 quarter credits)

COUN5812 \* Theories of Counseling with Children and Adolescents (4 quarter credits)

MFT5222 Professional Ethics in Marriage and Family Therapy (4 quarter credits)

*Elective courses - 63 quarter credits<sup>‡</sup>*

*Recommended elective courses:*

PSYC2300 Introduction to Addiction Theories (3 quarter credits)

PSYC2320 \* Introduction to Counseling and Psychotherapy (3 quarter credits)

PSYC2900 \* Introduction to Psychology of Personality (3 quarter credits)

PSYC3110 \* Abnormal Psychology (6 quarter credits)

**OR**

*Choose any undergraduate courses.*

*Capstone course - 6 quarter credits*

*Taken during the learner's final quarter:*

PSYC4900 \* Psychology Capstone Project (6 quarter credits)

**Total** 180 quarter credits

#### Honors Pathway

*Learners enrolled in the honors pathway complete the following general education courses.*

*Honors courses - 15 quarter credits*

PHI-H2005 Honors Seminar: Critical Thinking for the Professional World (3 quarter credits)

COM-H4005 \* Communicating and Integrating Solutions in the Professional World (6 quarter credits)

SOC-H3005 \* Honors Professional Internship (6 quarter credits)

*These courses are applied toward the general education requirement and taken in addition to the remaining required courses.*

**Total** 180 quarter credits

<sup>†</sup> Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take PSYC1003 during their first quarter.

<sup>‡</sup> Learners who have completed PSYC1003 are required to take PSYC3003.

<sup>§</sup> Learners who are not required to take PSYC1003 are placed in PSYC3002.

<sup>‡</sup> Learners who have completed PSYC1003 choose 57 quarter credits of additional undergraduate elective courses.

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

# Graduate—Psychology Academic Offerings

Degree Programs	Specializations	Certificate Programs	Multiple Specializations <i>(must be within the same degree program)</i>
Doctor of Philosophy (PhD) in Psychology	General Psychology		
	Behavior Analysis		
	Developmental Psychology		
	Educational Psychology		
	Industrial/Organizational Psychology		
Doctor of Psychology (PsyD)	Clinical Psychology		
Doctor of Psychology (PsyD) in School Psychology			
Master of Science (MS) in Psychology	General Psychology		
	General Psychology, FlexPath option		
	Applied Behavior Analysis		✓
	Child and Adolescent Development		✓
	Child and Adolescent Development, FlexPath option		
	Educational Psychology		✓
	Educational Psychology, FlexPath option		
	Industrial/Organizational Psychology		✓
	Industrial/Organizational Psychology, FlexPath option		
	Sport Psychology		✓
	Sport Psychology, FlexPath option		

**Graduate—Psychology Academic Offerings, *continued***

Degree Programs	Specializations	Certificate Programs	Multiple Specializations <i>(must be within the same degree program)</i>
Master of Science (MS) in Clinical Psychology	Applied Research		✓
	Clinical Counseling		✓
	Forensic		✓
		Graduate Certificate in Applied Behavior Analysis	
		Graduate Certificate in Play Therapy	

## Graduate—Psychology Academic Offerings, *continued*

### Doctor of Philosophy (PhD) in Psychology Specializations

#### General Psychology

The doctoral General Psychology specialization is for learners who want flexibility in designing a program based on their professional interests. Learners may use their electives to design an individualized area of psychology study or to design an interdisciplinary area of study that blends psychology with education or business. Upon successful completion of this specialization, learners are prepared to pursue careers as university professors, researchers, consultants, or program administrators. The requirements for this specialization are not designed to prepare graduates for licensure as professional counselors or psychologists.

**Nineteen Required Courses**                      **At least 78 quarter credits**

#### Residency Requirement(s):

Three ten-week courses with a four-day embedded residency experience (PSY-R8925, PSY-R8926, PSY-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Core courses:

PSY8002	Foundations of Theory and Practice for Doctoral Psychology Learners (5 quarter credits)
PSY7115	Research Foundations of History and Systems in Psychology (5 quarter credits)
PSY7543 *	Ethics and Multicultural Issues in Psychology (5 quarter credits)
PSY7868	Qualitative Design and Analysis (4 quarter credits)
PSY8625 **	Advanced Inferential Statistics (5 quarter credits)
PSY8658 **	Quantitative Research Methods in Psychology (5 quarter credits)
PSY-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
PSY-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
PSY-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)
<i>Choose one from the following two courses:</i>	
PSY8626 *	Multivariate Statistics: Theory and Application (5 quarter credits)
PSY8635 *	Advanced Qualitative Analysis (5 quarter credits)

#### Specialization courses:

PSY7610	Tests and Measurements (5 quarter credits)
PSY7660 **	Survey Construction and Administration (5 quarter credits)
PSY8763 *	Program Evaluation (5 quarter credits)

#### Choose one from the following two courses:

PSY8626 *	Multivariate Statistics: Theory and Application (5 quarter credits)
PSY8635 *	Advanced Qualitative Analysis (5 quarter credits)

#### Upon completion of all required coursework:

PSY9919 *	Doctoral Comprehensive Examination (3 quarter credits)
-----------	--

*Learners must register for PSY9960 a minimum of four times to fulfill their specialization requirements.*

PSY9960 *	Dissertation Courseroom (3 quarter credits each)
-----------	--

**Five Elective Courses**                      **At least 25 quarter credits**

*Choose any graduate courses.*

**Total**    **At least 103 quarter credits**

**\*\* This course has a prerequisite that is not listed as a required course, which may increase the total number of courses needed to complete this specialization. See course descriptions for additional course prerequisites.**

#### Behavior Analysis

The doctoral Behavior Analysis specialization is designed for behavior analyst professionals seeking to serve as academic, research, or clinical leaders in the field of behavior analysis. Learners integrate basic behavior analytic theory, as well as basic and applied research with the practice of applied behavior analysis. Upon completion, learners are prepared to pursue careers in leadership positions within the practice of applied behavior analysis as well as academic and research positions. In combination with a behavior-analytic dissertation, learners who complete this specialization can apply for the doctoral designation as a certified behavior analyst. These specialization requirements are not intended to prepare graduates for licensure as professional counselors or licensed psychologists.

**Twenty-One Required Courses**                      **At least 88 quarter credits**

#### Residency Requirement(s):

Three ten-week courses with a four-day embedded residency experience (PSY-R8925, PSY-R8926, PSY-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Core courses:

PSY8002	Foundations of Theory and Practice for Doctoral Psychology Learners (5 quarter credits)
PSY7115	Research Foundations of History and Systems in Psychology (5 quarter credits)
PSY7543 *	Ethics and Multicultural Issues in Psychology (5 quarter credits)
PSY7868	Qualitative Design and Analysis (4 quarter credits)
PSY8307 *	Advanced Single-Subject Research Design for Behavior Analysis (5 quarter credits)
PSY8625 **	Advanced Inferential Statistics (5 quarter credits)
PSY8658 **	Quantitative Research Methods in Psychology (5 quarter credits)
PSY-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
PSY-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
PSY-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

#### Specialization courses:

PSY8301	Single-Subject Research Design Methods (5 quarter credits)
PSY8302	Behaviorism (5 quarter credits)
PSY8303	Experimental Analysis of Behavior (5 quarter credits)
PSY8304	Analysis of Verbal Behavior (5 quarter credits)
PSY8305	Organizational Behavior Management (5 quarter credits)
PSY8306	Education and Teaching in Applied Behavior Analysis (5 quarter credits)

#### Upon completion of all required coursework:

PSY9919 *	Doctoral Comprehensive Examination (3 quarter credits)
-----------	--

*Learners must register for PSY9960 a minimum of four times to fulfill their specialization requirements.*

PSY9960 *	Dissertation Courseroom (3 quarter credits each)
-----------	--

**Three Elective Courses**                      **15 quarter credits**

*Choose three from the following thirteen courses:*

PSY6010	Human Prenatal Development (5 quarter credits)
PSY6020 *	Topics in Child and Adolescent Development (5 quarter credits)
PSY7220	Child Psychology (5 quarter credits)
PSY7230	Adolescent Psychology (5 quarter credits)
PSY7422	Motivation (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)
PSY7860	Survey of Research Methods (4 quarter credits)
PSY7864	Quantitative Design and Analysis (4 quarter credits)
PSY8150	Exceptional Children in the Classroom (5 quarter credits)
PSY8610	Principles of Health Psychology (5 quarter credits)

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.



## Graduate—Psychology Academic Offerings, *continued*

### PhD in Psychology Specializations, continued

PSY8711	Principles of Industrial/Organizational Psychology (5 quarter credits)
PSY8730	Consultation Psychology (5 quarter credits)
PSY8763 *	Program Evaluation (5 quarter credits)
PSY8840 *	Principles of Sport Psychology (5 quarter credits)
<b>Total</b>	<b>At least 103 quarter credits</b>

**\*\* This course has a prerequisite that is not listed as a required course, which may increase the total number of courses needed to complete this specialization. See course descriptions for additional course prerequisites.**

### Developmental Psychology

Doctoral learners in the Developmental Psychology specialization acquire a broad base of knowledge associated with lifespan development, policy, and advocacy. Core coursework provides a foundation of the science of psychology, and specialization coursework provides depth within the discipline of developmental psychology and policy. The curriculum provides learners the opportunity to pursue a specific concentration within the program. Successful graduates of this specialization are prepared to pursue careers in teaching and instruction; higher education; child, adolescent, and adult development; policy and advocacy; or research. These specialization requirements are not intended to prepare graduates for licensure as professional counselors or licensed psychologists.

**Twenty-Four Required Courses**      **At least 101 quarter credits**

#### Residency Requirement(s):

Three ten-week courses with a four-day embedded residency experience (PSY-R8925, PSY-R8926, PSY-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Core courses:

PSY8002	Foundations of Theory and Practice for Doctoral Psychology Learners (5 quarter credits)
PSY7115	Research Foundations of History and Systems in Psychology (5 quarter credits)
PSY7543 *	Ethics and Multicultural Issues in Psychology (5 quarter credits)
PSY7868	Qualitative Design and Analysis (4 quarter credits)
PSY8625 **	Advanced Inferential Statistics (5 quarter credits)
PSY8658 **	Quantitative Research Methods in Psychology (5 quarter credits)
PSY-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
PSY-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
PSY-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Choose one from the following two courses:

PSY8626 *	Multivariate Statistics: Theory and Application (5 quarter credits)
PSY8635 *	Advanced Qualitative Analysis (5 quarter credits)

Specialization courses:

DHA8008	Health Care Policy Processes (6 quarter credits)
MPH5506	Social and Behavioral Foundations in Public Health (4 quarter credits)
NHS6004	Health Care Law and Policy (4 quarter credits)
PSY6010	Human Prenatal Development (5 quarter credits)
PSY7210	Lifespan Development (5 quarter credits)
PSY7220	Child Psychology (5 quarter credits)
PSY7230	Adolescent Psychology (5 quarter credits)
PSY7240	Adult Psychology (5 quarter credits)
PUAD7035 *	Public Sector Policy Analysis (4 quarter credits)

Upon completion of all required coursework:

PSY9919 *	Doctoral Comprehensive Examination (3 quarter credits)
-----------	--

Learners must register for PSY9960 a minimum of four times to fulfill their specialization requirements.

PSY9960 *	Dissertation Courseroom (3 quarter credits each)
-----------	--

**Total**      **At least 101 quarter credits**

**\*\* This course has a prerequisite that is not listed as a required course, which may increase the total number of courses needed to complete this specialization. See course descriptions for additional course prerequisites.**

### Educational Psychology

Doctoral learners in the Educational Psychology specialization acquire a broad base of knowledge associated with learning, cognition, instruction, development, and research. Core coursework provides a foundation of the science of psychology, and specialization coursework provides depth within the discipline of educational psychology. The curriculum provides learners the opportunity to pursue a specific concentration within the program. Successful graduates of this specialization are prepared to pursue careers in teaching and instruction; higher education; corporate and military educational training; child, adolescent, and adult development; instructional technology; test construction; learning evaluation; program evaluation; or research. These specialization requirements are not intended to prepare graduates for licensure as professional counselors or licensed psychologists.

**Twenty-Four Required Courses**      **At least 103 quarter credits**

#### Residency Requirement(s):

Three ten-week courses with a four-day embedded residency experience (PSY-R8925, PSY-R8926, PSY-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Core courses:

PSY8002	Foundations of Theory and Practice for Doctoral Psychology Learners (5 quarter credits)
PSY7115	Research Foundations of History and Systems in Psychology (5 quarter credits)
PSY7543 *	Ethics and Multicultural Issues in Psychology (5 quarter credits)
PSY7868	Qualitative Design and Analysis (4 quarter credits)
PSY8625 **	Advanced Inferential Statistics (5 quarter credits)
PSY8658 **	Quantitative Research Methods in Psychology (5 quarter credits)
PSY-R8925	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
PSY-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
PSY-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Choose one from the following two courses:

PSY8626 *	Multivariate Statistics: Theory and Application (5 quarter credits)
PSY8635 *	Advanced Qualitative Analysis (5 quarter credits)

#### Specialization courses:

PSY7411	Learning Theories in Psychology (5 quarter credits)
PSY7421	Cognitive/Affective Psychology (5 quarter credits)
PSY7422	Motivation (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)
PSY8100 *	Principles of Educational Psychology (5 quarter credits)
PSY8110	The Psychology of Teaching (5 quarter credits)
PSY8130	Adult Learner in the Classroom (5 quarter credits)
PSY8170 *	Principles of Instructional Design (5 quarter credits)

In addition, choose one of the following eight courses:

PSY6010	Human Prenatal Development (5 quarter credits)
PSY6020 *	Topics in Child and Adolescent Development (5 quarter credits)
PSY7210	Lifespan Development (5 quarter credits)
PSY7230	Adolescent Psychology (5 quarter credits)
PSY7660 **	Survey Construction and Administration (5 quarter credits)

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

## Graduate—Psychology Academic Offerings, *continued*

### PhD in Psychology Specializations, *continued*

PSY8150	Exceptional Children in the Classroom (5 quarter credits)
PSY8763 *	Program Evaluation (5 quarter credits)
PSY8765 *	Testing and Assessment in Workplace Psychology (5 quarter credits)

Upon completion of all required coursework:

PSY9919 *	Doctoral Comprehensive Examination (3 quarter credits)
-----------	--

Learners must register for PSY9960 a minimum of four times to fulfill their specialization requirements.

PSY9960 *	Dissertation Courseroom (3 quarter credits each)
-----------	--

**Total** **At least 103 quarter credits**

**\*\* This course has a prerequisite that is not listed as a required course, which may increase the total number of courses needed to complete this specialization. See course descriptions for additional course prerequisites.**

### Industrial/Organizational Psychology

The doctoral specialization in Industrial/Organizational Psychology is for learners interested in the structure of psychology in the workplace and other organizational settings. The curriculum provides learners the opportunity to pursue a specific concentration within the program. Learners in this specialization are interested in leader development, coaching psychology, group and team dynamics, organizational change management, systems planning, industrial/organizational assessment, employee motivation/performance improvement, strategic planning, professional development, and administrative and human resource management (including employee support services). Doctoral graduates typically pursue positions as consultants to organizations, including government, higher education, and scientific research. These specialization requirements are not intended to prepare graduates for licensure as professional counselors or psychologists.

**Twenty-Four Required Courses** **At least 103 quarter credits**

#### Residency Requirement(s):

Three ten-week courses with a four-day embedded residency experience (PSY-R8925, PSY-R8926, PSY-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Core courses:

PSY8002	Foundations of Theory and Practice for Doctoral Psychology Learners (5 quarter credits)
PSY7115	Research Foundations of History and Systems in Psychology (5 quarter credits)

PSY7543 *	Ethics and Multicultural Issues in Psychology (5 quarter credits)
PSY7868	Qualitative Design and Analysis (4 quarter credits)
PSY8625 **	Advanced Inferential Statistics (5 quarter credits)
PSY8658 **	Quantitative Research Methods in Psychology (5 quarter credits)
PSY-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
PSY-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
PSY-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)
Choose one from the following two courses:	
PSY8626 *	Multivariate Statistics: Theory and Application (5 quarter credits)
PSY8635 *	Advanced Qualitative Analysis (5 quarter credits)

Specialization courses:

PSY8711	Principles of Industrial/Organizational Psychology (5 quarter credits)
PSY8720	Psychology of Leadership (5 quarter credits)
PSY8721	Introduction to Business Practices for Psychologists (5 quarter credits)
PSY8730	Consultation Psychology (5 quarter credits)
PSY8755	Ethical and Legal Principles of Industrial/Organizational Psychology (5 quarter credits)
PSY8761	Work Analysis and Selection (5 quarter credits)
PSY8765 *	Testing and Assessment in Workplace Psychology (5 quarter credits)
PSY8770	Psychology of Motivation and Performance (5 quarter credits)

Choose one of the following four courses:

PSY7510	Psychology of Personality (5 quarter credits)
PSY8740	Industrial/Organizational Psychology Practices in Human Resource Management (5 quarter credits)
PSY8763 *	Program Evaluation (5 quarter credits)
PSY8768 *	Theory and Practice of Psychological Coaching (5 quarter credits)

Upon completion of all required coursework:

PSY9919 *	Doctoral Comprehensive Examination (3 quarter credits)
-----------	--

Learners must register for PSY9960 a minimum of four times to fulfill their specialization requirements.

PSY9960 *	Dissertation Courseroom (3 quarter credits each)
-----------	--

**Total** **At least 103 quarter credits**

**\*\* This course has a prerequisite that is not listed as a required course, which may increase the total number of courses needed to complete this specialization. See course descriptions for additional course prerequisites.**

## Doctor of Psychology (PsyD) Specialization

### Clinical Psychology

The PsyD Clinical Psychology specialization provides learners with comprehensive clinical training based on theoretical and scientific foundations of psychology, including psychological assessment and intervention. This specialization is designed to prepare graduates to be eligible to apply for clinical psychologist licensure in many states. The curriculum provides both online coursework and face-to-face residencies that focus on ethics, multicultural perspectives, supervision, clinical interviewing skills, cognitive and personality assessment, diagnosis and psychopathology, psychotherapy theory and treatment, and psychological report writing. Learners also engage in traditional clinical training experiences and complete a clinically relevant research project. Learners who choose this specialization typically pursue careers as licensed clinical psychologists, who may provide services in psychotherapy, psychological testing, mental health consulting, research, and higher education teaching.

#### Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators in the PsyD Clinical Psychology specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

## Graduate—Psychology Academic Offerings, *continued*

### *PsyD Specialization, continued*

#### Degree Requirement(s):

- Learners start the PsyD program on an annual basis by registering for PSY8001 in the fall. This course must be completed before registering for other courses.
- Learners may transfer a maximum of 15 quarter credits (three courses) toward a PsyD.
- Learners must complete three academic years of full-time enrollment (at least nine quarters during which learners are registered for 10 or more quarter credits of coursework, exclusive of internship and dissertation courses).
- Learners must complete a minimum of 15 quarter credits at Capella University prior to beginning the year-in-residence.
- Learners must maintain full-time enrollment status during the year-in-residence, completing a minimum of 40 quarter credits during the five quarters of the year-in-residence.
- Learners must register for PSY7113, PSY8220, PSY8230, PSY8240, PSY8310, PSY8316, PSY8330, and PSY8371 during the year-in-residence, in the quarter specified. Learners should refer to the Clinical PsyD Program Manual for general sequencing guidelines.
- Learners must demonstrate readiness for clinical training by completing all year-in-residence coursework and requirements, including passing the Practicum Readiness Evaluation.
- Learners must complete a supervised, site-based practicum and associated coursework.
- Learners must pass the Clinical Competency Examination.
- Learners must complete a clinical dissertation and associated coursework.
- Learners must complete a supervised, site-based internship and associated coursework.

#### Residency Requirement(s):

Clinical Psychology year-in-residence. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see the [PsyD Year-in-Residence](#) section, below, and the Clinical Psychology year-in-residence courses.

- PSY-R8301 Professional Issues in Clinical Psychology (non-credit)
- PSY-R8302 Intervention: Building Effective Relationships (non-credit)
- PSY-R8303 Professional Development and Socialization (non-credit)
- PSY-R8304 Assessment: Introduction to Psychological Testing (non-credit)
- PSY-R8305 Intervention: Diagnostic Interviewing (non-credit)

- PSY-R8306 Intervention: Case Formulation (non-credit)
- PSY-R8307 Intervention: Treatment Planning (non-credit)
- PSY-R8308 Intervention: Crisis Intervention and Risk Assessment (non-credit)
- PSY-R8309 Assessment: Adult Cognitive, Achievement, and Adaptive Functioning (non-credit)
- PSY-R8310 Assessment: Child Cognitive, Achievement, and Adaptive Functioning (non-credit)
- PSY-R8311 Assessment: Personality (non-credit)
- PSY-R8312 Assessment: Integrated Report Writing and Case Discussion (non-credit)
- PSY-R8313 Assessment: Measuring Treatment and Program Effectiveness (non-credit)
- PSY-R8314 Intervention: The Practice of Psychotherapy (non-credit)
- PSY-R8315 Practicum Readiness Evaluation (non-credit)
- PSY-R8316 Residency Capstone: Preparing for Practicum Training (non-credit)

#### Clinical Training Requirement(s):

Minimum of 1,000 practicum hours and 2,000 pre-doctoral internship hours. See the [PsyD Clinical Training](#) section, below, for more information.

#### Twenty-Five Required Courses 125 quarter credits

##### Core courses:

- PSY8001 Orientation to Professional Psychology (5 quarter credits)
- PSY7113 History and Systems of Psychology (5 quarter credits)
- PSY7210 Lifespan Development (5 quarter credits)
- PSY7320 \*\* Advanced Biological Psychology (5 quarter credits)
- PSY7421 Cognitive/Affective Psychology (5 quarter credits)
- PSY7520 Social Psychology (5 quarter credits)
- PSY7540 Multicultural Perspectives in Human Behavior (5 quarter credits)
- PSY8501 \*\* Advanced Research Methods and Statistics for Professional Psychology (5 quarter credits)
- PSY8502 \*\* Advanced Research Design and Methodology for Professional Psychology (5 quarter credits)

##### Specialization courses:

- PSY8220 \*\* Advanced Psychopathology (5 quarter credits)
- PSY8230 \*\* Psychological Testing (5 quarter credits)
- PSY8240 \* Advanced Psychological Testing (5 quarter credits)
- PSY8310 Theories of Psychotherapy (5 quarter credits)
- PSY8316 Evidence-Based Practice in Psychology (5 quarter credits)
- PSY8330 Ethics and Standards of Professional Practice (5 quarter credits)
- PSY8371 Strategies of Clinical Supervision and Consultation (5 quarter credits)

*In addition, choose a minimum of three doctoral practicum series courses:*

- PSY8951 \* Doctoral Practicum Series (5 quarter credits)
- PSY8952 \* Doctoral Practicum Series (5 quarter credits)
- PSY8953 \* Doctoral Practicum Series (5 quarter credits)
- PSY8954 \* Doctoral Practicum Series (5 quarter credits)
- PSY8955 \* Doctoral Practicum Series (5 quarter credits)
- PSY8956 \* Doctoral Practicum Series (5 quarter credits)
- PSY8957 \* Doctoral Practicum Series (5 quarter credits)
- PSY8958 \* Doctoral Practicum Series (5 quarter credits)

*In addition, choose a minimum of two clinical dissertation series courses:*

- PSY9911 \* Clinical Dissertation Series (5 quarter credits)
- PSY9912 \* Clinical Dissertation Series (5 quarter credits)
- PSY9913 \* Clinical Dissertation Series (5 quarter credits)
- PSY9914 \* Clinical Dissertation Series (5 quarter credits)
- PSY9915 \* Clinical Dissertation Series (5 quarter credits)
- PSY9916 \* Clinical Dissertation Series (5 quarter credits)
- PSY9917 \* Clinical Dissertation Series (5 quarter credits)
- PSY9918 \* Clinical Dissertation Series (5 quarter credits)

*In addition, choose a minimum of four doctoral internship series courses:*

- PSY8971 \* Doctoral Internship Series (5 quarter credits)
- PSY8972 \* Doctoral Internship Series (5 quarter credits)
- PSY8973 \* Doctoral Internship Series (5 quarter credits)
- PSY8974 \* Doctoral Internship Series (5 quarter credits)
- PSY8975 \* Doctoral Internship Series (5 quarter credits)
- PSY8976 \* Doctoral Internship Series (5 quarter credits)
- PSY8977 \* Doctoral Internship Series (5 quarter credits)
- PSY8978 \* Doctoral Internship Series (5 quarter credits)

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

## Graduate—Psychology Academic Offerings, *continued*

### *PsyD Specialization, continued*

**Four Elective Courses**                      **20 quarter credits**

Choose any graduate courses, excluding introductory and special topics courses, lectures, seminars, practica, internships, and any Capella-designated first course.

**Total**    **145 quarter credits**

**\*\* This course has a prerequisite that is not listed as a required course, which may increase the total number of courses needed to complete this specialization. See course descriptions for additional course prerequisites.**

Courses without a PSY designation may be worth fewer than five quarter credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Psychology can be used as an option to complete the total required credits needed for graduation.

This specialization is not accredited by the American Psychological Association (APA) or by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)).

Iowa and Maryland residents are not eligible to enroll in this specialization.

### PsyD Clinical Psychology Year-in-Residence

The residency requirement for the PsyD Clinical Psychology specialization is satisfied by completion of the Clinical Psychology year-in-residence. The year-in-residence provides opportunities for learners to develop clinical skills and to strengthen their socialization into the profession of psychology, and for faculty to assess learners' clinical skills and evaluate their fitness for the field of professional psychology. All residencies are taught by Clinical PsyD faculty and occur in a face-to-face format, with faculty and learners both onsite.

The Clinical Psychology year-in-residence requires the following:

- Learners must complete a minimum of 15 quarter credits at Capella University prior to beginning the year-in-residence.
- Learners must maintain full-time, continuous enrollment status during the year-in-residence, registering for at least 10 quarter credits of coursework during at least three quarters and completing a minimum of 40 quarter credits during the five quarters of the year-in-residence.
- Learners must register for PSY7113, PSY8220, PSY8230, PSY8240, PSY8310, PSY8316, PSY8330, and PSY8371 during the year-in-residence, in the quarter specified. Learners should refer to the *Clinical PsyD Program Manual* for general sequencing guidelines.
- Learners must demonstrate readiness for clinical training by completing all year-in-residence coursework and requirements, including passing the Practicum Readiness Evaluation.

The Clinical Psychology year-in-residence includes the following activities:

- A. Learners complete at least 500 hours of formally scheduled face-to-face instruction and professional socialization with PsyD Clinical Psychology specialization faculty and learners during the five quarters of the year-in-residence. All learners are required to be physically present at each residency experience. These formally scheduled residency experiences take place over a period not to exceed 13 months and are associated with specific online courses, and include the following components, taken in sequence:
  - Learners begin the Clinical Psychology year-in-residence with the first two-week extended seminar (PSY-R8301–PSY-R8304), typically scheduled in June.
  - Learners complete eight consecutive residency courses (PSY-R8305–PSY-R8312), typically scheduled August through May.

– Learners complete the Clinical Psychology year-in-residence with the final two-week extended seminar (PSY-R8313–PSY-R8316), typically scheduled in June.

- B. Learners complete at least 100 hours of participation in professional activities. These activities must be completed during the year-in-residence but extend beyond the year-in-residence requirements described above. Activities include participation in local, state, and national professional organizations, and engaging in scholarly activities commonly associated with doctoral professional psychology training. These hours are documented in the learner's Professional Portfolio.

The Clinical Psychology year-in-residence has three fundamental objectives.

1. Learners develop clinical skills and demonstrate readiness for clinical training by engaging in face-to-face training and practice opportunities for skills development. Learners develop and demonstrate competency in relationship building; diagnostic interviewing; case formulation; treatment planning; crisis intervention and risk assessment; adult and child cognitive, achievement, and adaptive functioning assessment; personality assessment; report writing and case discussion; measuring treatment and program effectiveness; and implementing psychotherapy.
2. Learners develop and demonstrate the professional and personal competencies required for appropriate socialization into the profession of psychology, including suitability and fitness for the profession. Learners develop these competencies by working closely with faculty and other learners, engaging in professional training and scholarship, and participating in social and intellectual discussions with faculty and peers to acquire the habits, skills, and insights necessary for the professional practice of psychology. Learners acquire the ability to manage professional relationships in an effective and appropriate manner; exhibit the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations; demonstrate self-awareness, self-reflection, self-evaluation, and ethical responsibility; demonstrate openness to processes of supervision and a commitment to lifelong learning; and satisfactorily resolve issues or problems that interfere with professional development or functioning.

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

## Graduate—Psychology Academic Offerings, *continued*

### PsyD Specialization, *continued*

3. Faculty evaluate learners' clinical skills and fitness for the profession, thereby satisfying their professional and ethical obligations to ensure that all learners have the competence necessary to progress to clinical training and that they demonstrate personal suitability and fitness for the profession of psychology. Faculty evaluate learners' readiness for clinical training and fitness for the profession formatively throughout the year-in-residence and summatively in the Practicum Readiness Evaluation at the conclusion of the year-in-residence.

For more detailed information on residencies, learners should refer to the [Clinical PsyD Program Manual](#).

### PsyD Clinical Training

#### Overview of Practicum

The practicum is a training experience that occurs in the second or third year of the program and provides the opportunity for learners to receive professional clinical training. Practicum is a part-time, on-site commitment that takes place over a minimum period of nine months, and includes registration for the accompanying practicum courses.

All practicum learners must follow the practicum application process and completion guidelines stated in the [Clinical PsyD Program Manual](#), available on Campus. The director of clinical training works closely with learners to identify potential practicum sites in their local community that meet the criteria outlined by the clinical training department. All practicum placements must be approved by the director of clinical training.

#### Practicum Requirements

- Approved practicum application.
- Part-time site placement with a minimum of 1,000 hours and coursework in a minimum of three quarters of the Doctoral Practicum Series (PSY8951–PSY8958). These courses must be completed sequentially for the duration of the practicum.

#### Overview of Internship

The pre-doctoral internship is the last opportunity for learners to gain professional clinical experience prior to the granting of the degree. The internship requires a full-time (one year) or part-time (two years) on-site commitment of a minimum of 2,000 hours, and includes registration for the accompanying internship courses. The pre-doctoral internship is viewed critically by licensing boards and future employers.

All internship learners must follow the internship application process and completion guidelines stated in the [Clinical PsyD Program Manual](#), available on Campus.

#### Internship Requirements

- Learner demonstrates readiness for internship.
- Approved internship application.
- Full-time site placement with a minimum of 2,000 hours, completed sequentially over a one-year period, or part-time site, two-year placement with a minimum of 2,000 hours, at least 20 hours per week, not to exceed eight sequential quarters, and a minimum of four Doctoral Internship Series courses (PSY8971–PSY8978). These courses must be completed sequentially for the duration of the internship.

**Clinical training hours and supervisor credential requirements for licensure or certification vary across states and Canadian provinces. Learners are responsible for determining the specific licensing requirements for any state or province in which they plan to seek licensure.**

### Doctor of Psychology (PsyD) in School Psychology

The Doctor of Psychology (PsyD) in School Psychology degree program familiarizes learners with psychology as a practical discipline, including psychological and neuropsychological assessment, clinical supervision and consultation, psychopathology of children and adolescents, child and adolescent development, and consultation and collaboration in the schools. The curriculum provides the theoretical tools and skills-based training needed to assess students, consult with school personnel, and supervise other school psychologists. Learners enrolled in this degree program may seek supervisory positions in their school district. Other successful graduates pursue careers in college and university teaching, program administration, or consulting.

#### Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators within the PsyD in School Psychology degree program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

#### Residency Requirement(s):

Eight face-to-face residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see the [PsyD in School Psychology Residency](#) section, below.

PSY-R6591	Assessment (non-credit)
PSY-R6592	Interventions and Response to Interventions (non-credit)
PSY-R6593	Assessments: Nonverbal (non-credit)
PSY-R6594	Counseling (non-credit)
PSY-R6595	Functional Behavioral Assessment and Assessment Reviews (non-credit)
PSY-R6596	Personality and Behavior Assessment (non-credit)

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

**Graduate—Psychology Academic Offerings, continued**PsyD in School Psychology, continued

PSY-R6597	Report Writing and Behavior Interventions (non-credit)
PSY-R6599	Treatment Planning and Recommendations (non-credit)

**Practicum and Internship:**

Minimum of 400 hours for practicum and 1500 hours for internship. See the practicum and internship course descriptions for more information.

**Twenty-Nine Required Courses 145 quarter credits***Required courses:*

PSY8001	Orientation to Professional Psychology (5 quarter credits) <sup>†</sup>
PSY8331	Principles of School Psychology (5 quarter credits)
PSY8335	Consultation and Collaboration in the School (5 quarter credits)
PSY8338	Child and Adolescent Development for School Psychologists (5 quarter credits)
PSY7320	Advanced Biological Psychology (5 quarter credits)
PSY7421	Cognitive/Affective Psychology (5 quarter credits)
PSY8332	Advanced Methods in School Psychology (5 quarter credits)
PSY7540	Multicultural Perspectives in Human Behavior (5 quarter credits)
PSY8220	Advanced Psychopathology (5 quarter credits)
PSY8212	Childhood Mental Health, Counseling, and Crisis Intervention/Prevention (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)
PSY8233 *	Psychological Assessments for School Psychologists 1 (5 quarter credits)
PSY8234 *	Psychological Assessments for School Psychologists 2 (5 quarter credits)
PSY8235 *	Psychological Assessments for School Psychologists 3 (5 quarter credits)
PSY8230 *	Psychological Testing (5 quarter credits)
PSY8251 *	Neuropsychological Assessment (5 quarter credits)
PSY8337	Legal and Ethical Issues in the School (5 quarter credits)
PSY8371	Strategies of Clinical Supervision and Consultation (5 quarter credits)
PSY8375	Professional Development and Supervision of School Psychologists (5 quarter credits)
PSY8501**	Advanced Research Methods and Statistics for Professional Psychology (5 quarter credits)
PSY8960 *	School Psychology PsyD Practicum 1 (5 quarter credits)
PSY8961 *	School Psychology PsyD Practicum 2 (5 quarter credits)
PSY8962 *	School Psychology PsyD Internship 1 (5 quarter credits)
PSY8963 *	School Psychology PsyD Internship 2 (5 quarter credits) <sup>‡</sup>

PSY8964 *	School Psychology PsyD Internship 3 (5 quarter credits)
PSY8965 *	School Psychology PsyD Internship 4 (5 quarter credits)
PSY9965 *	School Psychology Doctoral Learner Comprehensive Examination (5 quarter credits)
PSY9970 *	Doctoral School Psychology Integrative Project (5 quarter credits)

*In addition, choose one of the following courses:*

PSY5244	Play Therapy 1: The History and Systems of Play Therapy (5 quarter credits)
PSY6095	Theories of Counseling and Psychotherapy (5 quarter credits)
PSY7708	Basic Foundations in Applied Behavior Analysis (5 quarter credits)
PSY7330	Psychopharmacology (5 quarter credits)
PSY8110	The Psychology of Teaching (5 quarter credits)

**Total 145 quarter credits**

**\*\* This course has a prerequisite that is not listed as a required course, which may increase the total number of courses needed to complete this specialization. See course descriptions for additional course prerequisites.**

**† Learners in the PsyD in School Psychology degree program are required to complete the Dispositions Self-Assessment as a condition of continued enrollment in the program.**

**‡ Learners are required to take the Praxis Series tests concurrently with PSY8963. Learners are responsible for any costs associated with these examinations.**

**Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement. Arkansas residents are not eligible to enroll in this program.**

PsyD in School Psychology Residencies

Doctoral learners in School Psychology attend eight different School Psychology residencies offered. Each residency training results in required face-to-face hours and supports both coursework instruction and practice labs which result in subject mastery.

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

## Graduate—Psychology Academic Offerings, *continued*

### Master of Science (MS) in Psychology Specializations

#### General Psychology

The General Psychology specialization provides master's learners with a solid foundational knowledge of psychology principles. It is designed for professionals interested in pursuing careers in research, teaching, or program administration in human services organizations. The requirements for this specialization are not intended to prepare graduates for licensure as professional counselors or psychologists.

#### Ten Required Courses 48 quarter credits

##### Core courses:

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)
PSY7860	Survey of Research Methods (4 quarter credits)
PSY7864	Quantitative Design and Analysis (4 quarter credits)

##### Specialization courses:

PSY7210	Lifespan Development (5 quarter credits)
PSY7411	Learning Theories in Psychology (5 quarter credits)
PSY7421	Cognitive/Affective Psychology (5 quarter credits)
PSY7520	Social Psychology (5 quarter credits)
PSY7543 *	Ethics and Multicultural Issues in Psychology (5 quarter credits)

##### Taken during the learner's final quarter:

PSY5201 *	Integrative Project for Master's Degree in Psychology (5 quarter credits)
-----------	---

#### Total 48 quarter credits

#### General Psychology, FlexPath option

The General Psychology specialization provides master's learners with solid foundational knowledge of psychology principles. It is designed for professionals interested in pursuing careers in research, teaching, or program administration in human services organizations. Learners who pursue this specialization through the FlexPath option earn an MS in Psychology through self-paced demonstrations of competencies. The requirements for this specialization are not intended to prepare graduates for licensure as professional counselors or psychologists.

#### Ten Required Courses 24 program points

##### Core courses:

PSY-FP5002	Foundations of Theory and Practice for Master's Psychology Learners (2.5 program points)
PSY-FP7610	Tests and Measurements (2.5 program points)
PSY-FP7860	Survey of Research Methods (2 program points)
PSY-FP7864	Quantitative Design and Analysis (2 program points)

##### Specialization courses:

PSY-FP7210	Lifespan Development (2.5 program points)
PSY-FP7411	Learning Theories in Psychology (2.5 program points)
PSY-FP7421	Cognitive/Affective Psychology (2.5 program points)
PSY-FP7520	Social Psychology (2.5 program points)
PSY-FP7543 *	Ethics and Multicultural Issues in Psychology (2.5 program points)

Taken during the learner's final quarter:

PSY-FP5201 *	Integrative Project for Master's Degree in Psychology (2.5 program points)
--------------	--

#### Total 24 program points

#### Applied Behavior Analysis

The master's Applied Behavior Analysis specialization combines advanced psychology coursework with foundational knowledge of major competency areas in the behavior analytic field. The curriculum focuses on ethical and professional conduct; behavior analysis concepts, principles, and research methods; and applied behavior analysis techniques. Upon successful completion of this specialization, learners are prepared to identify behavioral problems through assessment; design, implement, and manage culturally appropriate interventions and treatments; perform effective behavior supervision; and bring about positive change for diverse individuals in a variety of settings.

#### Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional programs in that the faculty, training staff, supervisors, and administrators in the Applied Behavior Analysis program in the School of Psychology have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability and

intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes, but is not limited to, demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision and feedback; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the education and training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

#### Twelve Required Courses 58 quarter credits

##### Core courses:

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)
PSY7860	Survey of Research Methods (4 quarter credits)
PSY7864	Quantitative Design and Analysis (4 quarter credits)

##### Specialization courses:

PSY7708	Basic Foundations in Applied Behavior Analysis (5 quarter credits)
PSY7709 *	Advanced Concepts in Applied Behavior Analysis (5 quarter credits)
PSY7710 *	Ethics in Applied Behavior Analysis (5 quarter credits)
PSY7711 *	Measurement and Research in Applied Behavior Analysis (5 quarter credits)
PSY7712 *	Behavior Analytic Assessments (5 quarter credits)
PSY7713 *	Behavior Analytic Interventions (5 quarter credits)
PSY7714 *	Supervision and Management in Applied Behavior Analysis (5 quarter credits)
PSY7715 *	Applied Behavior Analysis Capstone (5 quarter credits)

#### Total 58 quarter credits

This specialization is not accredited by the American Psychological Association (APA) or by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)).

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

## Graduate—Psychology Academic Offerings, *continued*

### *MS in Psychology Specializations, continued*

#### Child and Adolescent Development

The master's Child and Adolescent Development specialization provides learners with the knowledge, theory, and best practices needed to promote and support the growth and development of children and adolescents. Specialization topics include prenatal, child, and adolescent development; physical and mental health; and social and educational issues related to child and adolescent development. Upon successful completion of this specialization, learners are prepared to pursue careers in education, human services, health care, social services, or other settings in which knowledge of child and adolescent development would be an asset or job prerequisite. The requirements for this specialization are not designed to prepare graduates for licensure as professional counselors or psychologists.

#### Eleven Required Courses 53 quarter credits

##### Core courses:

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)
PSY7860	Survey of Research Methods (4 quarter credits)
PSY7864	Quantitative Design and Analysis (4 quarter credits)

##### Specialization courses:

PSY6010	Human Prenatal Development (5 quarter credits)
PSY6020 *	Topics in Child and Adolescent Development (5 quarter credits)
PSY7210	Lifespan Development (5 quarter credits)
PSY7220	Child Psychology (5 quarter credits)
PSY7230	Adolescent Psychology (5 quarter credits)
PSY7543 *	Ethics and Multicultural Issues in Psychology (5 quarter credits)

##### Taken during the learner's final quarter:

PSY5201 *	Integrative Project for Master's Degree in Psychology (5 quarter credits)
-----------	---

**Total 53 quarter credits**

#### Child and Adolescent Development, FlexPath option

The master's Child and Adolescent Development specialization provides learners with the knowledge, theory, and best practices needed to promote and support the growth and development of children and adolescents. Specialization topics include prenatal, child, and adolescent development; physical and mental health; and social and educational issues related to child and adolescent development. Upon successful completion of this specialization,

learners are prepared to pursue careers in education, human services, health care, social services, or other settings in which knowledge of child and adolescent development would be an asset or job prerequisite. Learners who pursue this specialization through the FlexPath option earn an MS in Psychology through self-paced demonstrations of competencies. The requirements for this specialization are not designed to prepare graduates for licensure as professional counselors or psychologists.

#### Eleven Required Courses 26.5 program points

##### Core courses:

PSY-FP5002	Foundations of Theory and Practice for Master's Psychology Learners (2.5 program points)
PSY-FP7610	Tests and Measurements (2.5 program points)
PSY-FP7860	Survey of Research Methods (2 program points)
PSY-FP7864	Quantitative Design and Analysis (2 program points)

##### Specialization courses:

PSY-FP6010	Human Prenatal Development (2.5 program points)
PSY-FP6020 *	Topics in Child and Adolescent Development (2.5 program points)
PSY-FP7210	Lifespan Development (2.5 program points)
PSY-FP7220	Child Psychology (2.5 program points)
PSY-FP7230	Adolescent Psychology (2.5 program points)
PSY-FP7543 *	Ethics and Multicultural Issues in Psychology (2.5 program points)

##### Taken during the learner's final quarter:

PSY-FP5201 *	Integrative Project for Master's Degree in Psychology (2.5 program points)
--------------	--

**Total 26.5 program points**

#### Educational Psychology

The master's Educational Psychology specialization offers learners the opportunity to strengthen their credentials in order to pursue careers in public education and instruction, lifespan development from early childhood through late adulthood, educational technology, as well as to prepare them for doctoral study in psychology and other related disciplines. Specialization outcomes allow learners to gain knowledge and skills in the application of learning, human development and socialization, educational psychology, ethics, tests and measurements, and basic statistics and research methods. These specialization requirements are not intended to prepare graduates for licensure as a professional counselor or psychologist.

#### Ten Required Courses 48 quarter credits

##### Core courses:

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)
PSY7860	Survey of Research Methods (4 quarter credits)
PSY7864	Quantitative Design and Analysis (4 quarter credits)

##### Specialization courses:

PSY6100 *	Introduction to Educational Psychology (5 quarter credits)
PSY7210	Lifespan Development (5 quarter credits)
PSY7411	Learning Theories in Psychology (5 quarter credits)
PSY7543 *	Ethics and Multicultural Issues in Psychology (5 quarter credits)
PSY8763 *	Program Evaluation (5 quarter credits)

##### Taken during the learner's final quarter:

PSY5201 *	Integrative Project for Master's Degree in Psychology (5 quarter credits)
-----------	---

**Total 48 quarter credits**

#### Educational Psychology, FlexPath option

The master's Educational Psychology specialization offers learners the opportunity to strengthen their credentials in order to pursue careers in public education and instruction, lifespan development from early childhood through late adulthood, and educational technology, as well as to prepare them for doctoral study in psychology and other related disciplines. Specialization outcomes allow learners to gain and demonstrate a working knowledge of the application of learning, human development and socialization, educational psychology, ethics, tests and measurements, and basic statistics and research methods. Learners who pursue this specialization through the FlexPath option earn an MS in Psychology through self-paced demonstrations of competencies. These specialization requirements are not intended to prepare graduates for licensure as a professional counselor or psychologist.

#### Ten Required Courses 24 program points

##### Core courses:

PSY-FP5002	Foundations of Theory and Practice for Master's Psychology Learners (2.5 program points)
PSY-FP7610	Tests and Measurements (2.5 program points)
PSY-FP7860	Survey of Research Methods (2 program points)
PSY-FP7864	Quantitative Design and Analysis (2 program points)

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.



**Graduate—Psychology Academic Offerings, continued**MS in Psychology Specializations, continued*Specialization courses:*

PSY-FP6100 *	Introduction to Educational Psychology (2.5 program points)
PSY-FP7210	Lifespan Development (2.5 program points)
PSY-FP7411	Learning Theories in Psychology (2.5 program points)
PSY-FP7543 *	Ethics and Multicultural Issues in Psychology (2.5 program points)
PSY-FP8763 *	Program Evaluation (2.5 program points)

*Taken during the learner's final quarter:*

PSY-FP5201 *	Integrative Project for Master's Degree in Psychology (2.5 program points)
--------------	--

**Total**                      **24 program points****Industrial/Organizational Psychology**

The master's Industrial/Organizational Psychology specialization is for learners who are interested in the application of industrial/organizational behavior principles and research found in the workplace and other organizational settings. Learners practice the application of leadership theories, group development, motivation and workplace performance, conflict resolution, and organizational processes in pursuit of entry-level to mid-management positions in business services, consulting, human resources, teaching, training and development, and organizational administration. The requirements for this specialization are not intended to prepare graduates for licensure as professional counselors or psychologists.

**Eleven Required Courses**                      **53 quarter credits***Core courses:*

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)
PSY7860	Survey of Research Methods (4 quarter credits)
PSY7864	Quantitative Design and Analysis (4 quarter credits)

*Specialization courses:*

PSY7210	Lifespan Development (5 quarter credits)
PSY7543 *	Ethics and Multicultural Issues in Psychology (5 quarter credits)
PSY8711	Principles of Industrial/Organizational Psychology (5 quarter credits)
PSY8720	Psychology of Leadership (5 quarter credits)
PSY8730	Consultation Psychology (5 quarter credits)
PSY8740	Industrial/Organizational Psychology Practices in Human Resource Management (5 quarter credits)

*Taken during the learner's final quarter:*

PSY5201 *	Integrative Project for Master's Degree in Psychology (5 quarter credits)
-----------	---

**Total**                      **53 quarter credits****Industrial/Organizational Psychology, FlexPath option**

The master's Industrial/Organizational Psychology, FlexPath option specialization is for learners who are interested in the application of industrial/organizational behavior principles and research found in the workplace and other organizational settings. Learners practice the application of leadership theories, group development, motivation and workplace performance, conflict resolution, and organizational processes in pursuit of entry-level to mid-management positions in business services, consulting, human resources, teaching, training and development, and organizational administration. Learners who pursue this specialization through the FlexPath option earn an MS in Psychology through self-paced demonstrations of competencies. The requirements for this specialization are not intended to prepare graduates for licensure as professional counselors or psychologists.

**Eleven Required Courses**                      **26.5 program points***Core courses:*

PSY-FP5002	Foundations of Theory and Practice for Master's Psychology Learners (2.5 program points)
PSY-FP7610	Tests and Measurements (2.5 program points)
PSY-FP7860	Survey of Research Methods (2 program points)
PSY-FP7864	Quantitative Design and Analysis (2 program points)

*Specialization courses:*

PSY-FP7210	Lifespan Development (2.5 program points)
PSY-FP7543 *	Ethics and Multicultural Issues in Psychology (2.5 program points)
PSY-FP8711	Principles of Industrial/Organizational Psychology (2.5 program points)
PSY-FP8720	Psychology of Leadership (2.5 program points)
PSY-FP8730	Consultation Psychology (2.5 program points)
PSY-FP8740	Industrial/Organizational Psychology Practices in Human Resource Management (2.5 program points)

*Taken during the learner's final quarter:*

PSY-FP5201 *	Integrative Project for Master's Degree in Psychology (2.5 program points)
--------------	--

**Total**                      **26.5 program points****Sport Psychology**

Master's learners in this specialization are frequently school-based coaches, physical education teachers, or individuals working in parks and recreation departments who wish to gain current theory and research knowledge associated with performance enhancement, individual and team motivation, injury recovery, and stress management as it applies to amateur athletes. Some learners plan to apply these principles to settings such as fitness/health clubs, sports camps, and resort-based wellness programs. These specialization requirements are not intended to prepare graduates for licensure as a professional counselor or psychologist.

**Twelve Required Courses**                      **58 quarter credits***Core courses:*

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)
PSY7860	Survey of Research Methods (4 quarter credits)
PSY7864	Quantitative Design and Analysis (4 quarter credits)

*Specialization courses:*

PSY7310	Biological Basis of Behavior (5 quarter credits)
PSY7411	Learning Theories in Psychology (5 quarter credits)
PSY7543 *	Ethics and Multicultural Issues in Psychology (5 quarter credits)
PSY8840 *	Principles of Sport Psychology (5 quarter credits)
PSY8841 *	Performance Enhancement in Sports (5 quarter credits)
PSY8842 *	Applied Sport Psychology (5 quarter credits)
PSY8845 *	Current Issues in Sport Psychology (5 quarter credits)

*Taken during the learner's final quarter:*

PSY5201 *	Integrative Project for Master's Degree in Psychology (5 quarter credits)
-----------	---

**Total**                      **58 quarter credits**

\* Denotes courses that have prerequisite(s).  
Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

## Graduate—Psychology Academic Offerings, *continued*

### MS in Psychology Specializations, *continued*

#### Sport Psychology, FlexPath option

Master's learners in this specialization are frequently school-based coaches, physical education teachers, or individuals working in parks and recreation departments who wish to gain current theory and research knowledge associated with performance enhancement, individual and team motivation, injury recovery, and stress management as it applies to amateur athletes. Some learners plan to apply these principles to settings such as fitness/health clubs, sports camps, and resort-based wellness programs. These specialization requirements are not intended to prepare graduates for licensure as a professional counselor or psychologist. Learners who pursue this specialization through the FlexPath option earn an MS in Psychology through self-paced demonstrations of competencies.

**Twelve Required Courses**      **29 program points**

##### Core courses:

PSY-FP5002	Foundations of Theory and Practice for Master's Psychology Learners (2.5 program points)
PSY-FP7610	Tests and Measurements (2.5 program points)
PSY-FP7860	Survey of Research Methods (2 program points)
PSY-FP7864	Quantitative Design and Analysis (2 program points)

##### Specialization courses:

PSY-FP7310	Biological Basis of Behavior (2.5 program points)
PSY-FP7411	Learning Theories in Psychology (2.5 program points)
PSY-FP7543 *	Ethics and Multicultural Issues in Psychology (2.5 program points)
PSY-FP8840 *	Principles of Sport Psychology (2.5 program points)
PSY-FP8841 *	Performance Enhancement in Sports (2.5 program points)
PSY-FP8842 *	Applied Sport Psychology (2.5 program points)
PSY-FP8845 *	Current Issues in Sport Psychology (2.5 program points)

##### Taken during the learner's final quarter:

PSY-FP5201 *	Integrative Project for Master's Degree in Psychology (2.5 program points)
--------------	--

**Total**      **29 program points**

#### Master of Science (MS) in Clinical Psychology Specializations

##### Applied Research

The Applied Research specialization provides master's learners with the foundational clinical psychology knowledge and skills needed for successful academic or research practice, or for doctoral-level study in clinical psychology. The specialization curriculum is designed to help learners further develop their understanding of the application of research methodology, psychotherapy theories, tests and measurement, psychopathology, human development, ethical principles, and diversity.

##### Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators in the MS in Clinical Psychology degree program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

**Eleven Required Courses**      **53 quarter credits**

##### Core courses:

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits)
PSY6095	Theories of Counseling and Psychotherapy (5 quarter credits)
PSY6210	Introduction to Psychopathology (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)
PSY7860	Survey of Research Methods (4 quarter credits)

##### Specialization courses:

PSY7113	History and Systems (5 quarter credits)
PSY7210	Lifespan Development (5 quarter credits)
PSY7310	Biological Bases of Behavior (5 quarter credits)
PSY7540	Multicultural Perspectives in Human Behavior (5 quarter credits)
PSY7864	Quantitative Design and Analysis (4 quarter credits)
PSY8330	Ethics and Standards of Professional Practice (5 quarter credits)

**Total**      **53 quarter credits**

**This specialization does not prepare graduates for licensure as a psychologist, counselor, or therapist.**

**Learners in the MS Clinical Counseling specialization who are seeking a professional counselor license in certain states must complete at least one 5-quarter-credit practicum course and at least one 5-quarter-credit internship course in order to satisfy that state's requirements. Capella University has designed PSY6400–PSY6409 to fulfill the internship requirement for these learners.**

#### Clinical Counseling

The master's Clinical Counseling specialization focuses on learners' socialization into the counseling and clinical psychology profession and presents foundational scientific theories and practices used in the clinical psychology field. The specialization curriculum emphasizes clinical assessment, counseling interventions, psychological testing, research methods, ethical principles, and diversity.

##### Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators in the MS in Clinical Psychology degree program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner.

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

## Graduate—Psychology Academic Offerings, *continued*

### *MS in Clinical Psychology Specializations, continued*

manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

#### Residency Requirement(s):

Two four-and-a-half-day residencies. See university policy [3.04.05 Attendance at Residencies](#), the [Residency](#) page on Campus, and the [Residency](#) section, below for more information.

#### Thirteen Required Courses 64 quarter credits

##### Core courses:

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits)
PSY6095	Theories of Counseling and Psychotherapy (5 quarter credits)
PSY6210	Introduction to Psychopathology (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)
PSY7860	Survey of Research Methods (4 quarter credits)

##### Specialization courses:

PSY6091 *	Group Counseling (5 quarter credits)
PSY7210	Lifespan Development (5 quarter credits)
PSY7543 *	Ethics and Multicultural Issues in Psychology (5 quarter credits)
PSY8162	Career Counseling Theory (5 quarter credits)
PSY6391 *	Master's Practicum 1 (5 quarter credits)
PSY6400 *	Master's Internship Series (5 quarter credits each)
PSY-R6313 *	Clinical Interventions (5 quarter credits)
PSY-R6230 *	Introduction to Psychological Testing (5 quarter credits)

#### Two Elective Courses 10 quarter credits

Choose two from the following four courses:

PSY6092*	Counseling Skills and Procedures (5 quarter credits)
PSY7330	Psychopharmacology (5 quarter credits)
PSY7340	Human Sexuality (5 quarter credits)
PSY8430	Issues and Trends in Addiction-Related Treatments (5 quarter credits)

#### Total 74 quarter credits

**This specialization is not accredited by the American Psychological Association (APA) or by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)).**

### Forensic

The Forensic specialization presents master's learners with a theoretical and practical foundation of the clinical psychology profession, with particular emphasis on psychology and the law, techniques in forensic practice, and issues and trends in forensic psychology. The specialization curriculum focuses on competencies aimed at conducting forensic assessments and research with forensic programs and populations, including incarcerated and recently released offenders.

#### Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators in the MS in Clinical Psychology degree program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

#### Eleven Required Courses 53 quarter credits

##### Core courses:

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits)
PSY6095	Theories of Counseling and Psychotherapy (5 quarter credits)
PSY6210	Introduction to Psychopathology (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)
PSY7860	Survey of Research Methods (4 quarter credits)

##### Specialization courses:

PSY6092 *	Counseling Skills and Procedures (5 quarter credits)
PSY7543 *	Ethics and Multicultural Issues in Psychology (5 quarter credits)
PSY7864	Quantitative Design and Analysis (4 quarter credits)
PSY8340 *	Psychology and the Law (5 quarter credits)

PSY8350 *	Techniques of Forensic Practice (5 quarter credits)
PSY8360 *	Current Issues and Trends in Forensic Practice (5 quarter credits)

#### Total 53 quarter credits

**This specialization does not prepare graduates for licensure as a psychologist, counselor, or therapist.**

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

## Graduate—Psychology Academic Offerings, *continued*

### MS in Clinical Psychology Residencies

The residency requirement for the MS in Clinical Psychology specializations is satisfied by completion of three six-day residencies (Track 1, Track 2, and Track 3). The school recommends that all learners register for Track 1 within the first two quarters of enrollment, Track 2 between 20 and 40 quarter credits, and Track 3 prior to completing 60 quarter credits. Learners must have completed all three tracks prior to starting their practicum (PSY6391) or final integrative project (PSY5201).

The MS in Clinical Psychology residencies address skills training and practice in areas of interventions, assessment, diversity, culture-specific issues, and ethics. The three tracks are cumulative rather than sequential, allowing learners to receive a minimum of 120 total hours of training and practice in the above skill areas.

At all MS in Clinical Psychology residencies, in addition to formal instruction and practice, learners participate in cohort group sessions that allow faculty and learners to interact as a community of scholars; individual advising sessions with faculty to support their degree completion plans and assess academic progress; and specialization networking opportunities with other learners and faculty.

Through MS in Clinical Psychology residencies, learners gain a stronger sense of academic community by networking and discussing research, coursework, and projects face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of critical thinking and integrated knowledge to professional and research issues.

For more detailed information on MS in Clinical Psychology residencies, learners should refer to their specialization manual.

### MS Psychology Clinical Training

#### Overview of Practicum

The practicum is a training experience that occurs in the second or third year of the program and provides the opportunity for learners to receive professional clinical training. Practicum is a part-time, on-site commitment that takes place over six months to one calendar year and includes registration for the accompanying practicum courses.

All practicum learners, including those in the master's Counseling Psychology specialization who choose to complete the practicum, must follow the practicum application process and completion guidelines stated in the most current manual, available on Campus. Learners are also required to locate and arrange their own practicum sites, which must be approved by the director of clinical training.

#### Practicum Requirements

- Approved practicum application.
- Part-time site placement and a minimum of 600 hours and coursework in PSY6391 and PSY6393. These courses must be completed sequentially over a six-month to one-year period.

**MS Counseling Psychology specialization learners who choose to take the practicum must also meet these requirements.**

**Clinical training hours and supervisor credential requirements for licensure or certification vary across states and Canadian provinces. Learners are responsible for determining the specific licensing requirements for any state or province in which they plan to seek licensure.**

### Psychology Certificate Programs

**Effective January 1, 2016, learners who are seeking BACB certification, must hold a master's degree in psychology, education, or applied behavior analysis or have a conferred degree with a BACB-approved course sequence.**

#### Applied Behavior Analysis

The Applied Behavior Analysis graduate certificate supplements previous undergraduate or graduate educational experiences and provides learners with a foundational knowledge of major competency areas in the behavior analytic field. The curriculum focuses on ethical and professional conduct; behavior analysis concepts, principles, and research methods; and applied behavior analysis techniques. Upon successful completion of this graduate certificate, learners are prepared to identify behavioral problems through assessment; design, implement, and manage culturally appropriate interventions and treatments; perform effective behavior supervision; and bring about positive change for diverse individuals in a variety of settings.

Eight Required Courses	40 quarter credits
PSY7708	Basic Foundations in Applied Behavior Analysis (5 quarter credits)
PSY7709 *	Advanced Concepts in Applied Behavior Analysis (5 quarter credits)
PSY7710 *	Ethics in Applied Behavior Analysis (5 quarter credits)
PSY7711 *	Measurement and Research in Applied Behavior Analysis (5 quarter credits)
PSY7712 *	Behavior Analytic Assessments (5 quarter credits)
PSY7713 *	Behavior Analytic Interventions (5 quarter credits)
PSY7714 *	Supervision and Management in Applied Behavior Analysis (5 quarter credits)
PSY7715 *	Applied Behavior Analysis Capstone (5 quarter credits)
<b>Total</b>	<b>40 quarter credits</b>

**This certificate is not accredited by the American Psychological Association (APA) or by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)).**

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

## Graduate—Psychology Academic Offerings, *continued*

### Psychology certificate programs, continued

#### Play Therapy

The Play Therapy graduate certificate is designed for mental health professionals from a variety of backgrounds and specialties. Learners explore the evolution and core systems of play therapy; play therapy techniques, models, and applications; and experientially based supervision practices in filial play therapy and individual and group play therapy. The curriculum also emphasizes developmental and multicultural considerations and ethical and legal issues associated with providing therapy for diverse populations. Current Capella learners must complete an eligible master's degree program before the graduate certificate can be conferred. Licensure and additional professional and supervised clinical hours are required by the Association for Play Therapy to earn its Registered Play Therapist credential.

#### **Five Required Courses**                      **25 quarter credits**

PSY5244     Play Therapy 1: The History and Systems of Play Therapy (5 quarter credits)

PSY5246 \*     Play Therapy 2: Theories and Practices of Play Therapy (5 quarter credits)

*Choose three from the following courses:*

PSY5247 \*     Child-Centered Play Therapy (5 quarter credits)

PSY5248 \*     Filial Play Therapy (5 quarter credits)

PSY5250 \*     Play Therapy Supervision Practices (5 quarter credits)

PSY5252 \*     Applications of Play Therapy (5 quarter credits)

**Total**    **25 quarter credits**

---

Applicants for the Association for Play Therapy's Registered Play Therapist credential must hold a recognized professional license and have specific work experience. Additionally, applicants must complete supervised clinical hours outside of Capella's program. Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)).

---

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

# School of Public Service Leadership

## Program Descriptions and Information

### School Mission Statement

The mission of the School of Public Service Leadership is to educate public service leaders to most effectively address increasingly complex needs in the public sector. To accomplish this mission, the school provides an educational platform of outcomes-based degree programs and certificates; expert national and international faculty; experienced, global learners; and advanced learning technologies, delivering an academic experience that ensures multidisciplinary connectivity and collaboration. Graduates of the School of Public Service Leadership programs implement this mission by applying knowledge and expertise that impact the public in a variety of institutional, agency, community, educational, and related settings.

### Graduate—Degree Programs

#### **Doctor of Public Administration (DPA)**

The Doctor of Public Administration (DPA) degree program is designed for working public administration professionals seeking advanced leadership responsibilities. The curriculum emphasizes how public policies and practices enhance public value and collaboration. Learners in the program analyze and integrate theoretical approaches from policy development to implementation. Learners develop research competencies that support practical, complex, site-based, and profession-based problem solving. Through the collection and analysis of evidence essential for implementing public service strategies, learners gain the ability to apply research specific to their interest and goals within public administration.

#### **Master of Public Administration (MPA)**

The Master of Public Administration (MPA) degree program is designed for working public administration professionals seeking additional leadership responsibilities. Through

Capella's practitioner-scholar model, learners engage in an interdisciplinary curriculum. Learners develop the knowledge and skills needed to collaborate with diverse populations; manage human, technological, information, financial, political, and networking resources; analyze and formulate appropriate responses to public administration, public health, and public safety issues; communicate clearly and effectively; and maintain professional ethics and integrity.

### Concentrations

Concentrations are designed to provide learners with deeper knowledge in a specific subject area. They include a specific set of courses in a narrowly defined field of study that is taken either to fulfill a degree program requirement or add to a degree program requirement. Learners enrolled in an eligible degree program that does not include a concentration as part of its requirements may request to be enrolled in eligible concentrations at any point during their program. The degree and concentration are awarded simultaneously upon completion of the program and concentration requirements.

## DEPARTMENT OF SOCIAL WORK

### Social Work Degree Programs

#### **Doctor of Social Work (DSW)**

The Doctor of Social Work (DSW) degree program, designed around national social work education guidelines, focuses on leadership, advanced practitioner skills, and technology. The curriculum emphasizes critical thinking, leadership, advanced practice, and the integration of theoretical knowledge with practical experience. Learners engage in online coursework and conduct either an action research study or program evaluation. Successful graduates of this degree program are prepared to pursue positions as leaders, advanced practitioners, and educators in the social work field.

#### **Master of Social Work (MSW)—Advanced Standing**

The Master of Social Work (MSW)—Advanced Standing degree program provides learners who have a bachelor's degree in social work from a Council on Social Work Education (CSWE)-accredited program with the opportunity to advance their social work practice skills with individuals, families, groups, organizations, and communities. Learners develop and apply advanced generalist practice and leadership skills in engagement, assessment, intervention, and evaluation from a strengths perspective grounded in social work values and ethics, social justice, human rights, cultural competence, policy practice, the integration of technology, and evidence-based practice through the integration of the Educational Policy and Accreditation Standards from the CSWE. To enhance and reinforce the demonstration of micro, mezzo, and macro specialized advanced generalist practice skills, learners engage in face-to-face residency experiences. Upon successful completion of the generalist curriculum, learners further develop their specialized, advanced generalist practice skills by selecting electives in the areas of clinical practice, leadership and supervision, or human services.

#### **Master of Social Work (MSW)**

The Master of Social Work (MSW) degree program is designed to equip a diverse population with the knowledge and skills to pursue specialized advanced generalist social work practice as administrators, social work practitioners, supervisors, and leaders in their respective communities. The curriculum includes online coursework and face-to-face learning experiences and emphasizes social work practice skills that promote personal growth and competence in ethics, values, diversity, ecological perspectives, cultural competence, technology, and leadership in 21st-century specialized advanced

## School of Public Service Leadership, *continued*

generalist social work practice. Learners who have a bachelor's degree from a Council on Social Work Education (CSWE)-accredited program or those who have a bachelor's, master's, or doctoral degree may pursue Capella's MSW.

As part of the admission process, Capella University requires all learners in these programs to sign the [Licensure Disclosure & Responsibilities Acknowledgment](#) in which they agree that it is their responsibility to understand and comply with licensing and certification laws and regulations.



Charlyn A. Hilliman, PhD, MPA  
Dean of Public Service Leadership

### A Message from the Dean of Public Service Leadership

Welcome to the School of Public Service Leadership at Capella University. Our goal is to enable your professional growth as a highly effective public service leader who can cross traditional boundaries and meet increasingly complex challenges in the public sector.

Learners can work toward master's or doctoral degrees at the School of Public Service Leadership. In addition, master's and doctoral degrees in social work can be achieved through the Department of Social Work.

Our curricula are designed, developed, and taught by faculty who hold doctoral degrees and many who bring extensive professional experience to the classroom. School faculty members have tackled challenging public service issues and have worked with regional, national, and international public service organizations.

We are pleased to have you join us at Capella University and the School of Public Service Leadership. We are committed to working with you throughout your educational journey, and we look forward to celebrating your success.

*Charlyn A. Hilliman, PhD, MPA  
Dean of Public Service Leadership*



## Public Service Leadership Academic Offerings

Degree Programs	Concentrations	
	Human Resource Management	Project Management
Doctor of Public Administration (DPA)	✓	✓
Master of Public Administration (MPA)	✓	✓
	✓	✓
	✓	✓

Department of Social Work Degree Programs
Doctor of Social Work (DSW)
Master of Social Work (MSW)—Advanced Standing
Master of Social Work (MSW)

## Graduate—Public Service Leadership Academic Offerings, *continued*

### Doctor of Public Administration (DPA) Degree Program

The Doctor of Public Administration (DPA) degree program is designed for working public administration professionals seeking advanced leadership responsibilities. The curriculum emphasizes how public policies and practices enhance public value and collaboration. Learners in the program analyze and integrate theoretical approaches from policy development to implementation. Learners develop research competencies that support practical, complex, site-based, and profession-based problem solving. Through the collection and analysis of evidence essential for implementing public service strategies, learners gain the ability to apply research specific to their interest and goals within public administration.

#### Residency Requirement(s):

Two four-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

#### Twenty Required Courses 74 quarter credits

*PSL7010, PSL7020, and PSL7030 taken in a prescribed sequence.*

PSL7010	21st-Century Communication and Leadership (4 quarter credits)
PSL7020 *	Professional Practice and Collaboration in a Diverse and Dynamic World (4 quarter credits)
PSL7030 *	Introduction to Critical Analysis and Research (4 quarter credits)
PUAD7015 *	Theories and Concepts in Public Administration (4 quarter credits)
PUAD7025 *	Ethics in the Public Sector (4 quarter credits)
PUAD7035 *	Public Sector Policy Analysis (4 quarter credits)
PUAD8015 *	Operational Strategic Management and Planning (4 quarter credits)
PUAD8025 *	Organizational Leadership and Theory Within Public Administration (4 quarter credits)
PUAD8035 *	Diversity Within the Global Society (4 quarter credits)
PUAD8045 *	Public Administration Strategic Accounting and Finance (4 quarter credits)
RSCH7860 *	Survey of Research Methods (4 quarter credits)
RSCH7864 *	Quantitative Design and Analysis (4 quarter credits)
RSCH7868 *	Qualitative Design and Analysis (4 quarter credits)
PSL-R8941 *	Professional Doctorate Research Seminar for Public Service Leadership Track 1 (3 quarter credits) <sup>†</sup>
PSL-R8942 *	Professional Doctorate Research Seminar for Public Service Leadership Track 2 (3 quarter credits) <sup>†</sup>

Choose one from the following courses:

PSL8130 *	Action Research for Public Service Leadership (4 quarter credits)
PSL8140 *	Program Evaluation for Public Service Leadership (4 quarter credits)

*Upon completion of all required and elective coursework, learners must register for PSL9971 a minimum of four times to fulfill their program requirements.*

PSL9971 *	Doctoral Capstone (3 quarter credits each)
-----------	--

**Total 74 quarter credits**

**† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.**

### Master of Public Administration (MPA) Degree Program

The Master of Public Administration (MPA) degree program is designed for working public administration professionals seeking additional leadership responsibilities. Through Capella's practitioner-scholar model, learners engage in an interdisciplinary curriculum. Learners develop the knowledge and skills needed to collaborate with diverse populations; manage human, technological, information, financial, political, and networking resources; analyze and formulate appropriate responses to public administration, public health, and public safety issues; communicate clearly and effectively; and maintain professional ethics and integrity.

#### Eight Required Courses 32 quarter credits

*PSL7010, PSL7020, and PSL7030 taken in a prescribed sequence.*

PSL7010	21st-Century Communication and Leadership (4 quarter credits)
PSL7020 *	Professional Practice and Collaboration in a Diverse and Dynamic World (4 quarter credits)
PSL7030 *	Introduction to Critical Analysis and Research (4 quarter credits)
PUAD7015 *	Theories and Concepts in Public Administration (4 quarter credits)
PUAD7025 *	Ethics in the Public Sector (4 quarter credits)
PUAD7035 *	Public Sector Policy Analysis (4 quarter credits)
PUAD7045 *	Public Sector Budgeting (4 quarter credits)
PUAD7095 *	Integrative Project for Public Administration (4 quarter credits)

#### Four Elective Courses 16 quarter credits

*Recommended elective courses:*

PUAD7011	Issues and Innovations in Human Resource Management (4 quarter credits)
PUAD7021	Employee Relations in Human Resource Management (4 quarter credits)
PUAD7031	Labor and Employment Relations (4 quarter credits)
PUAD7041	Human Resource Information Systems and Communications (4 quarter credits)
PUAD7012	Project Management Framework (4 quarter credits)
PUAD7022	Project Management Principles and Practices (4 quarter credits)
PUAD7032	Project Management Risks, Changes, and Challenges (4 quarter credits)
PUAD7042	Project Management Quality and Control (4 quarter credits)

**OR**

*Choose any graduate course(s).*

**Total 48 quarter credits**

**\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.**

**GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.**

**Graduate—Public Service Leadership Academic Offerings, *continued*****Public Service Leadership Concentrations****Human Resource Management**

In the Human Resource Management (HRM) concentration, learners develop their knowledge of HRM and the skills necessary to implement strategic, innovative, and ethical human resource practices within organizations. Learners in this concentration expand their understanding of how organizations operate and change in order to remain competitive. Learners also examine operational needs related to effective employee utilization, motivation, and engagement as well as assess policies and practices that promote diversity and inclusion in the workplace.

**Four Required Courses 16 quarter credits**

PUAD7011	Issues and Innovations in Human Resource Management (4 quarter credits)
PUAD7021	Employee Relations in Human Resource Management (4 quarter credits)
PUAD7031	Labor and Employment Relations (4 quarter credits)
PUAD7041	Human Resource Information Systems and Communications (4 quarter credits)

**Total 16 quarter credits****Project Management**

Learners in the Project Management concentration build their understanding of project management and balance theoretical knowledge with practical application to develop the skills needed to implement strategic and innovative project management functions within organizations. Learners expand and apply their knowledge of how projects are created, budgeted, managed, and completed. Learners also assess operational needs related to effective change management, quality control, and efficient processes required to execute complex projects and maintain cost-effective outcomes, while focusing on practices that determine milestones in the workplace.

**Four Required Courses 16 quarter credits**

PUAD7012	Project Management Framework (4 quarter credits)
PUAD7022	Project Management Principles and Practices (4 quarter credits)
PUAD7032	Project Management Risks, Changes, and Challenges (4 quarter credits)
PUAD7042	Project Management Quality and Control (4 quarter credits)

**Total 16 quarter credits****Department of Social Work****Doctor of Social Work (DSW) Degree Program**

The Doctor of Social Work (DSW) degree program, designed around national social work education guidelines, focuses on leadership, advanced practitioner skills, and technology. The curriculum emphasizes critical thinking, leadership, advanced practice, and the integration of theoretical knowledge with practical experience. Learners engage in online coursework and conduct either an action research study or program evaluation. Successful graduates of this degree program are prepared to pursue positions as leaders, advanced practitioners, and educators in the social work field.

**Residency Requirements**

Two four-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

**Nineteen Required Courses 71 quarter credits**

*All courses taken in a prescribed sequence.*

SWK8010	Advanced Social Work Practice: Integrating Technology and Teaching in Academic and Agency Settings (4 quarter credits)
SWK8015 *	Advanced Social Work Practice: Theoretical Perspectives (4 quarter credits)
SWK8020 *	Advanced Social Work Practice: Disaster and Crisis Management (4 quarter credits)
SWK8025 *	Leadership and Management in Complex Social Systems (4 quarter credits)
SWK8030 *	Grant Writing and Administration (4 quarter credits)
SWK8035 *	Advanced Social Work Policy and Practice (4 quarter credits)
SWK8045 *	Clinical Theories of Social Work Practice 1 (4 quarter credits)
SWK8055 *	Advanced Social Work Practice with Diverse Populations in Complex Systems (4 quarter credits)
SWK8065 *	Clinical Theories of Social Work Practice 2 (4 quarter credits)
SWK8075 *	Advanced Social Work Practitioner as a Leader of Social Change (4 quarter credits)
RSCH7860 *	Survey of Research Methods (4 quarter credits)
RSCH7864 *	Quantitative Design and Analysis (4 quarter credits)
RSCH7868 *	Qualitative Design and Analysis (4 quarter credits)
PSL-R8941 *	Professional Doctorate Research Seminar for Public Service Leadership Track 1 (3 quarter credits) <sup>†</sup>
PSL-R8942 *	Professional Doctorate Research Seminar for Public Service Leadership Track 2 (3 quarter credits) <sup>†</sup>

*In addition, choose one from the following courses:*

PSL8130 *	Action Research for Public Service Leadership (4 quarter credits)
PSL8140 *	Program Evaluation for Public Service Leadership (4 quarter credits)

*Upon completion of all required and elective coursework, learners must register for PSL9971 a minimum of three times to fulfill their program requirements.*

PSL9971 *	Doctoral Capstone (3 quarter credits)
-----------	---------------------------------------

**Total 71 quarter credits**

**† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.**

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

## Graduate—Public Service Leadership Academic Offerings, *continued*

### Master of Social Work—Advanced Standing Degree Program

The Master of Social Work (MSW)—Advanced Standing degree program provides learners who have a bachelor's degree in social work from a Council on Social Work Education (CSWE)-accredited program with the opportunity to advance their social work practice skills with individuals, families, groups, organizations, and communities. Learners develop and apply advanced generalist practice and leadership skills in engagement, assessment, intervention, and evaluation from a strengths perspective grounded in social work values and ethics, social justice, human rights, cultural competence, policy practice, the integration of technology, and evidence-based practice through the integration of the Educational Policy and Accreditation Standards from the CSWE. To enhance and reinforce the demonstration of micro, mezzo, and macro specialized advanced generalist practice skills, learners engage in face-to-face residency experiences. Upon successful completion of the generalist curriculum, learners further develop their specialized, advanced generalist practice skills by selecting electives in the areas of clinical practice, leadership and supervision, or human services.

#### Practicum/Internship Experience Requirement(s):

Minimum of 600 supervised internship experience hours. See the [Practicum/Internship](#) section, below, for more information.

#### Eleven Required Courses 44 quarter credits

##### Required courses:

SWK5012	Cultural Competence and Social Work Practice with Diverse Populations (4 quarter credits)
SWK5013	Mental Health Practice and Advanced Interventions: Theory and Practice (4 quarter credits)
SWK5014 *	Advanced Generalist Social Work Practice (4 quarter credits)
SWK5015	Advanced Statistics, Research, and Program Evaluation (4 quarter credits)
SWK5016 *	Integrative Technology in Advanced Social Work Practice (4 quarter credits)
SWK5017 *	Clinical Supervision and Leadership in Social Work Practice (4 quarter credits)
SWK5018 *	Systems Analysis of Social Work Practice: Theories, Skills, Values, and Professional Practice (4 quarter credits)
SWK5525 *	Advanced Internship Seminar/Lab (4 quarter credits)
SWK5526 *	Advanced Internship Practicum 1 (4 quarter credits)
SWK5527 *	Advanced Internship Practicum 2 (4 quarter credits)
SWK5528 *	Advanced Internship Practicum 3 (4 quarter credits)

#### Two Elective Courses 8 quarter credits

##### Recommended elective courses:

SWK5800 *	Advanced Clinical Social Work Practice with Children and Youth (4 quarter credits) <b>AND</b>
SWK5801 *	Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Children and Youths (4 quarter credits)
<b>OR</b>	
SWK5802 *	Advanced Clinical Social Work Practice with Adults (4 quarter credits) <b>AND</b>
SWK5803 *	Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Adults (4 quarter credits)
<b>OR</b>	
SWK5804 *	Innovative Leadership and Supervision in Social Work Practice (4 quarter credits) <b>AND</b>
SWK5805 *	Managing Social Work Practice in the 21st Century (4 quarter credits)

##### OR

Choose from a select list of graduate courses† related to social work within the fields of psychology (PSY), counseling (ADD, COUN, SHB), human services (HMSV), health care (MHA, MPH, NHS), public administration (MPA, PUAD), education (ED), or related area as approved by the faculty chair.

#### Total 52 quarter credits

† Learners are encouraged to contact their academic advisors for additional details.

Capella University cannot guarantee licensure, certification, other professional credentials or salary advancement. It is each learner's responsibility to understand and comply with these requirements. For more information, see the [Licensure](#) section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)).

### Master of Social Work (MSW) Degree Program

The Master of Social Work (MSW) degree program is designed to equip a diverse population with the knowledge and skills to pursue specialized advanced generalist social work practice as administrators, social work practitioners, supervisors, and leaders in their respective communities. The curriculum includes online coursework and face-to-face learning experiences and emphasizes social work practice skills that promote personal growth and competence in ethics, values, diversity, ecological perspectives, cultural competence, technology, and leadership in 21st-century specialized advanced generalist social work practice. Learners who have a bachelor's degree from a Council on Social Work Education (CSWE)-accredited program or those who have a bachelor's, master's, or doctoral degree may pursue Capella's MSW.

#### Practicum/Internship Experience Requirement(s):

Minimum of 1,000 supervised practicum and internship experience hours. See the [Practicum/Internship](#) section, below, for more information.

#### Twenty Required Courses 80 quarter credits

##### Required courses:

SWK5001	Research in Social Work Practice (4 quarter credits)
SWK5002	Social Welfare History, Policy, and Practice (4 quarter credits)
SWK5003 *	Human Behavior and the Social Environment 1 (4 quarter credits)
SWK5004 *	Micro Social Work Practice (4 quarter credits)
SWK5005 *	Human Behavior and the Social Environment 2 (4 quarter credits)
SWK5006 *	Social Policy and Planning in Human Services (4 quarter credits)
SWK5007 *	Mezzo Social Work Practice (4 quarter credits)
SWK5008 *	Macro Social Work Practice with Groups, Organizations, and Communities (4 quarter credits)
SWK5012 *	Cultural Competence and Social Work Practice with Diverse Populations (4 quarter credits)
SWK5013 *	Mental Health Practice and Advanced Interventions: Theory and Practice (4 quarter credits)
SWK5014 *	Advanced Generalist Social Work Practice (4 quarter credits)
SWK5015	Advanced Statistics, Research, and Program Evaluation (4 quarter credits)
SWK5016 *	Integrative Technology in Advanced Social Work Practice (4 quarter credits)
SWK5017 *	Clinical Supervision and Leadership in Social Work Practice (4 quarter credits)

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

**Graduate—Public Service Leadership Academic Offerings, *continued***MSW Degree Program, *continued*

SWK5018 *	Systems Analysis of Social Work Practice: Theories, Skills, Values, and Professional Practice (4 quarter credits)
SWK5025 *	Foundation Practicum 1 (4 quarter credits)
SWK5026 *	Foundation Practicum 2 (4 quarter credits)
SWK5526 *	Advanced Internship Practicum 1 (4 quarter credits)
SWK5527 *	Advanced Internship Practicum 2 (4 quarter credits)
SWK5528 *	Advanced Internship Practicum 3 (4 quarter credits)

**Two Elective Courses                      8 quarter credits***Recommended elective courses:*

SWK5800 *	Advanced Clinical Social Work Practice with Children and Youth (4 quarter credits) <b>AND</b>
SWK5801 *	Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Children and Youths (4 quarter credits)

**OR**

SWK5802 *	Advanced Clinical Social Work Practice with Adults (4 quarter credits) <b>AND</b>
SWK5803 *	Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Adults (4 quarter credits)

**OR**

SWK5804 *	Innovative Leadership and Supervision in Social Work Practice (4 quarter credits) <b>AND</b>
SWK5805 *	Managing Social Work Practice in the 21st Century (4 quarter credits)

**OR**

Choose from a select list of graduate courses† related to social work within the fields of psychology (PSY), counseling (ADD, COUN, SHB), human services (HMSV, NPM), health care (MHA, MPH, NHS), public administration (MPA, PUAD), education (ED), or related area as approved by the faculty chair.

**Total    88 quarter credits**

† Learners are encouraged to contact their academic advisors for additional details.

Capella University cannot guarantee licensure, certification, other professional credentials or salary advancement. It is each learner's responsibility to understand and comply with these requirements. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)).

Practicum/Internship Experience

Learners enrolled in the Master of Social Work (MSW)—Advanced Standing degree program are required to complete a minimum of 600 supervised hours of hands-on internship experience in an agency setting that is specific to the learner's area of interest. Learners enrolled in the Master of Social Work (MSW) degree program are required to complete a minimum of 1,000 supervised hours of hands-on practicum/internship experience in an agency setting. The practicum/internship portion for both of these programs is the signature pedagogy in social work education.

In the MSW—Advanced Standing internship experience, learners integrate theory, practice, and intellectual contributions from their courseroom activities to develop advanced generalist practice skills under the leadership and supervision of an experienced professional social worker. This internship experience provides learners with the opportunity to participate in advanced practice with individuals, families, groups, and organizations. Additionally, learners engage in an advanced integrated internship seminar to support their advanced generalist practice development.

In the MSW practicum/internship experience, learners blend their courseroom education with real-world experiences to develop generalist practice skills under the leadership and supervision of an experienced professional social worker. This practicum/internship experience provides learners with the opportunity to experience direct practice with individuals, families, groups, and organizations. Additionally, learners engage in an integrated practicum/internship seminar to support their professional development.

In both instances, learners use their practicum/internship experiences to help them achieve their program outcomes and advanced generalist practice skills.

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

# COURSE DESCRIPTIONS



## Course Descriptions

In Alphabetical and Numerical Order by Subject Prefix

The following course list is correct as of the date this catalog was prepared. These descriptions indicate the general content and topics typically covered in the course. Capella University retains the right to withdraw, modify, or add courses to the existing list without prior notice.

The following courses may require live web conferencing activities and/or learner audio/video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations.

### GuidedPath Course Descriptions

#### Accounting

##### ACC5610 - Advanced Accounting, Budget Planning and Control (4 quarter credits).

This course emphasizes the application of advanced accounting techniques to organizational situations. This includes the function of budgetary systems in organizational planning, management, and control, and the application of a systems approach to budgeting. **Prerequisite(s): MBA5010 or MBA6014.**

#### Addiction Studies

**ADD5004 - Survey of Research in Human Development for Addiction Professionals (4 quarter credits).** This course presents theories of human development and behavior throughout the lifecycle. Learners examine approaches for researching human development, including personality and moral development theory. Learners also focus on the developing person by applying biological, psychological, and addiction concepts. **Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

**ADD5106 - Assessment of Addiction (4 quarter credits).** Learners in this course examine the addiction-specific assessment process and apply assessment principles, measurement constructs, and testing strategies to evaluate diverse clients with a range of presenting issues. In addition, learners analyze screening and assessment results to diagnose substance-use disorders and determine goals and treatment recommendations. Learners also analyze legal, ethical, and cultural considerations related to screening and assessment in addiction treatment.

##### ADD5107 - Principles of Integrated Addiction and Mental Health Treatment (4 quarter credits).

Learners in this course examine diagnostic categories, professional literature, and current issues associated with an integrated addiction treatment model. Learners also explore the current *Diagnostic and Statistical Manual of Mental Disorders (DSM)* classifications and diagnostic issues associated with multicultural populations.

**ADD5217 - Ethical and Legal Issues in Addiction Treatment (4 quarter credits).** In this course, learners evaluate current legal and ethical guidelines used in the addiction profession. Learners apply decision-making models and formulate effective collaboration strategies used to resolve legal and ethical issues that arise when working with children, adults, couples, and families. Learners also analyze how personal belief systems influence addiction professionals' responses to those issues.

##### ADD5336 - Implications of Addiction Treatment with Diverse Populations (4 quarter credits).

This course is an introduction to the theory and research related to culturally competent addiction services and social justice advocacy. Learners consider the characteristics and concerns of diverse populations as they inform treatment and advocacy practices that promote optimal wellness and growth for individuals, couples, families, and groups. Learners also assess the influence of their own characteristics, attitudes, and beliefs on the counseling process; examine their roles in promoting social justice at multiple levels; and evaluate approaches for prevention of addiction issues in a multicultural society.

**ADD5945 - Supervision and Program Management in Addiction Treatment (4 quarter credits).** This course presents an overview of various supervision approaches and the ways these methods support the development of addiction professionals. Learners explore addiction treatment issues associated with training, staff credentials, working with multidisciplinary staff, and ethics from research and administration perspectives. Learners also review various methods used to conduct contemporary addiction research, with particular emphasis on the emerging research practices and perspectives used for evaluating substance-related treatment programs.

**ADD6431 - Addiction Studies Internship (4 quarter credits).** This course is an online-directed, supervised internship during which learners fulfill the minimum of 300 total required contact hours. Of the 300 total hours, learners must provide direct services in an addiction-related setting for at least 120 hours. Learners must also complete

10 hours of face-to-face contact with site supervisors. This internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a site-based learning setting relevant to addiction treatment. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. May be repeated for credit. Prerequisite(s): ADD-R5941 and ADD5945 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**ADD6432 - Addiction Studies Internship 2 (4 quarter credits).** This course is an online-directed, supervised internship during which learners complete the contact hours needed to fulfill graduation and/or licensure requirements. Learners provide direct services in an addiction-related setting for at least 100 hours. Learners must also complete 10 hours of face-to-face contact with site supervisors. This internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a site-based learning setting relevant to addiction treatment. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. May be repeated for credit. Prerequisite(s): ADD6431 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**ADD-R5941 - Addiction Studies Residency (4 quarter credits).** The residency includes both an online courseroom and a face-to-face residency experience. Learners engage in online courseroom activities to prepare themselves for the residency experience and focus on developing clinical addiction counseling skills, including building therapeutic relationships, performing therapeutic assessments, and applying ethical and legal standards of practice. During the face-to-face residency experience, learners integrate addiction theories for both individuals and groups. Learners then engage in post-residency online courseroom activities to assess knowledge gained. **This course requires travel. Prerequisite(s): ADD5004, ADD5106, ADD5107, ADD5217, ADD5336, COUN5258, COUN5260, COUN5261, COUN5264. Cannot be fulfilled by transfer.**

#### Analytics

**ANLT5002 - Basic Applications of Analytics (4 quarter credits).** In this course, learners develop the skills needed to apply the early aspects of the life cycle of analytics. Learners review the different types of data sources and



## Course Descriptions, *continued*

explore various data models and algorithms. Learners also use basic tools to complete an analysis and collaborate within teams to evaluate case studies and explore ways in which stakeholders' needs are met through data intelligence. ***Must be taken during the first quarter by learners who have been admitted to the MS in Analytics degree program. Cannot be fulfilled by transfer or prior learning assessment.***

**ANLT5010 - Foundations in Analytics (4 quarter credits).** Learners in this course apply data management fundamentals to data models. Learners examine the concepts of data mining, ETLs, and data warehouses and also evaluate applied analytics in professional domains such as finance, marketing, and health care. ***Prerequisite(s): Completion of or concurrent registration in ANLT5002 or HMSV5002 or PM5331.***

**ANLT5020 - Data Sources for Analytics (4 quarter credits).** In this course, learners explain database methodologies including relational databases, flat files, dimensional modeling, RSS feeds, and multi-dimensional modeling. Learners examine the impact of data quality on analytics and apply ETL techniques and processes. Finally, learners evaluate the application of data warehouses, data marts, and multi-dimensional cubes to decision-making and action. ***Prerequisite(s): Completion of or concurrent registration in ANLT5010 or HMSV5500.***

**ANLT5030 - Statistical Methods in Analytics (4 quarter credits).** In this course, learners study the collection, organization, presentation, analysis, and interpretation of data using statistical methods. Learners practice using appropriate tools to obtain a result using statistical methods and collaborate with team members to compare processes, techniques, and conclusions to understand various perspectives. ***Prerequisite(s): Completion of or concurrent registration in ANLT5020 or HMSV5510.***

**ANLT5040 - Leadership for Analytics (4 quarter credits).** Learners in this course develop and demonstrate their skill in the role of leadership in analytics and explore change management theories and models as they relate to the field of analytics. Learners examine the ethical issues and practices of the analytics field to gain an understanding of how personal ethical frameworks shape the decision-making process. Learners also evaluate project management skills needed for successful analytic projects.

**ANLT5050 - Concepts of Data Mining (4 quarter credits).** In this course, learners develop their skills in creating

a predictive model. Learners apply data mining algorithms, models, and data mining modeling techniques to test, fit, and implement an algorithm and/or model with appropriate tools. Learners practice interpreting results to find an application for those results. Finally, learners apply control, feedback, and evaluation approaches to enhance, continue, or retire the algorithm or model using big data. ***Prerequisite(s): ANLT5030. Graduate certificate learners in Advanced Analytics Using SAS® are exempt from this prerequisite.***

**ANLT5060 - Applied Forecasting (4 quarter credits).** In this course, learners evaluate forecast model outcomes to solve organizational problems. Learners examine the impact of time and data latency on forecasting, and practice identifying patterns in the output of forecast models. Learners also apply forecasting techniques in their communication with stakeholders. ***Prerequisite(s): ANLT5030.***

**ANLT5070 - Text Mining (4 quarter credits).** Learners in this course gain an understanding of the early stages of text mining. Learners examine document management practices, text-scraping techniques, and various methods for modeling their findings as they solve text-based mining problems. ***Prerequisite(s): ANLT5030. Graduate certificate learners in Advanced Analytics Using SAS® are exempt from this prerequisite.***

**ANLT5080 - Advanced Analytics and Modeling (4 quarter credits).** Learners in this course demonstrate advanced practice in applying the analytic life cycle. Learners examine approaches to visual analytics and are introduced to geospatial data techniques. Learners also apply their analytic skills to current organizational problems and apply analytic solution scoring and project management skills for effective team performance. ***Prerequisite(s): ANLT5050.***

**ANLT5090 - Reporting Solutions with Analytics (4 quarter credits).** In this course, learners examine reporting solutions that use analytics. Learners analyze, select, and apply reporting solutions to fit an organizational need and evaluate different reporting frameworks. ***Prerequisite(s): ANLT5030.***

**ANLT5100 - Visual Analytics (4 quarter credits).** In this course, learners articulate the value of visualization to telling the analytic story to stakeholders. Learners explore the appropriate presentation of types of data and apply best practices for the design of effective visualizations. Learners also develop skills for presenting data to stakeholders in a succinct and relevant manner. ***Prerequisite(s): ANLT5030.***

**ANLT5900 - Capstone in Analytics (4 quarter credits).** This is an integrative course for learners in the MS in Analytics degree program. Learners synthesize and integrate the knowledge, competencies, and skills acquired throughout the program by developing and implementing a final project that demonstrates practical application of program content. ***For MS in Analytics learners only. Must be taken during the learner's final quarter. Prerequisite(s): Completion of all required coursework. Cannot be fulfilled by transfer or prior learning assessment.***

**ANLY5510 - Advanced Business Analytics (4 quarter credits).** In this course, learners apply advanced analytics techniques to provide insight about a business and its customers including regression, classification, and nonparametric techniques. Learners apply data visualization and other tools to effectively present the results of data analysis and recommendations to management. ***Prerequisite: MBA5008.***

## Bachelor of Science in Health Care Administration

**BHA4002 - History of the United States Health Care System (3 quarter credits).** Learners in this course gain a comprehensive overview of the U.S. health care system with regard to the history, organization, financing, and delivery of health care services. Learners also investigate employment-based health insurance; Medicare and Medicaid; access, cost, and quality challenges; health care regulation; and medical malpractice.

**BHA4003 - Present and Future State Developments within the United States Health Care System (3 quarter credits).** In this course, learners review developments in health policy and management to better understand the present and future state of the U.S. health care system. Learners also analyze trends and effects on health care services to determine their impact on the health care industry and to predict potential future reforms. Learners also gain knowledge of health policy; health reform; access, cost, and regulatory issues; and stakeholder influence.

**BHA4004 - Patient Safety and Quality Improvement in Health Care (6 quarter credits).** In this course, learners examine quality improvement and risk management in health care. Learners apply various models to increase the quality of patient care and outcomes, decrease the risk of litigation, and effect positive change. Throughout the course, learners gain an understanding of how to prepare a quality dashboard

## Course Descriptions, *continued*

utilizing common quality improvement tools, including statistical analysis; Plan, Do, Check, Act (PDCA); Six Sigma; and Rapid Cycle Improvement.

**BHA4006 - Health Care Regulation and Compliance (6 quarter credits).** In this course, learners analyze local, state, and federal health care laws and evaluate their applicability and effect on patient rights, care, and confidentiality; human resources; and organizational and professional licensure. Throughout the course, learners develop and demonstrate competence in applying standards to meet requirements of governing bodies and various agencies with regulatory oversight authority. Learners also investigate fraud and abuse, risk management, business ethics, and corporate compliance.

**BHA4008 - Health Care Budgeting and Reporting (3 quarter credits).** Learners in this course acquire an understanding of inventory control, budgeting, financial statements, and reporting. Learners also demonstrate competence in preparing budgets for their scope of responsibility as health care professionals.

**BHA4009 - Health Care Reimbursement Systems (3 quarter credits).** Learners in this course examine current trends and traditional methods of payment in the health care industry. In particular, learners examine hospital, physician, third-party, state, and federal reimbursement systems and gain an understanding of the organizational revenue cycle process and payor contracting.

**BHA4010 - Introduction to Health Care Research (6 quarter credits).** In this course, learners examine health care research methodologies to assess access, quality, and cost as well as related marketing research and planning. In particular, learners strengthen their knowledge of quantitative, qualitative, and mixed-methods research designs in order to better understand the needs, expectations, and social norms involved within the health care delivery system.

**BHA4020 - Health Care Administration Capstone Project (6 quarter credits).** The capstone project is the culmination of the BS in Health Care Administration degree program. Learners demonstrate the technical and applied health care administration knowledge and the critical thinking and communication skills needed to effectively influence a diverse and dynamic health care environment, develop innovative solutions for managing U.S. health care systems, and apply continuous improvement and quality management processes to improve organizational and patient outcomes. **For BS in Health Care Administration learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**BHA4102 - Leadership and Communication in Health Care Organizations (6 quarter credits).** Learners in this course gain awareness of their personal leadership style and develop communication approaches appropriate for a diverse set of stakeholders. Learners also build their knowledge and skills in cultural competence, effective teamwork, coaching, cross-functionality, and collaboration through the use of authentic, real-world scenarios.

**BHA4104 - Strategic Leadership and Workforce Planning in Health Care (6 quarter credits).** In this course, learners develop innovative solutions to strategic, tactical, and operational issues in managing health care systems through the combined use of information technology, organizational knowledge, talent management, and critical thinking. Learners enhance leadership qualities that facilitate diverse high-performance teams and create comprehensive and useable data-driven action plans. Learners also gain an understanding of organizational development, productivity management, and health care planning and marketing.

**BHA4106 - Introduction to Managing Health Care Information (6 quarter credits).** Learners in this course integrate essential informatics concepts into health care administration and manage the health care information lifecycle. Learners analyze information system applications to make evidence-based decisions that maximize the efficiency and quality of departmental workflow. Learners also analyze the application of methods to improve the management of patient data, clinical knowledge, population data, and other information relevant to patient care and community health.

**BHA4108 - Managing Population Health (6 quarter credits).** In this course, learners investigate epidemiology and its patterns, causes, and effects relative to health and disease conditions across identified populations. Learners identify evidence-based approaches to promote wellness, disease management, and evolving financial reimbursement strategies. In addition, learners gain an understanding of critical factors associated with accountable care organizations and formulate applied research strategies focused on patient engagement.

**BHA4110 - Health Care Systems and Operations (6 quarter credits).** In this course, learners analyze managerial concepts and their application to the support infrastructure of health care organizations. Learners also investigate issues, trends, and best practices in supply chain management; process improvement; facility layout; quality improvement; resource planning; and facilities management.

**BHA4112 - Economics of Health Care (6 quarter credits).** Learners in this course examine historical perspectives and current trends in the health care industry and analyze its unique economic structure. Learners analyze evolving reimbursement trends, methods, and technology and identify the political, legal, regulatory, organizational, and demographical implications of business decisions on health care economics. Learners also evaluate the ways in which economic and stakeholder influences affect operational planning and decision making.

## Biology

**BIO1000 - Human Biology (6 quarter credits).** In this course, learners examine the integrative relationship between human biological systems and the social sciences, arts, and communications. Learners build and apply an understanding of topics such as human anatomy, nature versus nurture, biological psychology, human disease, and concepts related to ancestry and biology. Learners also evaluate the accuracy of biological topics in the media. This course includes a lab experience.

**BIO2000 - Environmental Health (6 quarter credits).** In this course, learners use a multidisciplinary approach to identify and describe the environmental factors impacting individual and community health. Learners analyze the effects of various physical, biological, and chemical agents on the body and identify strategies to minimize the negative effects. Learners also assess and apply ways to protect and promote health and positively influence the quality of the environment.

## Business Management

**BMGT8002 - Research Processes, Theory and Practice in Global Business (6 quarter credits).** Learners in this course explore business theories, research, and practice. In particular, learners study the challenges of conducting scholarly research and the practice of leading and managing a business enterprise. Learners explore the depth and breadth of business research, the research methodologies used to conduct it, and potential business research topic areas. Learners are also immersed in a culture of inquiry to focus on strengthening critical-thinking and scholarly writing skills. **Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

**BMGT8006 - Business Principles and Practices (4 quarter credits).** Learners in this course apply theories of organization to critically analyze the organization as

**Course Descriptions, continued**

an arrangement of systems to develop a holistic understanding of its interrelated, interdependent functions. **Cannot be fulfilled by transfer.**

**BMGT8008 - Ethics and Leadership in Global Environments (4 quarter credits).**

In this course, learners examine ethics theory and practice, ethical decision making, and the leader's role in creating an ethical environment in global business. Learners also explore the ways cultural intelligence fosters multicultural and ethical thinking.

**BMGT8010 - Economics in Global Environments (4 quarter credits).**

Learners in this course examine micro- and macroeconomics from local and global perspectives; evaluate the operation of global markets in using a systems approach in the allocation of scarce resources; and explore current literature in applying economic theory to financial decision making at the individual and organizational level.

**BMGT8012 - Marketing Principles and Practice (4 quarter credits).**

This course presents marketing principles and best practices. Learners analyze the factors influencing marketing strategy and explore ways to use marketing theory to identify market opportunities and segments. Learners then formulate appropriate marketing strategies to pursue those opportunities and markets from cultural, virtual, and global perspectives.

**BMGT8014 - Accounting and Finance Principles and Practice (4 quarter credits).**

In this course, learners study the principles and practices of accounting and financial management and the ways they inform business decision making. Learners also explore the impacts of various accounting and financial decisions on organizations.

**BMGT8016 - Strategic Management and Practice (4 quarter credits).**

Learners in this course examine theories associated with effective strategy development, integration, and implementation across all functional areas of business operations. Learners study the skills required of strategic thinkers and leaders in today's complex global business environment and practice applying them to solve contemporary business issues.

**BMGT8018 - The 21st-Century Organization (4 quarter credits).**

In this course, learners explore the breadth and depth of thinking required to make decisions within, adapt to, and lead the 21st-century organization. Learners conduct research on ways to apply various organization and systems theories and the theories of their chosen specialization to identify potential solutions to organizational issues. **Cannot be fulfilled by transfer.**

**BMGT8019 - Business Dissertation Specialization Literature (4 quarter credits).**

This course provides a guided review of the literature in the learner's specialization for the purpose of identifying a study topic. Learners research and evaluate associated major threads of research and theory in the literature. The course prepares learners for the development of an appropriate topic during Residency Track 1. **Prerequisite(s): BMGT8028. Cannot be fulfilled by transfer.**

**BMGT8028 - Foundations of Research, Scholarly Literature, and Theory in Management (4 quarter credits).**

Learners in this course examine the structure and process of the scholarly literature in peer reviewed journals and explore the role of the scholar as social and behavioral scientist. Learners critically evaluate scholarly literature, including seminal work, relevant theory, and data-based research studies from both the qualitative and quantitative traditions. Learners also explore the meaning of content and process gaps, problems, and research opportunities uncovered during the literature review. **Cannot be fulfilled by transfer.**

**BMGT8032 - Survey of Applied Research Methods (4 quarter credits).**

This course focuses on qualitative, quantitative, mixed-methods, and applied business management and information technology research designs. Learners move beyond conducting literature reviews at the methodological level and focus on research design specific to reliability and threats to validity and on developing their own research proposal. Learners explore the meaning of content and process gaps, problems, and opportunities uncovered during the literature review process. Learners also develop an understanding of research ethics and the role of the Institutional Review Board (IRB). **Prerequisite(s): BMGT8028. Cannot be fulfilled by transfer.**

**BMGT8034 - Quantitative Research Techniques (4 quarter credits).**

In this course, learners explore the fundamental concepts needed to conduct doctoral-level quantitative research. Learners develop skills related to quantitative research techniques including understanding variables and relationships, selecting quantitative instruments and evaluating their reliability and validity, developing research questions and associated hypotheses, developing ethical sampling approaches and data collection plans, choosing appropriate statistical tests, analyzing data, interpreting results, and drawing conclusions. **Prerequisite(s): BMGT8032. Cannot be fulfilled by transfer.**

**BMGT8035 - Tests, Measurements, and Business Research Design (4 quarter credits).**

This course is an introduction to tests and measurement instruments commonly used in business studies. Learners in this course examine instrument development, factor analysis, validity testing and review the ethical, professional, and legal aspects of the use of these instruments. Learners also develop key sections of the dissertation methodology and design, incorporating appropriate instruments and corresponding validity data. **Prerequisite(s): BMGT8034 or RSCH7864; BMGT-R8926. Cannot be fulfilled by transfer.**

**BMGT8040 - Advanced Qualitative Research (4 quarter credits).**

Learners in this course investigate qualitative inquiry and qualitative research designs based on social constructivist and interpretive traditions appropriate for conducting business management research. Learners explore research problems, questions and design considerations, data collection and analysis, reporting and presentation of findings, and verification of data conclusions. Learners also evaluate qualitative data management software options. This course is recommended for learners who intend to conduct qualitative dissertation research. **Prerequisite(s): BMGT8032. Cannot be fulfilled by transfer.**

**BMGT8043 - Quantitative Research**

**Techniques 2 (4 quarter credits).** In this course, learners define a quantitative research question by demonstrating the understanding of the relationship between hypothesis and theory. Learners develop a research design using research questions and the appropriate sample, control variables, and statistical technique, and identify the logical connection between the hypothesis and theory. Other course topics include sample design, exploratory data analysis, multiple regression, logistic regression, factorial ANOVA, and multivariate analysis of variance (MANOVA). This course requires the use of analytical software. **Prerequisite(s): BMGT8035. Cannot be fulfilled by transfer.**

**BMGT8044 - Qualitative Research Design and Data Analysis (4 quarter credits).**

This course extends the topics covered in BMGT8040 and is designed to prepare learners to develop and conduct their own qualitative study for a dissertation. Learners further analyze the philosophical underpinnings of qualitative research and inquiry, emphasizing effective execution of school-approved dissertation research methodologies. These methodologies include case study, phenomenology, Delphi, and generic qualitative research. Learners assess the design, sampling, and data collection strategies associated with each of the four methodologies. Learners also examine the data analysis processes associated

**Course Descriptions, continued**

with each methodology, as well as the role of the researcher in documenting personal reflections in the collection and analysis of data.

**Prerequisite(s):** *BMGT8040 or RSCH7868; BMGT-R8926. Cannot be fulfilled by transfer.*

**BMGT8046 - Qualitative Data Collection Strategies, Data Collection Guides, and Field Testing (4 quarter credits).**

This course is an in-depth review of qualitative data collection strategies, data collection guides, and data collection techniques commonly used in business research. Learners use their approved dissertation research plans to develop a data collection guide and conduct an expert review and mock data collection. Learners also assess the ethical issues involved in qualitative data collection associated with their study method and design and propose mitigation strategies for participant and data protection and to ensure credibility, dependability, transferability, and trustworthiness. Finally, learners develop key sections of the dissertation methodology and design, incorporating the data collection strategy, and field-tested data collection guide.

**Prerequisite(s):** *BMGT8044. Cannot be fulfilled by transfer.*

**BMGT8055 - Business Special Topics:**

**Literature Review (4 quarter credits).** This course guides learners in the development of a comprehensive literature review. Learners build on their approved Dissertation Research Plan from Residency Track 3 as the foundation for drafting Chapter 2 of their dissertation. Learners document and synthesize key seminal theoretical works, conceptual studies, and methodologies underpinning the gap in the scholarly knowledge that their proposed study addresses. While developing Chapter 2 of their dissertation, learners review and apply School of Business dissertation guidelines.

**Prerequisite(s):** *BMGT-R8926. Cannot be fulfilled by transfer.*

**BMGT8110 - Advanced Research in Accounting (4 quarter credits).**

This course advances learners' skills in multidisciplinary research in accounting. Learners develop their skills by using LexisNexis and other research tools to efficiently and effectively conduct research across a broad range of accounting topics, including legal and regulatory guidance and social perspectives. Learners analyze, synthesize, evaluate, and report their research findings to develop decision frameworks and practice in accounting. **Cannot be fulfilled by transfer.**

**BMGT8112 - Financial Reporting (4 quarter credits).**

Learners in this course study financial accounting standards and practices and associated legal, regulatory, and reporting issues. Learners focus on the relationship between financial accounting

research and practice and explore related emerging trends, technologies, and societal implications. **Cannot be fulfilled by transfer.**

**BMGT8114 - Accounting in the Global Era (4 quarter credits).**

In this course, learners study international accounting standards and the evolving process of harmonization. U.S.-based Generally Accepted Accounting Principles (GAAP) are compared with those of other countries. The influence of cultures, globalization, and technology on accounting standards is also examined. Learners focus on research and practice while exploring emerging trends in the profession and society. **Cannot be fulfilled by transfer.**

**BMGT8116 - Forensic Accounting (4 quarter credits).**

Learners in this course study the requirements, processes, and techniques used to present accounting and financial information in the legal environment. Learners focus on the relationship between forensic accounting research and practice and explore related emerging trends, technologies, and societal implications. **Cannot be fulfilled by transfer.**

**BMGT8130 - Foresight: Anticipating the Future (4 quarter credits).**

Learners in this course study the ways organizations proactively anticipate and plan for future growth opportunities. Learners examine the scanning tools and technologies organizations use to develop meaningful information about the future environment; models for understanding and analyzing global trends; and new lenses for scanning, synthesizing, and analyzing strategic and competitive data. **Cannot be fulfilled by transfer.**

**BMGT8132 - Identifying Opportunities for Innovation (4 quarter credits).**

In this course, learners examine the methods and collaborative processes organizations use to identify opportunities for innovation, including scenario planning and future visualization techniques. Learners also explore ways to identify risk, develop contingency plans in light of disruptive change, and communicate and disseminate those risks and plans. **Cannot be fulfilled by transfer.**

**BMGT8134 - Competing with Disruptive Innovation (4 quarter credits).**

This course presents the disruptive innovation strategies organizations use to lead the competition. Learners examine ways to reinvent industry competition and move beyond the concept of competitive strategy to developing breakthrough strategies and value innovation. **Cannot be fulfilled by transfer.**

**BMGT8136 - Building an Innovation Strategy (4 quarter credits).**

In this course, learners examine the ways organizations build innovation strategies to enhance organizational sustainability and adaptation. Learners analyze the organizational elements that support a culture of innovation and change and the development of idea-generation systems, flexible processes, governance structures, and evaluation metrics. **Cannot be fulfilled by transfer.**

**BMGT8210 - Information Technology Leaders as Partners in Organizational Strategic Planning (4 quarter credits).**

This course focuses on the information technology leader's collaborative roles working with an organization's non-IT senior leadership, including aligning business strategy with IT strategy, acting as an equal contributor to the formation of organizational strategy, and integrating ethical policies and practices into an organization. Learners evaluate multidisciplinary research and practices related to leadership, organizational structures, and culture. Through the lens of complexity/chaos and change theories, learners analyze information technology's role in contributing to organizational resiliency. **Cannot be fulfilled by transfer.**

**BMGT8212 - Leading Information Technology Strategic Planning in Complex and Global Environments (4 quarter credits).**

In this course, learners examine processes by which senior information technology leadership must evaluate different IT governance models from a global perspective, including decision models, management structures, business engagement processes, leadership theories, and risk assessment processes. Learners evaluate methods of performance measurement and control, and assess the relevance and effect of social responsibility issues and strategic partnering on IT strategic planning. **Cannot be fulfilled by transfer.**

**BMGT8214 - Guiding the Implementation of Information Technology Policies and Processes (4 quarter credits).**

This course presents key issues related to the implementation of information technology policies and processes as day-to-day operations, including consideration of ethical, cultural, and global issues, and potential effects on internal and external stakeholder needs. Learners evaluate strategies for implementing different governance models and assess the ways in which those models relate to change management processes and organizational innovation.

**Course Descriptions, *continued***

**BMGT8216 - Innovating Information Technology Life Cycle Management Processes in a Changing Environment (4 quarter credits).** In this course, learners evaluate evolving theories and practices that inform decisions related to the information technology system development life cycle. Learners assess different development models and examine the IT leader's role in IT enterprise portfolio management against the backdrop of changing workforce considerations, including offshore, contract, multicultural, and multigenerational workers in global enterprises.

**BMGT8218 - Advancing Research in Information Technology Management (4 quarter credits).** This course focuses on emerging research trends in information technology management. Learners develop independent research skills while constructing research questions, synthesizing literature, and selecting appropriate methodologies. **For PhD in Business Management, PhD in Information Technology, and PhD in Organization and Management learners only. Prerequisite(s): PhD in Business Management learners must have completed BMGT8210, BMGT8212, BMGT8214. Cannot be fulfilled by transfer.**

**BMGT8410 - Foundations of Human Resource Theory and Practice (4 quarter credits).** This course addresses ways in which social and economic changes have transformed human resource management's role in organizations. Learners examine issues that currently impact human resources managers in today's rapidly evolving environment. In addition, learners investigate the theories on which human resource practices have been built to determine their relevance in the 21st-century, information-age workplace. **Cannot be fulfilled by transfer.**

**BMGT8412 - Creating Adaptive, Innovative Workplaces (4 quarter credits).** In this course, learners explore human resource management strategies, tools, and issues related to the changing world of work. Learners analyze the ways in which HR professionals support the creation of innovative, engaging and productive work to meet the needs of the contemporary and future workplaces. Learners also examine the human resource components of employee engagement to include organizational design, leadership, career development, communication, flexibility, and virtual work environments. **Cannot be fulfilled by transfer.**

**BMGT8414 - Attracting and Retaining Talent (4 quarter credits).** Learners in this course evaluate emerging human resource

management theories and practices for effectively attracting employees. Learners analyze workforce selection practices for reliability and align performance management strategies to support the organizational mission. **Cannot be fulfilled by transfer.**

**BMGT8416 - Human Resource Practices for Developing Talent (4 quarter credits).** In this course, learners explore human resources management's role in developing talent and evaluate human resource management theories and ethical frameworks associated with individual adult learning, human resource development, succession planning, mentoring, coaching, and performance management. This course emphasizes the theoretical basis of development, compensation, rewards, and motivation in order to better serve organizations and to contribute to the knowledge base in the human resource management field. The course also stresses the importance of evaluating and critiquing current workforce development trends in support of innovative workplace environments. **Cannot be fulfilled by transfer.**

**BMGT8430 - Advanced Concepts of Project Management Methodologies (4 quarter credits).** In this course, learners research literature to identify best practices and evaluate appropriate methodologies leading to successful outcomes for projects and programs ranging from simple to complex. The course emphasizes appropriate methods, tools, and techniques for the Project Management Institute's (PMI) Initiating and Planning processes based on organizational environments, cultural diversity, and global influences. Learners also evaluate expected project outcomes to assure alignment with strategic goals and objectives. **Cannot be fulfilled by transfer.**

**BMGT8432 - Projects as Complex Adaptive Systems (4 quarter credits).** Learners in this course examine both seminal and current literature, such as complexity theory, to evaluate the successes and failures of projects and programs in complex and ambiguous environments. This course emphasizes Executing, Monitoring, and Controlling projects and programs based on multidisciplinary theories and applications as defined by the Project Management Institute's (PMI) A Guide to the Project Management Body of Knowledge (PMBOK® Guide). Learners develop their professional, consultative, and leadership skills for successful project and program outcomes. **Cannot be fulfilled by transfer.**

**BMGT8434 - Advanced Risk Management Systems and Research (4 quarter credits).** In this course, learners evaluate and synthesize the use of multidisciplinary theories based on the research and practice of project and program risk management. Learners explore emerging trends, concepts, and methods of project and program risk management systems and research. Topics include evaluating integrated approaches to identifying, analyzing, mitigating, and managing project risks, and identifying strengths, weaknesses, and gaps in project risk management research. **Cannot be fulfilled by transfer.**

**BMGT8436 - Dynamics of Program and Portfolio Management (4 quarter credits).** Learners in this course examine emerging trends, concepts, and methods for evaluating and applying program integration and portfolio management techniques and methods used to optimize their overall value. Topics include ethical approaches to program and portfolio management in alignment with business strategic goals and objectives within a global context. **Cannot be fulfilled by transfer.**

**BMGT8438 - Emerging Trends, Research, and Theories for Successful Project Management (4 quarter credits).** In this course, learners evaluate leadership approaches and communication dynamics between diverse stakeholder groups to facilitate successful project and program outcomes. Topics include emerging theories and research on leadership, communication, and social networks as conduits for effectiveness in complex project and program environments. Learners develop as independent researchers, constructing research questions, synthesizing literature, and selecting appropriate methodologies to advance the body of knowledge and practice in project management. **For PhD in Business Management, PhD in Information Technology, and PhD in Organization and Management learners only. Prerequisite(s): PhD in Business Management must have completed BMGT8430, BMGT8432, BMGT8434. Cannot be fulfilled by transfer.**

**BMGT8610 - Leadership Theory and Practice in a Global Environment (4 quarter credits).** Learners in this course evaluate leadership theories and practices in diverse cultures from a historical and theoretical basis using a multi-disciplinary lens. Learners also develop expanded leadership perspectives and practices, enabling them to assure the viability of their organizations in a dynamic global business environment. **Cannot be fulfilled by transfer.**

## Course Descriptions, *continued*

**BMGT8612 - Leadership as Personal Practice (4 quarter credits).** Learners in this course focus on analyzing scholarly literature and emerging research trends in relational leadership. The course also emphasizes theories and models of leadership, which support a shift from hierarchical leadership to inclusive and collaborative leadership. Finally, learners assess personal barriers and facilitators to inclusionary leadership and apply theories and models to personal practice. **Cannot be fulfilled by transfer.**

**BMGT8614 - Leading the Organizational System (4 quarter credits).** In this course, learners explore leadership practice in complex and dynamic environments. Learners use systems thinking and organizational theory to analyze leadership practice within the framework of organizational systems and evaluate the role of systems thinking in organizations to develop innovation in complex environments. Finally, learners apply these concepts to leadership practice. **Cannot be fulfilled by transfer.**

**BMGT8616 - Leading Dynamic Systems with Multi-Dimensional Thinking (4 quarter credits).** Learners in this course synthesize multiple ways of thinking to support effective leadership decision making. By integrating critical, creative, reflective, systems, and statistical thinking, learners develop leadership qualities that allow them to apply their insights to current models and perspectives in order to envision a future with improved organizational patterns and outcomes. **Cannot be fulfilled by transfer.**

**BMGT9919 - Doctoral Comprehensive Examination (4 quarter credits).** This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to register for the first dissertation course. **Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.**

**BMGT9960 - Dissertation Courseroom (5 quarter credits each).** This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the

required milestones. **Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): BMGT9919 or OM9919 or PHB9919. Cannot be fulfilled by transfer.**

**BMGT-R8925 - PhD Dissertation Research Seminar Track 1 (3 quarter credits).** The intensive, ten-week PhD Dissertation Research Seminar Track 1 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to initiate the development of a dissertation research plan. Throughout the course, learners focus on identifying a theory, topic, and research problem appropriate for their specialization. Track 1 learners must also complete PhD Dissertation Milestone 1 (Research Ethics Education). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. **For PhD in Business Management and PhD in Information Technology learners only. Prerequisite(s): BMGT8019. Cannot be fulfilled by transfer.**

**BMGT-R8926 - PhD Dissertation Research Seminar Track 2 (3 quarter credits).** The intensive, ten-week PhD Dissertation Research Seminar Track 2 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to develop a research question and to select an appropriate dissertation topic. In Track 2, learners complete PhD Dissertation Milestone 2 (Topic Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. **For PhD in Business Management and PhD in Information Technology learners only. Prerequisite(s): BMGT8034 or BMGT8040; BMGT-R8925. Cannot be fulfilled by transfer.**

**BMGT-R8927 - PhD Dissertation Research Seminar Track 3 (3 quarter credits).** The intensive, ten-week PhD Dissertation Seminar Track 3 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to detail a methodological design, sampling plan, and strategy for data analysis.

In Track 3, learners complete PhD Dissertation Milestone 5 (Research Plan Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. **For PhD in Business Management and PhD in Information Technology learners only. Prerequisite(s): BMGT8040 or BMGT8043; BMGT-R8926. Cannot be fulfilled by transfer.**

## Bachelor of Science in Nursing

**BSN4002 - Assessment, Communication, and Collaboration (6 quarter credits).** In this course, learners analyze effective health assessment methods, communication strategies, and interdisciplinary and interprofessional collaboration techniques used in a variety of health care settings. Learners conduct a comprehensive evidence-based health assessment and examine and explain the communication skills members of collaborative teams need for evidence-based quality care. **For BSN learners only.**

**BSN4004 - Nursing Research and Informatics (6 quarter credits).** This course is an introduction to the application of research and information technology in the nursing profession. Learners identify the ways information systems and patient care technologies have contributed to improved patient outcomes; demonstrate competence in incorporating safeguards, secure practices, and ethical standards needed to promote and support data security, patient confidentiality, and regulatory requirements; and analyze effective use of patient care technologies, communication systems, and information systems across the health-illness continuum. Learners also examine ethics in nursing research and scholarship and the relationships among theory, research, and behavior in the application of evidence-based nursing practice. **For BSN learners only.**

**BSN4006 - Policy, Law, Ethics, and Regulations (6 quarter credits).** Learners in this course examine the role of health care policy and legal, regulatory, and quality control in ethical decision making in professional nursing practice. Learners develop and demonstrate their knowledge of concepts and principles of health care policy, legal control, ethical conduct, and regulatory environments and their application to the health care environment and the nursing profession. Learners analyze the impact of health care policy and multicultural, socioeconomic, political, legal, and regulatory factors on health care access disparities and practice articulating the needs of individuals, communities, and vulnerable populations to consumers and

**Course Descriptions, continued**

appropriate officials. Learners also focus on the importance of cultural competence and ethical decision making in professional nursing practice. **For BSN learners only.**

**BSN4008 - Organizational and Systems Management for Quality Outcomes (6 quarter credits).** In this course, learners acquire and demonstrate the fundamental concepts and principles of individual and organizational leadership necessary for successful nursing practice in integrated and nonintegrated health care systems and environments. Learners develop and demonstrate awareness of nursing leadership concepts, research, and models and evaluate best practices of organizational and systems leadership to apply to professional nursing practice. Learners integrate the concept of quality improvement with patient safety and examine the influence of complex organizational and leadership system issues on quality and patient safety initiatives. Learners also analyze techniques for monitoring individual and organizational performance in promoting safe and caring patient-centered environments. **For BSN learners only.**

**BSN4014 - Global Perspectives of Community and Public Service (6 quarter credits).** In this course, learners develop the knowledge, skills, and techniques needed to function as effective team members in public- or community service-based health care settings. Learners apply collaborative and innovative strategies for enhancing and improving current health care system approaches based on national and global holistic needs assessments and identify ways to advocate for quality patient and community outcomes and apply tribal, community, and global wellness strategies to professional practice. **For BSN learners only.**

**BSN4016 - Pharmacology for Patient Safety (6 quarter credits).** Learners in this course further develop their knowledge of pharmacology as they apply skills, attitudes, and techniques to evidence-based nursing practice. Learners demonstrate an understanding of general pharmacology, drug categories, and patient safety in a variety of health care settings. Learners also develop a multicultural and patient-centered perspective that addresses disease processes, pharmacological and non-pharmacological therapies, teamwork, and patient safety initiatives. **For BSN learners only.**

**BSN4017 - Collaborative Group Process for Nursing Professionals (6 quarter credits).** In this course, learners build and strengthen the knowledge, skills, and techniques needed to initiate, lead, and

function in collaborative group processes for the purpose of enhancing the health and wellness of individuals, groups, communities, and populations. Learners also identify group process barriers and interventions, particularly those associated with special and vulnerable populations and community and national directives. **For BSN learners only.**

**BSN4020 - Nursing Capstone Project (6 quarter credits).** Learners in this course focus on synthesizing and applying the nursing knowledge and skills gained during their program. Learners demonstrate proficiency by integrating nursing theories, research, and best practices into a single practice model of health promotion or disease prevention for a specific community or population group. Learners create and customize an evidence-based project plan and develop and implement strategies for achieving desired project outcomes. **For BSN learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**Business**

**BUS1003 - Developing Business Thinking (6 quarter credits).** Learners in this course begin to build and strengthen the knowledge, skills, and abilities needed to succeed in a bachelor of science degree program and the workplace. Learners develop and demonstrate business thinking and, in particular, evaluate case studies to acquire and broaden their knowledge of the creation of an organization. In addition, learners expand organizational, information literacy, critical-thinking, and problem-solving skills and apply an understanding of ethics, team behaviors, and effective business writing. **For BS in Business learners only. Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take BUS1003 during their first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**BUS3003 - Developing a Business Perspective (6 quarter credits).** In this course, learners build and strengthen the knowledge, skills, and abilities needed to succeed in their program and the workplace. Learners engage in interactive activities that help them develop and demonstrate a business perspective and expand their organizational, research, critical-thinking, and problem-solving skills. Other topics include ethics, team relationships, project creation, and writing effectively for business. **For BS in Business learners only. Learners may only earn credit for BUS3003 or BUS3006 or**

**BUS3007. Prerequisite(s): BUS1003. Cannot be fulfilled by transfer or prior learning assessment.**

**BUS3006 - Developing a Health Care Management Perspective (6 quarter credits).** In this course, learners develop basic knowledge of how fundamental business practices and principles apply to health care management. In addition, learners explore management opportunities that exist within the healthcare industry and acquire and demonstrate essential research, information literacy, critical thinking, and writing skills. **For BS Health Care Management learners only. Learners may only earn credit for BUS3003 or BUS3006 or BUS3007. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**BUS3007 - Developing a Business Perspective (6 quarter credits).** In this course, learners build and strengthen the knowledge, skills, and abilities needed to succeed in their program and the workplace. Learners engage in interactive activities that help them develop and demonstrate a business perspective and expand their organizational, research, critical-thinking, and problem-solving skills. Other topics include ethics, team relationships, project creation, and writing effectively for business. **For BS in Business learners only. Learners may only earn credit for BUS3003 or BUS3006 or BUS3007. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**BUS3011 - Fundamentals of Management (3 quarter credits).** In this course, learners examine the fundamental principles of management and the characteristics that make an effective manager. Learners then apply these principles in management decision-making roles of planner, organizer, controller, and communicator. **Learners who have received credit for BUS3010 may not take BUS3011.**

**BUS3012 - Fundamentals of Leadership (3 quarter credits).** This course is an introduction to principles of leadership behavior and their application in business and community settings. Learners develop and demonstrate awareness of the characteristics, styles, and practices necessary for effective leadership. **Learners who have received credit for BUS3010 may not take BUS3012.**

**BUS3021 - Fundamentals of Business Law (3 quarter credits).** In this course, learners explore and articulate the influences on businesses of statutory, contract, and legal entity law. Learners evaluate the historical

## Course Descriptions, *continued*

underpinnings and origins of the court system's ability to adjudicate commercial disputes. Learners also develop and demonstrate their legal vocabulary, an understanding of core legal concepts, and basic legal research skills.

**BUS3022 - Fundamentals of Supply Chain Management (3 quarter credits).** This course is an introduction to modern concepts and practices of efficient supply chain management. Learners build their knowledge of and demonstrate the relevance of supply chain design in support of organizational strategy and explore ways to manage an effective supply chain. Through the use of case studies, learners also analyze existing supply chain systems and recommend improvements.

**BUS3026 - Foundations and Future of Health Care Delivery Management (6 quarter credits).** This course offers an in-depth study of national and global healthcare from a business management perspective. Learners examine the history and evolution of both the U.S. and global healthcare delivery systems. Learners also apply critical thinking skills to analyze a variety of management challenges related to population health indicators, political, economic, and consumer driven forces. Finally, learners explore the high level of change and innovation in the healthcare system by applying change management concepts and skills related to emerging and future trends in healthcare delivery.

**BUS3030 - Fundamentals of Marketing and Sales (6 quarter credits).** In this course, learners focus on the fundamentals of marketing and sales, including market research and planning, product differentiation and positioning, marketing communications, differences between consumer and business markets, and relational marketing and sales strategy. Learners demonstrate course competencies by preparing and presenting a marketing and sales plan and a corresponding marketing and sales strategy for a simple product offering.

**BUS3040 - Fundamentals of Human Resource Management (6 quarter credits).** This course is a survey of the human resources management (HRM) field and its function and role in the organization. Learners develop their knowledge of fundamental HRM principles and demonstrate competencies in areas such as compensation and benefits, legal requirements, and training and development.

**BUS3050 - Fundamentals of Organizational Communication (6 quarter credits).** This course helps learners understand and

apply the fundamentals of organizational communication. Learners analyze the interrelationship of organizational communication, symbols, culture, performance, and effective communication practices in relationships internal and external to the enterprise. Learners also examine how effective organizational communication contributes to successful organizational performance and the ways elements of organizational communication interact and function in an enterprise.

**BUS3061 - Fundamentals of Accounting (3 quarter credits).** This course is an introduction to the accounting function in modern business organizations. Learners define accounting terminology and explore its application to accounting principles. Learners also apply accounting cycle strategies to business financial events and prepare financial statements from accounting system data. **Learners who have received credit for BUS3060 may not take BUS3061.**

**BUS3062 - Fundamentals of Finance (3 quarter credits).** In this course, learners gain and apply finance basics including the time value of money concepts, stock and bond valuation techniques, and capital budgeting processes. Learners also demonstrate ways the relationship of domestic and global financial environments affect financial markets. **Learners who have received credit for BUS3060 may not take BUS3062.**

**BUS4011 - Virtual Team Collaboration (6 quarter credits).** Learners gain knowledge of and examine practical communication and collaboration skills necessary for effective participation in and leadership of teams in a virtual networked context. Learners also analyze various forms of collaborative leadership and participate in collaborative leadership experiences within a virtual networked organizational setting. **Prerequisite(s): BUS3010, or BUS3011 and BUS3012.**

**BUS4012 - Leadership in Organizations (6 quarter credits).** In this course, learners create effective theories of leadership in the networked enterprise at different organizational levels and from different perspectives. Learners develop and demonstrate their knowledge of the skills that support personal characteristics of effective leaders, such as coaching strategies, personal integrity, trustworthiness, courage and generosity, and an ability to encourage others to participate in leadership. **Prerequisite(s): BUS3010, or BUS3011 and BUS3012.**

**BUS4013 - Organizational Structure, Learning, and Performance (6 quarter credits).** Learners in this course analyze organizational structures and their influence on organizational intelligence, learning ability, and the practical performance of an enterprise. The course includes an emphasis on the adaptive and responsive organization and its relationship to enterprise stakeholders and environment. Learners evaluate a case study that illustrates the interrelatedness of organizational structure, learning, and performance in order to create a model of a high-performance organization. **Prerequisite(s): BUS3010, or BUS3011 and BUS3012.**

**BUS4014 - Operations Management for Competitive Advantage (6 quarter credits).** This course is a survey of operations management. Learners analyze strategic product and service design, major capacity and location decision making processes, and process and control system operations. Learners use case studies to build a working knowledge of the important concepts and decision-making tools. **Prerequisite(s): BUS3010, or BUS3011 and BUS3012.**

**BUS4015 - Strategic Planning and Implementation (6 quarter credits).** Learners develop their understanding of strategic planning and implementation using case studies and simulations of various business planning processes and by exploring the unpredictable dimension of strategic business planning. Learners show how integrating unplanned developments into existing strategy is an important part of real-world strategic planning. **Prerequisite(s): BUS3010, or BUS3011 and BUS3012.**

**BUS4016 - Global Business Relationships (6 quarter credits).** Within an international business research framework, learners use selected case studies and complementary theory to build and demonstrate a broad understanding of international business. Learners analyze multiple dimensions of international business including cultural; business structure; finance and trade; technology and communications; and political, economic, and legal perspectives to determine patterns and hierarchies in international business cultures. **Prerequisite(s): BUS3010, or BUS3011 and BUS3012.**

**BUS4022 - E-Marketing (6 quarter credits).** Learners in this course examine the integrated and interrelated factors involved in e-marketing, including sourcing and sales. Throughout the course, learners gain an understanding of how to most effectively use e-marketing and e-business approaches to



## Course Descriptions, *continued*

manage strategy, operations, supply chains, logistics, online customer profiling, and the sales cycle. Building on this knowledge, learners prepare a sourcing, marketing, and sales plan for an enterprise. **Prerequisite(s): BUS3030.**

**BUS4024 - Customer Behavior (6 quarter credits).** Learners in this course demonstrate their knowledge of ways customers acquire, consume, and dispose of products and services. Learners analyze the buyer behavior of individual consumers, businesses, and governments and evaluate the influence demographics, popular culture, and subcultures have on buyer behavior. Learners also assess the managerial application of consumer behavior concepts, including current issues associated with ethics, law, and regulation. **Prerequisite(s): BUS3030.**

**BUS4027 - Public Relations (6 quarter credits).** In this course, learners analyze the similarities and differences between public relations and marketing and differentiate between a target audience and a target market. Learners examine the interactions of public relations and its associated stakeholders, including current and new customers; shareholders; the media; financial and industry analysts; and other parts of the enterprise, such as senior management and marketing, finance, and human resources departments. Learners also examine the function of public relations in non-corporate environments. **Prerequisite(s): BUS3030.**

**BUS4030 - Marketing Distribution Channel Management (6 quarter credits).** In this course, learners develop and apply an understanding of how to create, manage, and optimize marketing distribution channels as an integrated process. Learners examine traditional and digital marketing distribution channels to gain knowledge of their strategic and operational functions within an organization. In addition, learners evaluate the importance of an optimized distribution channel to the success of a product or service, as well as prepare and present a distribution channel management plan for a product or service offering. **Prerequisite(s): BUS3030.**

**BUS4033 - Brand Identity and Marketing Communications (6 quarter credits).** Learners in this course explore multiple forms of marketing communications media and messages, including word-of-mouth marketing and the Internet. Learners consider the communication-saturated nature of the marketplace and its practical significance in focusing brand identity and selecting marketing communications. **Prerequisite(s): BUS3030.**

**BUS4035 - Global Marketing (6 quarter credits).** Learners in this course develop an understanding of the ways in which they can effectively approach marketing in different countries, in order to contribute to an organization's global success. Course topics include marketing an existing product outside the domestic market, developing a new product for specific country markets, and marketing from a global managerial perspective. Learners also analyze the legal, regulatory, political, and cultural issues associated with international marketing. **Prerequisite(s): BUS3030.**

**BUS4036 - Marketing Research (6 quarter credits).** In this course, learners evaluate marketing research and examine the tools and techniques used to conduct real-world marketing research applicable to a variety of business situations. Learners analyze a potential market, conduct marketing research using both primary and secondary data, and interpret the results. Learners also explore ways to apply marketing research results to managerial decision making and identify prominent marketing research trends, such as the increased use of the Internet and other forms of technology. **Prerequisite(s): BUS3030.**

**BUS4037 - Digital Marketing Tools (6 quarter credits).** This course introduces learners to various digital tools commonly used in marketing communication and strategy building. Learners gain hands-on experience with website building, digital media, search marketing, social media platforms, email campaigns, and mobile marketing. Learners also assess available systems, determine their value as marketing tools, and judge their effectiveness through appropriate analytics. **Prerequisite(s): BUS3030.**

**BUS4043 - Compensation and Benefits Management (6 quarter credits).** In this course, learners focus on theories related to compensation and reward systems in organizations and the practices used to create and maintain these systems. Course competencies include creating a base benefit plan, evaluating incentive programs, and analyzing the effects of laws and regulatory agencies on compensation and benefits strategies. Learners also demonstrate a working knowledge of social and legal issues pertaining to compensation and of the skills organizations need to maintain competitive HR functions. **Prerequisite(s): BUS3040.**

**BUS4044 - Legal Issues in Human Resource Management (6 quarter credits).** In this course, learners identify the scope and purpose of the legal framework of an

enterprise. Learners analyze the effects of legal issues on an organization's human resource management function. Learners also create strategies for managing legal issues and identify ways to implement them. **Prerequisite(s): BUS3040.**

**BUS4045 - Recruiting, Retention, and Development (6 quarter credits).** This course focuses on strategies for recruiting, selecting, and retaining top talent in support of the strategic needs of an organization. Learners analyze talent and acquisition strategies within the context of laws and regulations and explore current recruitment and selection techniques. **Prerequisite(s): BUS3040.**

**BUS4046 - Employee and Labor Relations (6 quarter credits).** This course focuses on the dynamics of creating a mutually beneficial relationship between employer and employee. Topics include maintaining legal compliance and cultivating positive employee morale. Learners analyze and explain factors that affect the relationships between employees and organizations and how workplace policies can influence ethically and legally sound human resource management practices. Learners also examine and describe the impact of labor unions on the organization. **Prerequisite(s): BUS3040, BUS4045.**

**BUS4047 - Employee Training and Development (6 quarter credits).** In this course, learners assess and apply strategies of building effective training solutions that support an organization's human resource management goals. Learners identify business strategies that lead to measurable and meaningful performance results, and gain and practice a deeper understanding of learning organizations. **Prerequisite(s): BUS3040.**

**BUS4048 - International Human Resource Management Issues (6 quarter credits).** This course is an introduction to human resource management (HRM) in multinational corporations. Learners analyze global issues that affect HRM practices and investigate the role of culture and its influence in these organizations. **Prerequisite(s): BUS3040.**

**BUS4060 - Financial Accounting Principles (6 quarter credits).** This course focuses on financial accounting principles and ways accounting information is used to assess an organization's financial performance. Learners evaluate the relationship between business events and accounting systems and analyze an organization's financial structure. **Prerequisite(s): BUS3060 or BUS3061.**

## Course Descriptions, *continued*

**BUS4061 - Managerial Accounting Principles (6 quarter credits).** In this course, learners identify the role of accounting as it relates to managing an organization, then analyze accounting systems and financial statements. Learners also apply sound budgeting and time value of money principles from a managerial perspective. **Prerequisite(s): BUS4060.**

**BUS4062 - Intermediate Financial Accounting Topics and Trends (6 quarter credits).** Learners in this course develop and exercise a working knowledge of financial accounting theory and practice using Generally Accepted Accounting Principles (GAAP) and Financial Accounting Standards Board (FASB) pronouncements. Learners acquire financial reporting skills and apply financial statement conceptual frameworks to prepare financial statements. **Prerequisite(s): BUS4060.**

**BUS4063 - Advanced Financial Accounting Topics and Trends (6 quarter credits).** In this course, learners analyze and apply advanced financial accounting concepts and consolidated financial statement information. Learners also evaluate the influence of global money markets and demonstrate knowledge of partnership and corporate accounting issues and governmental entities. **Prerequisite(s): BUS4062.**

**BUS4064 - Cost Accounting for Planning and Control (6 quarter credits).** This course emphasizes the role of cost and managerial accounting in the planning, control, and performance evaluation of business organizations. Learners examine the theory and practice of business control and identify strategic aspects within business decision cycles. **Prerequisite(s): BUS4061.**

**BUS4065 - Income Tax Concepts and Strategies (6 quarter credits).** In this course, learners build and strengthen their knowledge of fundamental concepts of individual, partnership, and corporate income taxation and tax-related transactions. Learners examine events that affect tax decisions, apply tax guidelines, and analyze tax forms. **Prerequisite(s): BUS4060.**

**BUS4068 - Contemporary Auditing Using Investigative Accounting Practices (6 quarter credits).** In this course, learners analyze the various types of financial and forensic audits, and the environment surrounding financial and forensic auditing. Learners also assess the background, practice and methods of conducting an audit, and ancillary services offered during an examination. Finally, learners use previously acquired accounting knowledge and investigative skills to render opinions and answer financial questions. **Prerequisite(s): BUS4063.**

**BUS4070 - Foundations in Finance (6 quarter credits).** Learners in this course analyze principles of financial decision making and ways global economic conditions affect financial theory and decision-making processes. Learners also evaluate and apply finance principles using financial tools. **Prerequisite(s): BUS3060 or BUS3062.**

**BUS4071 - Financial Markets and Institutions (6 quarter credits).** In this course, learners build a conceptual framework of financial markets and examine their roles in the global financial environment. Learners also evaluate the macroeconomic variables and monetary policies that affect financial markets and assess the role of the central bank and banking system in the financial environment. **Prerequisite(s): BUS4070.**

**BUS4072 - Analysis for Financial Management (6 quarter credits).** This course provides learners with a framework for using financial statement data in various business analysis and valuation contexts. Learners examine financial statements as the basis for a variety of business analyses and evaluate the ways organizations use these statements to make business decisions. **Prerequisite(s): BUS4070.**

**BUS4073 - Investments and Portfolio Management (6 quarter credits).** In this course, learners study valuation principles and use them to evaluate various investment instruments. Learners also practice applying financial theory to real-world situations and develop a practical approach to investments. **Prerequisite(s): BUS4070.**

**BUS4074 - Entrepreneurial Finance (6 quarter credits).** In this course, learners analyze small business financial concepts. Learners examine the personal financial concepts related to business and the entrepreneurial enterprise and evaluate the components of a small business plan. **Prerequisite(s): BUS4070.**

**BUS4075 - Public and Nonprofit Finance (6 quarter credits).** This course presents an overview of nonprofit corporate finance practices, techniques, and concepts. Learners examine public finance principles at local and governmental levels and apply financial information to business decisions of nonprofit organizations. **Prerequisite(s): BUS4070.**

**BUS4076 - Issues in International Finance (6 quarter credits).** In this course, learners examine business strategy and the fundamentals of international finance management. Learners explore the global financial environments in which multinational firms operate and apply corporate financial principles in a global context. **Prerequisite(s): BUS4070.**

**BUS4077 - Risk Management Strategies (6 quarter credits).** In this course, learners study financial risk management and examine various risk management strategies applicable to both personal and business environments. Learners identify, analyze, and manage risk using insurance and alternative tools and techniques. **Prerequisite(s): BUS4070.**

**BUS4078 - Financial Institution Management (6 quarter credits).** The focus of this course is managing risk and return in contemporary financial institutions. Learners examine the risks faced by financial institutions and evaluate the methods through which these risks are managed. **Prerequisite(s): BUS4070.**

**BUS4079 - Real Estate Finance (6 quarter credits).** Learners in this course develop an understanding of real estate partnerships, secondary mortgage markets, fixed and adjustable rate mortgages, and real estate construction and land development. Learners apply principles of real estate finance and examine the underlying factors that affect property values. **Prerequisite(s): BUS4070.**

**BUS4110 - Forensic Accounting (3 quarter credits).** In this course, learners examine the field and practice of forensic accounting and expose accounting crimes such as fraudulent financial reporting, money laundering, and computer and cybercrime. Learners also gain an understanding of courtroom procedures and analyze expert testimony, litigation support, commercial damages, and business valuation. **Prerequisite(s): BUS4068, BUS4115.**

**BUS4111 - Ethics in Accounting (3 quarter credits).** This course covers the revised AICPA Code of Professional Conduct that governs the behavior of accountants. Learners analyze and apply the conceptual framework and the principles and rules within the code.

**BUS4112 - Accounting Research (3 quarter credits).** Learners in this course develop and practice a working knowledge of how to conduct accounting, auditing, and tax research. Learners use the FASB Accounting Standards Codification; accounting, auditing, and tax databases; AICPA, PCAOB, and IRS libraries; and other online tools to conduct research. **Prerequisite(s): BUS4062, BUS4065, BUS4068.**

**BUS4113 - International Accounting (3 quarter credits).** This course covers the International Accounting Standards Board (IASB) pronouncements, with particular focus on International Financial Reporting Standards (IFRS), International Accounting Standards (IAS), and Standard Interpretation

**Course Descriptions, continued**

Committee (SIC) interpretations. Learners identify key differences between U.S. Generally Accepted Accounting Principles (GAAP) and IFRS, and demonstrate knowledge of the impact on financial statement preparation and presentation. **Prerequisite(s): BUS4062.**

**BUS4114 - Government and Nonprofit Accounting (3 quarter credits).** In this course, learners build an understanding of the accounting methodology and reporting requirements put in place by the Government Accounting Standards Board (GASB) and the Financial Accounting Standards Board (FASB) for governments and nonprofit organizations. Learners also examine A-133 reporting requirements and gain the knowledge and skills necessary to prepare Form 990. **Prerequisite(s): BUS4062.**

**BUS4115 - Business Law in Accounting (6 quarter credits).** Learners in this course acquire and demonstrate a working knowledge of the Uniform Commercial Code. Learners also investigate the CPA's common law duties and liability to clients and third parties, federal securities regulation and liability of CPAs under federal securities laws, and debtor-creditor relationships. Other topics include the federal regulation of business such as antitrust, copyright, patents, money laundering, labor, employment, and the Employee Retirement Income Security Act (ERISA).

**BUS4121 - Ethics in Health Care Management (6 quarter credits).** The focus of this course is on the ethical principles that guide health care management practices. Learners examine the role of personal moral integrity in ethical health care leadership, as well as the external and internal forces that influence health care management. Finally, learners also analyze a variety of ethical dilemmas that health care leaders face in today's rapidly changing health care environment. **Prerequisite(s): BUS3026.**

**BUS4122 - Health Care Economics (6 quarter credits).** This course offers an in-depth study of health care economics and prepares learners to apply this knowledge to the future needs of health care organizations. It focuses on issues related to efficiency, effectiveness, value, and behavior in the production and consumption of health care. Learners examine current trends and historical perspectives in the health care industry to understand its unique economic structure, while applying critical thinking skills to analyze systemic impacts of the behavior of individuals, health care providers, public and private organizations, and governments. Learners also evaluate current public policies

and reimbursement systems as well as their impacts on the overall health care system.

**Prerequisite(s): BUS3026; BUS3060, or BUS3061 and BUS3062.**

**BUS4123 - Quality Assurance and Risk Management (6 quarter credits).** In this course, learners research the interconnected functions of quality assurance and risk management in the health care field and show how these factors are used to increase the quality of patient care and decrease the risk of litigation. Learners strategically analyze key components of quality assurance and risk management functions, quality indicators, and valid and reliable sources of decision-making information. Learners also use quality assurance assessment and evaluation to demonstrate how to continually meet an organization's educational needs. **Prerequisite(s): BUS3026.**

**BUS4124 - Health Care Marketing and Strategic Planning (6 quarter credits).** Learners in this course build and apply a working knowledge of marketing and strategic planning in the health care field. Learners analyze external and internal marketing data, investigate industry competitive forces and marketing trends, and examine quality indicators and sources of consumer-driven information that are vital to the development of a marketing plan. Learners also use surveys and focus groups to assess consumer wants and demands. This course emphasizes the critical role of marketing in the health care organization's overall strategic plan and the associated significance of aligning marketing and strategic plan goals. **Prerequisite(s): BUS3026, BUS3030.**

**BUS4125 - Legal Aspects of Health Care Management (6 quarter credits).** In this course, learners gauge the impact of laws and regulations in various health care organization contexts. Learners analyze local, state, and federal health care laws and evaluate their applicability and effect on patient rights, care, and confidentiality; human resources; and organizational and professional licensure. Learners also research and examine common health care contractual arrangements and strategize organizational procedures that assist with managing potential legal risks associated with referral practices, employee and patient safety, and medical error. **Prerequisite(s): BUS3026.**

**BUS4126 - Health Care Information Management (6 quarter credits).** This course focuses on effective information management in the health care field. Learners explore and report on the ways information is managed and leveraged in the areas of

daily operations; patient care, confidentiality, and safety; billing, finance, and cost-benefits analysis; and strategic planning. Learners also build and demonstrate competence using software and hardware systems and their associated clinical and administration applications. **Prerequisite(s): BUS3026.**

**BUS4127 - Evidence-Based Health Care Management (6 quarter credits).** Learners in this course develop and apply an understanding of the origin, concept, and practice of evidence-based management relative to the health care field. Learners analyze the credibility and validity of evidence sources and identify potential evidence sources to use in health care management decision making. Learners also synthesize information from variety of evidence-based sources to support leadership decisions from an operational and strategic perspective. **Prerequisite(s): BUS3026.**

**BUS4128 - Cultural Competence in Health Care (6 quarter credits).** In this course, learners gain and apply knowledge of the business management skills used to effectively assess, create, and lead culturally competent health care organizations. Learners explore management responsibilities for creating and maintaining a workplace environment of cultural diversity and inclusion, as well as the challenges associated with this responsibility and the resources available to meet those challenges. Learners also examine how cultural health disparities and the social determinants of health affect the ability of health care organizations to provide culturally competent health care programs and services. **Prerequisite(s): BUS3026.**

**BUS4200 - Identifying Core Business Processes and Master Data (3 quarter credits).** Learners in this course cover the role and importance of core business processes and corresponding databases used to create master data, which supports the development of effective data-related procedures for a decision support system. This course also explores tools and strategies for mapping core business processes and master data, and presents how data integrity, structure, and quality impact the ability to apply master data within a particular context. Finally, this course considers data manipulation using external and internal data in various formats. **Prerequisite(s): BUS1003 or BUS3006 or BUS3007 or IT2230.**

**BUS4210 - Data Identification and Collection Strategies (3 quarter credits).** This course presents material specific to the activities of identifying and collecting data that is required to accomplish business

## Course Descriptions, *continued*

intelligence and data analytics projects. Learners examine factors used to identify and collect accurate data within the right context and for the right audience and purposes. Topics include strategies for minimizing errors and biases and managing limitations in data collection. Learners apply these factors in order to identify and collect data for business intelligence and data analytics projects.

**BUS4220 - Data Mining and Analysis in Business (3 quarter credits).** Learners in this course use a specific data mining project to demonstrate how data management processes and workflows impact the work of data analytics. Learners identify, select, evaluate, and prepare data appropriate for the project. In addition, learners gain and apply knowledge of Excel spreadsheets, pivot tables, and optional SAS software to analyze data and complete an accurate and effective data mining project. **Prerequisite(s): Completion of or concurrent registration in BUS4230.**

**BUS4230 - Data Modeling Strategies and Tools in Business (3 quarter credits).** In this course, learners explore the role data structures, standards, and rules play in the creation of data models that are used to support data analytics. Learners use data modeling tools to determine the factors that make a particular tool most appropriate to employ in order to solve particular problems using data analytics. Topics include tool selection factors such as impact of the size of datasets and the degree of complexity of the problem being analyzed.

**BUS4240 - Data Interpretation and Statistical Analysis in Business (3 quarter credits).** Learners in this course analyze a business intelligence project using pertinent data and analytical techniques to strengthen their understanding of the role statistical thinking and quantitative methods play in solving real life business problems. Learners gain knowledge of advanced quantitative concepts and the skills needed to apply statistical software to the problem to complete the business intelligence project. **Prerequisite(s): BUS4220.**

**BUS4250 - Advanced Data Interpretation and Statistical Analysis in Business (3 quarter credits).** This course is designed to demonstrate the process and workflow of business intelligence and data analytics from data identification and collection through data analysis and interpretation. Learners use statistical software and apply advanced quantitative methods to solve business problems. **Prerequisite(s): BUS4240.**

**BUS4801 - Ethics and Enterprise (6 quarter credits).** The focus of this course is on the economic, social, and environmental effects

of business decisions and policies. Learners identify significant ethical issues affecting today's multicultural business environment and evaluate how businesses have responded to them through policy development. Through case studies and examples of current business practices, learners analyze successful and unsuccessful strategies for establishing ethical standards and corporate social responsibility.

**BUS4802 - Change Management (6 quarter credits).** In this course, learners acquire and demonstrate change management competencies by exploring change dynamics and identifying ways to facilitate change. In addition, learners identify knowledge and skills required to lead, facilitate, and support change management. Case studies help learners gain an understanding of the unfolding dynamics of planned and unplanned change in organizations from the multiple perspectives of various stakeholders. Trust building, fear containment, and broad participation in the change process receive special attention.

**BUS4899 - Special Topics in Business (6 quarter credits).** In this course, learners propose and conduct a study of a special topic in business. Learners create an individual learning plan and complete coursework in an area of study that complements past experience and learning objectives. **Special permission is required for registration.**

**BUS4993 - Business Capstone Project (6 quarter credits).** The capstone project is the culmination of the BS in Business degree program. Learners demonstrate their technical and applied business knowledge and competencies along with critical-thinking and communication skills. Learners also formulate ideas for a new business product or service, create a vision, and develop a strategic plan that describes how to implement their concept. **For BS in Business learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.**

## Counselor Education and Supervision

**CES8001 - Orientation to Doctoral Studies in Counselor Education (4 quarter credits).** This course is designed as an introduction to the profession of counselor education and supervision and to doctoral research and ethics. Learners analyze the dissertation process, procedures, and resources and identify a potential topic appropriate for independent scholarly research in counselor education and supervision. **For PhD in**

**Counselor Education and Supervision learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

**CES8120 - Quantitative Methods for Counselor Education Research (4 quarter credits).** Learners in this course examine univariate and multivariate research methods, designs, and statistical procedures used in counselor education and supervision. Topics include formulation of appropriate quantitative research questions, designs and approaches to data analysis, models and methods of instrument selection and design, and program evaluation. Throughout the course learners enhance their research, statistical, and data analysis skills using the latest version of Statistical Package for the Social Sciences (SPSS) software. **For PhD in Counselor Education and Supervision learners only. Prerequisite(s): CES8110. Cannot be fulfilled by transfer.**

**CES8123 - Advanced Study in Counselor Education Research Methods (4 quarter credits).** In this course, learners advance their dissertation research plan. Throughout the course, learners align their research method and design to their research question, address ethical and cultural considerations in sampling and data collection, and articulate a data analysis plan. In addition, learners evaluate mentoring strategies in counselor education and develop and demonstrate their scholarly writing skills in preparation for the comprehensive examination and dissertation. **For PhD in Counselor Education and Supervision learners only. Must be taken prior to the comprehensive examination. Prerequisite(s): CES8120, CES8122, DRS-R8926. Cannot be fulfilled by transfer.**

**CES8130 - Advanced Scholarly Inquiry (4 quarter credits).** In this course, learners critically analyze research literature and apply academic writing expertise to develop a scholarly discourse. Learners use a systemic approach to evaluate and analyze current literature on a topic and develop a research topic appropriate for the field. **For PhD in Counselor Education and Supervision learners only. Prerequisite(s): CES8001. Cannot be fulfilled by transfer.**

**CES8140 - Research Theory and Philosophy (4 quarter credits).** In this course, learners examine the philosophical assumptions of scholarly research. Learners analyze and synthesize literature as it relates to theoretical frameworks and apply research theory and philosophical assumptions as a foundation for research relevant to the field. **For PhD in Counselor Education and Supervision learners only. Prerequisite(s): CES8130. Cannot be fulfilled by transfer.**

**Course Descriptions, continued**

**CES8150 - Research Design (4 quarter credits).** Learners in this course build and demonstrate their understanding of how to design research for both quantitative and qualitative studies with additional focus on the learner's dissertation research design. Learners examine procedures, describe the research population and sample, establish the inclusion and exclusion criteria, and apply ethical considerations for the research. **For PhD in Counselor Education and Supervision learners only. Prerequisite(s): CES8140. Cannot be fulfilled by transfer.**

**CES8160 - Qualitative Research Methods (4 quarter credits).** In this course, learners investigate qualitative and emergent research designs and methods. Learners analyze ethical and cultural issues associated with the qualitative research process. Learners develop skills used to conduct qualitative research, such as evaluating qualitative data collection methods, designing qualitative instruments, analyzing data, and examining results for future research and professional practice. **For PhD in Counselor Education and Supervision learners only. Prerequisite(s): CES8150. Cannot be fulfilled by transfer.**

**CES8170 - Quantitative Research Methods (4 quarter credits).** Learners in this course examine univariate and multivariate research methods, designs, and statistical procedures used in counselor education and supervision. Learners formulate appropriate quantitative research questions, design and evaluate approaches to data analysis, and identify models and methods of program evaluation as well as instrument selection and design. Throughout the course, learners enhance their research as well as statistical and data analysis skills using the latest version of Statistical Package for the Social Sciences (SPSS) software. **For PhD in Counselor Education and Supervision learners only. Prerequisite(s): CES8150. Cannot be fulfilled by transfer.**

**CES8746 - Program Evaluation in Counselor Education and Supervision (4 quarter credits).** Learners in this course apply procedures used to conduct and evaluate counseling programs to build their knowledge of program evaluation models and methods. Learners also examine outcome assessments as tools for evaluation. **For PhD in Counselor Education and Supervision learners only. Cannot be fulfilled by transfer.**

**CES8760 - Advanced Counseling Practice (4 quarter credits).** In this course, learners expand and refine therapeutic skills developed through prior practice

and coursework to investigate advanced counseling practice skills. Learners examine the strengths and limitations of various counseling techniques and apply therapeutic models to a variety of contemporary client populations and issues. Learners also conceptualize a clinical case and develop a treatment plan that is consistent with a selected theoretical preference and diverse client needs. **For PhD in Counselor Education and Supervision learners only. Cannot be fulfilled by transfer.**

**CES8768 - Counselor Education Teaching and Practice (4 quarter credits).** This course provides an overview of the major roles, responsibilities, and activities of counselor educators. Learners study instructional theory and methodology, as well as the integration of ethical, legal, and multicultural issues associated with counselor preparation training. Learners develop a philosophy of teaching and learning; examine procedures for engaging students and assessing student needs; and gain an understanding of the effective course design, delivery, and evaluation methods needed to develop competent counselors. **For PhD in Counselor Education and Supervision learners only.**

**CES8772 - Counselor Supervision (4 quarter credits).** Learners in this course examine critical literature in counselor education, including history, standards, multicultural concerns, and legal and ethical issues. Learners analyze theories, techniques, and models of counselor supervision and develop a personal supervision model. Learners also study the major dimensions of supervisions and the roles and relationships associated with them. **For PhD in Counselor Education and Supervision learners only.**

**CES8776 - Leadership and Advocacy in Counseling (4 quarter credits).** Learners in this course evaluate leadership and advocacy theories, models, and skills and their applications to the professional identity and practice of counselor educators and supervisors. Learners use a social justice lens to assess current topics and multicultural issues. Throughout the course, learners analyze the field of counselor education and supervision as a whole, leadership and advocacy roles in professional organizations and counseling programs, and ways to foster leadership and advocacy competence among counselor trainees and professional counselors. **For PhD in Counselor Education and Supervision learners only. Cannot be fulfilled by transfer.**

**CES8780 - Counselor Education and Supervision Practicum (4 quarter credits).** Learners in this course engage in a clinical

advanced counseling practice experience during which they articulate, synthesize, and demonstrate a range of counseling skills and knowledge bases. Learners apply major counseling theories and their associated approaches to working with individuals, groups, and systems; explore course delivery and evaluation methods for educating counseling students; strengthen their clinical supervision, case conceptualization, assessment, diagnosis, and treatment skills; and demonstrate the ability to develop ethical, therapeutic relationships with a diverse population of clients. Learners also establish short- and long-term goals and synthesize a comprehensive theoretical basis for counseling practice that is informed by evidence-based practice, professional skills, and personal meaning. This course requires 100 hours of clinical experience and no less than 40 hours of direct client contact. **For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Prerequisite(s): CES9919. Cannot be fulfilled by transfer.**

**CES8784 - Counselor Education and Supervision Internship 1 (4 quarter credits).** This is the first course in a sequence of two required internship courses. By the end of the internship courses learners will have completed 600 required supervised hours. Learners apply skills in counseling teaching, supervision, and research in a site-based learning setting relevant to their chosen field. This course requires no fewer than 200 hours of supervised practice. **For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Prerequisite(s): CES8780. Cannot be fulfilled by transfer.**

**CES8785 - Counselor Education and Supervision Internship 2 (4 quarter credits).** This is the second course in a sequence of two required internship courses. By the end of the internship courses learners will have completed 600 required supervised hours. Learners refine the skills they developed in CES8784 and engage in supervised teaching practice during a master's-level residency. This course requires no fewer than 200 hours of supervised practice. **For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Prerequisite(s): CES8784. Cannot be fulfilled by transfer.**

**CES8786 - Counselor Education and Supervision Internship 3 (4 quarter credits).** Learners in the PhD in Counselor Education and Supervision degree program may take this internship course to complete their 600 required supervised hours. During

## Course Descriptions, *continued*

this internship, learners continue to refine the skills they developed in CES8784 and CES8785. This course requires no fewer than 100 hours of supervised practice. **For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Prerequisite(s): CES8785. Special permission is required for registration. Cannot be fulfilled by transfer.**

**CES8800 - Counselor Education and Supervision Practicum (2 quarter credits).** Learners in this course participate in an advanced counseling practice experience during which they apply a range of counseling skills and knowledge bases related to evidenced-based practices to individuals, couples, and groups. Learners strengthen their case conceptualization, assessment, diagnosis, and treatment planning skills and demonstrate the ability to develop ethical, therapeutic relationships with clients. This course requires 100 hours of clinical experience and no fewer than 40 hours of direct client contact. **For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Prerequisite(s): Completion of or concurrent registration in CES8760. Cannot be fulfilled by transfer.**

**CES8910 - Counselor Education and Supervision Teaching Internship 1 (2 quarter credits).** This is the first course in a sequence of five required internship courses, throughout which learners complete 600 required hours in the areas of teaching, supervision, and research. In this internship, learners teach a 10-week online didactic course under the supervision of a Capella University instructor. Learners apply teaching methods and effective approaches to online learning while promoting gatekeeping relevant to counselor education and supervision. This course requires no fewer than 120 hours of supervised teaching related practice. **For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Prerequisite(s): Completion of or concurrent registration in CES8768. Cannot be fulfilled by transfer.**

**CES8920 - Counselor Education and Supervision Teaching Internship 2 (2 quarter credits).** This is the second course in the sequence of five required internship courses. Learners in this internship teach a six-week online counseling course with an embedded five-and-a-half-day face-to-face residency under the supervision of a Capella University instructor. Learners apply teaching methods, effective approaches to adult learning, and gatekeeping relevant to counselor education

and supervision. This course requires no fewer than 120 hours of supervised teaching practice. **This course requires travel. For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Prerequisite(s): CES8910. Cannot be fulfilled by transfer.**

**CES8930 - Counselor Education and Supervision Teaching Internship 3 (2 quarter credits).** This is the third course in the sequence of five required internship courses. Learners in this internship act as the primary instructor and teach a 10-week online course under the supervision of a Capella University instructor. Learners apply teaching methods, effective approaches to adult learning, and gatekeeping relevant to counselor education and supervision. Learners also demonstrate effective evaluation methods that are ethically and culturally appropriate. This course requires no fewer than 120 hours of supervised teaching practice. **This course requires travel. For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Prerequisite(s): CES8920. Cannot be fulfilled by transfer.**

**CES8940 - Supervision Internship (2 quarter credits).** This is the fourth course in the sequence of five required internship courses. Learners engage in clinical supervision for the duration of a 10-week course with a cohort of master's-level internship learners and act under the supervision of a Capella University instructor. Learners apply theoretical frameworks and models of supervision to practice their own personal style of clinical supervision. In addition, learners engage in gatekeeping responsibilities and administrative procedures related to clinical supervision. Learners also demonstrate effective evaluation methods that are ethically and culturally appropriate. This course requires no fewer than 120 hours of supervised teaching practice. **For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Prerequisite(s): Completion of or concurrent registration in CES8772. Cannot be fulfilled by transfer.**

**CES8950 - Research Internship (2 quarter credits).** This is the fifth course in the sequence of five required internship courses. Learners in this internship apply relevant ethical research practices to all aspects of the research proposal including design, procedures, recruitment, data collection, and analysis. Learners articulate the ethical considerations and processes in an application for review by the university's institutional review board.

This course requires no fewer than 120 hours of supervised teaching practice. **For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Prerequisite(s): CES8130, CES8140, CES8150, CES8160, completion of or concurrent registration in CES8170. Cannot be fulfilled by transfer.**

**CES9100 - Research and Scholarship (4 quarter credits).** In this course, learners refine independent research skills. Learners produce a comprehensive research proposal for their dissertation that applies a scholarly literature review and research questions supported by research designs appropriate for professional research in the field. Learners also refine the research proposal to focus on scientific merit and ethical and culturally relevant research processes guided by the university's institutional review board. **For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Prerequisite(s): CES8170, CES8746, CES8760, CES8768, CES8772, CES8776, CES8800, CES8930, CES8940, CES8950. Cannot be fulfilled by transfer.**

**CES9600 - Counselor Education and Supervision Quantitative Dissertation (4 quarter credits).** This course provides learners with resources, guidance, and peer and mentor support as they complete their quantitative dissertation with emphasis on the following sections: recruitment, data collection, data analysis, discussion of results, and implications and recommendations of future research. **For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Learners must register for this course a minimum of three times to fulfill their program requirements. Prerequisite(s): CES9100 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**CES9700 - Counselor Education and Supervision Qualitative Dissertation (4 quarter credits).** This course provides learners with resources, guidance, and peer and mentor support as they complete their qualitative dissertation with emphasis on the following sections: recruitment, data collection, data analysis, discussion of results, and implications and recommendations of future research. **For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Learners must register for this course a minimum of three times to fulfill their program requirements. Prerequisite(s): CES9100 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

## Course Descriptions, *continued*

**CES9919 - Doctoral Comprehensive Examination (3 quarter credits).** This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to register for the first dissertation course. **For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Prerequisite(s): CES8004, CES8110, CES8120, CES8122, CES8123, CES8756, CES8760, CES8768, CES8772, CES8776, DRS-R8925, DRS-R8926, DRS-R8927 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**CES9960 - Dissertation Courseroom (3 quarter credits each).** This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. **For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): CES9919, DRS-R8927, and completion of or concurrent registration in CES8780, CES8784, and CES8785 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**CES9980 - Doctoral Project Development (4 quarter credits).** This course provides learners with the resources, structure, and faculty support for successful completion of their doctoral project requirements. Learners analyze, critique, and integrate information into the design and implementation of their project. **For PhD in Counselor Education and Supervision learners only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.**

## Criminal Justice (Undergraduate)

**CJ1000 - Introduction to Criminal Justice (6 quarter credits).** In this course, learners examine the characteristics of the United States criminal justice system and its evolution in response to the continually changing forces that influence crime control. Learners gain an understanding of criminal

justice theory and its relation to criminality, the criminal justice system, and the principles of the adjudication process.

**CJ1100 - Introduction to Emergency Management (6 quarter credits).** This course provides an introduction to the growing field of emergency management. Learners assess various hazards and threats, and examine strategies to determine and reduce vulnerability. Learners also analyze disaster response and recovery behaviors and activities. In addition, learners develop an understanding of local, state, and federal emergency management organizations and the impact various stakeholders, including non-governmental organizations, have on the emergency management process.

**CJ2120 - Ethics of Criminal Justice (6 quarter credits).** Learners in this course analyze the ethical dimension of law enforcement practice and acquire the critical knowledge and skills that support ethical, on-the-job decision making. Using material from commissions of inquiry, internal affairs investigations, published literature, human rights documentation, and observed police-community relations, learners examine major ethical problems such as discrimination, corruption, deception, racial profiling, and excessive force. Learners also explore the basis for developing personal and professional ethics, guided by professional codes of practice and human rights standards.

**CJ3200 - Constitutional Law (6 quarter credits).** This course tracks the historical foundation of the U.S. Constitution, with particular emphasis on allocation of power between the branches of government and the role of each branch under separation of powers. Learners examine the Bill of Rights in the context of due process, state application, and procedural protections; develop knowledge of law making and law interpretation in a criminal justice substantive and procedural context; and explore philosophical underpinnings and public policy influences in conjunction with U.S. Supreme Court decisions.

**CJ3220 - Criminal Law (6 quarter credits).** Learners in this course examine the historical development of criminal law and the rules of criminal procedure that govern its application. Learners distinguish between the social and legal definitions of crime and dissect the various elements of crime.

**CJ3250 - Corrections, Probation, and Parole (6 quarter credits).** This course introduces learners to the fields of penology and corrections. Learners analyze the

evolution of corrections, probation, and parole processes and evaluate the effects associated with corrections and reform movements. Learners also examine criminal behavior assessments that help determine offender placement and incarceration alternatives.

**CJ3260 - Correctional Counseling (6 quarter credits).** Learners in this course build the skillsets required to enhance the safe operation and environment in corrections and gain an understanding of the challenges involved. Learners use intervention techniques and communication skills to impact the offender community and assess the role and techniques of casework and counseling in corrections and community-based programs.

**CJ3270 - Corrections Administration and Leadership (6 quarter credits).** In this course, learners apply correctional administrative concepts; communication principles; and decision-making, leadership, and human resource management skills used in contemporary correctional environments. Learners also analyze individual and group behaviors and ethics within correctional organizations.

**CJ3500 - Police Administration and Leadership (6 quarter credits).** In this course, learners evaluate police administration concepts. Learners examine communication principles and decision-making, leadership, and human resource management skills used in contemporary law enforcement environments. Learners also analyze individual and group behavior and ethics within police organizations.

**CJ3520 - Police-Community Relations (6 quarter credits).** Learners in this course scrutinize the philosophies, responsibilities, and limitations of police forces. Learners analyze formal social control processes in the U.S. and examine the effects police training, education, and career development have on community relations.

**CJ3540 - Criminal Procedure and Evidence (6 quarter credits).** Learners in this course identify ways to obtain, qualify, and admit evidence for criminal investigation and prosecution. Learners examine the rules and procedures of the criminal justice system pertinent to the Fourth, Fifth, and Sixth Amendments; evaluate criminal procedure and evidence as they pertain to law enforcement principles; and analyze the foundation and evolution of federal and state court systems. Learners also synthesize constitutional issues, criminal procedure concepts, and their real-world application.

**Course Descriptions, continued**

**CJ3560 - Multiagency Investigations (6 quarter credits).** In this course, learners examine the intricacies of conducting successful multijurisdictional investigations. Learners identify considerations, laws, and protocols used in multiagency investigations, including emergency and terrorism response and border security, to overcome differences in approach and role. Learners assess cross-collaboration related to crime scene evaluation and preservation practices, crime-specific investigation strategies, and the different investigation standards of various federal agencies.

**CJ3600 - Emergency Planning (6 quarter credits).** Learners in this course apply the strategies and skills required for successful emergency planning, and identify the components of an effective emergency plan as well as the principles and resources that guide the planning process. Learners examine federal requirements governing emergency management and emergency planning structures, including Emergency Operations Centers (EOCs), the National Incident Management System (NIMS), the Incident Command System (ICS), and Mutual Aid Agreements. Learners also analyze the effects disasters have on physical and psychological health.

**CJ3620 - Disaster Response Operations and Management (6 quarter credits).** This course provides learners with a broad overview of the emergency management system, including incident management teams and operations, threat detection to post-incident analysis, and interagency collaboration in disaster response. Learners apply response and management elements of an Emergency Operations Plan to case studies and real-world scenarios.

**CJ4280 - Research Applications in Criminal Justice (6 quarter credits).** This course introduces learners to the uses of criminal justice data collected by major federal criminal justice agencies and private entities. Learners explore the social and economic impact this data has on the U.S. and its citizens. Learners also gain skills needed to communicate findings based on criminal justice research and commonly used data sources.

**CJ4990 - Criminal Justice Capstone (6 quarter credits).** The capstone project is the culmination of the bachelor's degree program in Criminal Justice and is intended to demonstrate the technical and applied public safety knowledge and the critical-thinking and communication skills learners gain during their program. Learners formulate

ideas for a new criminal justice approach, create a vision, and develop a strategic plan that describes how to implement their concept. **For BS in Criminal Justice learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**Communication**

**COM1100 - Navigating a Digital World (4 quarter credits).** In this course, learners build their knowledge of technological tools to stay organized, maximize their time, and stand out personally and professionally in the workplace. Learners use computers, software, and online tools to effectively complete a task, apply digital tools and organization techniques to effectively create timelines and set priorities, and investigate organizational strategies to maximize productivity.

**COM1200 - Communication at Work (4 quarter credits).** In this course, learners develop key workplace communication skills, including writing, listening, and speaking with credibility. Learners acquire effective communication skills by participating in different communication scenarios and applying active listening. In addition, learners practice time-management solutions by exploring different technologies.

**COM2000 - Intercultural Communication (6 quarter credits).** Learners in this course demonstrate and apply knowledge of cultural differences associated with values, norms, social interaction, and code systems. Learners also analyze the effects those differences have on inter- and cross-cultural communication.

**COM2050 - Visual Design in Communications (3 quarter credits).** This course is an introduction to visual design in communication. Learners apply the principles of visual design, explain various visual design methods, and evaluate their influences on communication.

**COM3700 - Conflict Resolution (6 quarter credits).** In this course, learners identify and analyze the factors that promote conflict and apply the fundamental skills and tools used to resolve conflict in personal and professional situations.

**COM4100 - Media and Culture (6 quarter credits).** In this course, learners analyze communication processes and the influence of broadcast and social media on society. Learners assess key economic, political, ethical, and social issues in intrapersonal, interpersonal and mass communication; and develop skills needed to critically consume and produce media.

**COM-H4005 - Communicating and Integrating Solutions in the Professional World (6 quarter credits).** In this course, learners apply communication skills, information literacy, and first-hand research to complete a final professional presentation and share their findings with their instructor and peers. **For honors pathway learners only. Prerequisite(s): SOC-H3005. Cannot be fulfilled by transfer.**

**Counseling**

**COUN5004 - Survey of Research in Human Development for Professional Counselors (4 quarter credits).** Learners in this course examine theories of lifespan development and behavior from a counseling perspective. Learners describe effective approaches in counseling, evaluate its historical and philosophical relevance to current practice, and apply theories and practices to advocate for diverse clientele. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Must be taken during the first quarter by learners who have been admitted to the MS in Clinical Mental Health Counseling and MS in School Counseling degree programs and the Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, and Contemporary Theory in School-Based Services graduate certificate programs. Cannot be fulfilled by transfer.**

**COUN5007 - Research Methods for the Counseling Professions (4 quarter credits).** This course provides an overview of quantitative, qualitative, and mixed-method approaches to counseling research and program evaluation. Learners apply graduate-level approaches to research methodology for the counseling profession. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.**

**COUN5106 - Assessment, Tests, and Measures (4 quarter credits).** Learners in this course examine the assessment process and how tests and measures are



**Course Descriptions, continued**

used in counseling. Learners also explore the evolution of assessment methods, testing strategies and interpretation, and fundamental measurement constructs. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.**

**COUN5107 - Principles of Psychopathology and Diagnosis (4 quarter credits).** Learners in this course examine psychopathology principles, professional literature, and current issues associated with assessing mental disorders. Learners critically evaluate diagnostic models, methods, and approaches used in diagnosing and treating individuals, couples, and families. Learners also explore the current DSM classifications and diagnostic issues associated with multicultural populations. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Prerequisite(s): COUN-R5831. MSW and MSW—Advanced Standing learners must have completed SWK5013.**

**COUN5108 - Foundations of Addiction and Addictive Behavior (4 quarter credits).** This course provides learners with fundamental knowledge of addiction from its historical roots through contemporary issues. Learners examine theory and research that guides treatment for substance use disorders and related addictive behaviors, including the diagnosis and treatment of co-occurring mental health issues. In addition, learners review empirically supported interventions for individuals, families, groups, and diverse populations, as well as emerging issues in the field based upon current research. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Prerequisite(s): MS Marriage and Family Counseling/Therapy learners must have completed COUN5220, COUN5270, COUN5820, COUN-R5821. MS Clinical Mental Health Counseling learners**

**must have completed COUN-R5831. MSW and MSW—Advanced Standing learners must have completed SWK5013.**

**COUN5217 - Ethical and Legal Issues in Professional Counseling (4 quarter credits).** In this course, learners evaluate current legal and ethical guidelines used in the counseling profession. Learners apply decision-making models and formulate effective collaboration strategies used to resolve legal and ethical issues that arise when working with children, adults, couples, and families. Learners also analyze how personal belief systems influence counselors' responses to those issues. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.**

**COUN5223 - Introduction to Clinical Mental Health Counseling (4 quarter credits).** This course is an introduction to current practices and trends in the clinical mental health counseling profession. Learners analyze the effects of current issues and public policy on the practice of clinical mental health counseling. Learners examine professional counselors' roles in a variety of health service delivery modalities within the continuum of care. In addition, learners review models and strategies of professional consultation and supervision. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.**

**COUN5225 - Human Sexuality (4 quarter credits).** Learners in this course study sexuality within the broad context of human experience. Learners examine a systemic psychosexual approach to development across the lifespan and evaluate the functionality of sexual behavior in individuals, couples, and families. In addition, learners explore theory, assessment, treatments, and interventions for various issues associated with sexuality, as well as sexuality-related concerns of diverse populations. Throughout the course, learners are challenged to expand personal awareness of limitations and biases that could impact the therapeutic relationship. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive**

**Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.**

**COUN5238 - Crisis Assessment and Intervention (4 quarter credits).** This course presents crisis intervention and emergency management models and strategies used in the counseling field. Learners focus on developing the crisis intervention skills needed to provide counseling services in mental health settings in a timely, effective, and ethical manner. Learners also explore other related topics, including working with situational crises, assessing suicide and other risks, and supporting the implementation of emergency management plans. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.**

**COUN5239 - Theories of Psychotherapy (4 quarter credits).** This course presents various theories of psychotherapy and their respective philosophical principles and assumptions. Learners evaluate the theoretical concepts and evidence-based practices of psychotherapy and examine appropriate application of theories and interventions to a diverse client population. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.**

**COUN5241 - Group Counseling and Psychotherapy (4 quarter credits).** Learners in this course examine the theoretical components and developmental aspects of groups. Topics include types of groups, group dynamics and processes, group leadership and membership roles, ethical awareness in relation to groups, and crisis management within groups. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Prerequisite(s): COUN-R5811.**

**Course Descriptions, continued**

**COUN5254 - Child and Adolescent Counseling (4 quarter credits).** This course presents major theories and research of adolescent and child development. Learners examine biological and psychosocial development factors and evaluate the influence of family, community, society, and trauma on development. *For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.*

**COUN5258 - Group Therapy and Treatment of Substance-Related and Addictive Behaviors. (4 quarter credits).** In this course, learners explore group counseling as an important aspect of addictions treatment, recovery, and relapse prevention. Learners develop a personal model of group treatment for substance-related and addictive disorders that is informed by counseling and group theories; ethical, legal, and cultural considerations; and group development models. *For MS in Addiction Studies, MS in Marriage and Family Therapy, MSW, MSW—Advanced Standing, and Contemporary Theory in Addictive Behavior graduate certificate learners only.*

**COUN5260 - Theories of Addiction Treatment (4 quarter credits).** Learners in this course investigate the nature of addiction problems, studying various theories and models of addiction to evaluate the validity and efficacy of associated treatment approaches. Learners also utilize critical thinking skills in the application of theory to therapeutic work with specific populations. *For MS in Addiction Studies, MS in Marriage and Family Therapy, MSW, MSW—Advanced Standing, and Contemporary Theory in Addictive Behavior graduate certificate learners only.*

**COUN5261 - Interventions for Substance-Related and Addictive Disorders (4 quarter credits).** Learners in this course investigate current treatment interventions for substance-related and addictive disorders. In addition, learners evaluate diagnoses for substance-related and addictive disorders and apply appropriate treatment. Topics include inpatient and outpatient treatment options, self-help groups, the use of alternative treatment modalities, and continuum of care including community resources, relapse prevention, and recovery planning. *For MS in Addiction Studies,*

*MS in Marriage and Family Therapy, MSW, MSW—Advanced Standing, and Contemporary Theory in Addictive Behavior graduate certificate learners only.*

**COUN5264 - Contemporary Issues in the Treatment of Substance-Related and Addictive Disorders (4 quarter credits).** In this course, learners gain and apply the knowledge and skills needed to pursue a career as an addictions counselor. Learners analyze the history of addiction treatment as well as approaches to treatment and examine case management, including continuum of care. Learners also develop an understanding of ethical considerations, special populations, and general terminology for the field of addiction treatment. *For MS in Addiction Studies, MS in Marriage and Family Therapy, MSW, MSW—Advanced Standing, and Contemporary Theory in Addictive Behavior graduate certificate learners only.*

**COUN5266 - Family Systems and Psychoeducation in Addiction (4 quarter credits).** Learners in this course apply the lens of systemic thinking to examine how addiction impacts family systems. Learners assess the role of psychoeducation in treating and preventing addiction with individuals and families as well as other complex facets of addiction that include the role of family dynamics, the relationship between professional systems, models of recovery, and pathology. Learners also develop psychoeducation-informed family group therapy lesson plans. *For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.*

**COUN5268 - Psychopharmacology and Medication Management (4 quarter credits).** Learners in this course examine the neurobiological, behavioral, psychological, and physical effects of psychoactive substances on individuals and analyze the classifications, indications, and contraindications of commonly prescribed psychopharmacological medication. Learners also apply principles of psychopharmacology to the clinical practice of counselors and therapists, including consultation and interfacing with the medical community and other systems of care. *For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program*

*and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.*

**COUN5269 - Introduction to Psychopharmacology for Counselors (1 quarter credit).** Learners in this course examine psychopharmacology from a non-medical, mental health perspective. Learners identify the mechanisms and actions of commonly used psychoactive drugs and explore the therapeutic use of drugs for the treatment of mental disorders. *For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.*

**COUN5271 - Marriage and Family Systems (4 quarter credits).** Learners in this course study families as systems from theoretical, clinical, and research perspectives. The course emphasizes family development, transitions, assessment, and intervention, including consideration for diversity and sociocultural factors. Learners also apply systems-oriented assessment models and strategies for initial interviews, hypothesis formulation, and designing a strategy for intervention. *For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.*

**COUN5278 - Assessment Techniques in Career Planning (1 quarter credit).** Learners in this course focus on career planning and career assessment best practices. Learners review the theoretical foundation of career assessment and examine tools to use in planning appropriate assessments for individual clients. Learners also practice administering career assessment tools to gain a better understanding of career assessment analysis and interpretation. *For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental*

**Course Descriptions, continued**

**Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.**

**COUN5279 - Life Planning and Career Development (4 quarter credits).** In this course, learners develop foundational knowledge and skills applicable to career counseling and development. Learners analyze theoretical models of career development as they relate to client interests, aptitudes, personalities, traits, values, and work preferences. In addition, learners explore the ways in which social interests, family relationships, cultural facets, and developmental factors and circumstances resulting from life transitions relate to career development across the lifespan. Learners also discuss legal and ethical issues associated with career counseling practice. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.**

**COUN5280 - Introduction to School Counseling (4 quarter credits).** This course introduces learners to the profession of school counseling. Learners examine the history and development of school counseling; investigate ethical and legal requirements for school counselors; explore the American School Counselor Association (ASCA) National Model and service delivery systems, including specific programs and interventions; and analyze the multiple roles and functions of school counselors with various stakeholders. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.**

**COUN5284 - School Counseling Program Development and Evaluation (4 quarter credits).** This course provides a comprehensive approach to developing school counseling programs and services, as well as the data-driven decision making and accountability needed to sustain them. Learners investigate the needs, structure, specialized areas, and evaluation functions of school counseling programs and examine

comprehensive models using the American School Counselor Association (ASCA) National Model as a framework. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.**

**COUN5336 - Counseling and Advocacy with Diverse Populations (4 quarter credits).** This course introduces theory, research, and models that inform ethical and culturally competent counseling, as well as social justice advocacy, in a variety of settings. Learners assess how biopsychosocial characteristics and concerns of diverse populations impact access to and utilization of community-based resources, optimal development across the lifespan, and equity. Learners also present strategies to address the influence that their own heritage, attitudes, beliefs, and acculturative experiences has on the counseling process. In addition, learners identify effective counseling and advocacy strategies with diverse individuals, couples, families, and groups, and explore the role of the counselor and advocate in promoting social justice at multiple levels. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.**

**COUN5338 - Crisis Intervention, Trauma Response, and Emergency Management (4 quarter credits).** Learners in this course examine skills and strategies for crisis intervention and prevention, response to trauma, and emergency management as they apply to the school counseling profession within K–12 school settings. Topics include responding to trauma; providing trauma-informed care; working with victims of trauma, abuse, or violence; developing crisis intervention and prevention plans; assessing risk of suicide and other risks; and analyzing and implementing emergency management plans. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental**

**Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.**

**COUN5420 - Child and Adolescent Psychopathology (4 quarter credits).** In this course, learners examine common characteristics, risk factors, and warning signs of mental health and behavioral disorders affecting children and adolescents. Learners also critically evaluate diagnostic models, methods, and approaches and explore current DSM classifications and diagnostic issues related to children and adolescents. In addition, learners investigate the impact of common medications on learning, behavior, and mood in children and adolescents. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.**

**COUN5422 - Counseling for College and Career Readiness (4 quarter credits).** In this course, learners examine models of P–12 comprehensive career development. Learners also evaluate developmentally appropriate interventions and assessments that enhance career readiness, improve graduation rates, and promote equity in student achievement and college access. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Prerequisite(s): COUN5279.**

**COUN5424 - Instruction and Intervention with Special Populations (4 quarter credits).** In this course, learners analyze theoretical perspectives, characteristics, etiology, assessment, and interventions related to children and adolescents of different ability levels. Learners evaluate differentiated instruction and inclusion models and investigate recent trends in special education, evidence-based interventions, and relevant laws that impact diverse students. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental**

## Course Descriptions, *continued*

**Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.**

**COUN5606 - Assessment and Appraisal (1 quarter credit).** This course is a supplement to COUN5106 and provides an introduction to appraisal instruments used with children, adults, and families, with an emphasis on professional ethics in testing and measurement. Learners evaluate various assessment instruments for their reliability, applicability to specific populations, and clinical utility. Learners also self-administer counselor-in-training assessments to evaluate their counseling skills and readiness, compassion fatigue level, and cultural competence in working with diverse populations. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Prerequisite(s): Completion of or concurrent registration in COUN5106.**

**COUN5608 - Alcohol and Drug Counseling (1 quarter credit).** This course is a supplement to COUN5108 and provides a conceptual and experiential introduction to alcohol and drug counseling approaches and models. Learners explore leadership techniques used at various stages of the group process, alcohol and drug therapy best practices, and cultural and ethical issues associated with alcohol and drug counseling. Learners observe an addiction group in progress; research best practices for providing individual, group, and family therapy to that particular population; and complete a final project related to changing addictive behavior. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Prerequisite(s): Completion of or concurrent registration in COUN5108.**

**COUN5610 - Diagnosis and Psychopathology (1 quarter credit).** This course is a supplement to COUN5107. Learners practice using the current DSM decision trees, differentiate between similar diagnoses, and develop the skills used to determine accurate multiaxial diagnoses of psychopathology. Learners

also develop skills in gathering the necessary information for making accurate diagnoses, interviewing clients, reporting diagnoses, and responding to cultural differences and maintaining ethical compliance in client diagnosis. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Prerequisite(s): COUN5107.**

**COUN5612 - Psychotherapy Theories and Techniques (1 quarter credit).** Learners in this course build on their knowledge of techniques associated with major theories of psychotherapy, as they apply to specific case presentations. In addition, learners explore appropriate application of evidence-based psychotherapy practices and interventions within diverse client populations. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Prerequisite(s): Completion of or concurrent registration in COUN5239.**

**COUN5616 - Legal and Ethical Responsibilities in Counseling (1 quarter credit).** This evidenced-based research course is a supplement to COUN5217. Learners examine the counselor's legal and ethical responsibilities associated with professional disclosure and managing emergency situations. Learners also apply the ethical and legal codes of various professional counseling associations, such as the American Counseling Association (ACA) and the American School Counselor Association (ASCA), and complete a final project that demonstrates ethical and legal competence in their area of specialization. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Prerequisite(s): COUN5217.**

**COUN5812 - Theories of Counseling with Children and Adolescents (4 quarter credits).** Learners in this course expand upon foundational counseling and relationship-building skills by integrating brief and strengths-based theoretical approaches and interventions relevant to the practice of counseling in P–12 schools. Learners analyze the influence of biopsychosocial factors on child and adolescent development and design individualized interventions that enhance wellness and resilience. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Prerequisite(s): COUN5280.**

**COUN5830 - Mental Health Counseling Approaches and Interventions (4 quarter credits).** This course cultivates foundational concepts and relationship-building skills, while integrating introductory application of assessment, therapeutic interventions, and ethical and legal standards. Learners apply theories, methods, and practices of clinical mental health counseling. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. COUN-R5831 must be taken the quarter immediately following COUN5830. Prerequisite(s): COUN5004, COUN5217, COUN5223, COUN5239, COUN5336.**

**COUN5832 - Group Counseling and Applications in Clinical Mental Health Counseling (4 quarter credits).** This course presents group theoretical models and developing interventions. Topics include types of groups, developmental aspects of group counseling, group dynamics and processes, group leadership and membership roles, ethical awareness in relation to groups. Learners continue to integrate mental health counseling theories and methods within clinical practice. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family**

**Course Descriptions, continued**

**Therapy graduate certificate learners only. COUN-R5833 must be taken the quarter immediately following COUN5832. Prerequisite(s): COUN-R5831, COUN5106, COUN5107, COUN5108, COUN5238. Cannot be fulfilled by transfer.**

**COUN6101 - School Counseling Summer Practicum (2 quarter credits).** The school counseling summer practicum provides learners with the opportunity to begin collecting practicum hours during a time frame that is aligned to the traditional public school calendar. During this supervised experience, learners practice specific counseling skills, including interviewing, assessment, intervention, documentation, and consultation in a school counseling setting. Learners use fundamental communication interviewing principles and individual and small group counseling approaches that promote student and school success. This course includes a minimum of 35 hours of practicum experience, which must consist of no less than 10 hours of direct service, no less than 6 hours of face-to-face individual and/or triadic supervision with site supervisors, and no less than 7.5 hours of group supervision with a Capella instructor. Learners continue with COUN6102 upon completion of this course. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific practicum and licensing or credentialing requirements of their states. Prerequisite(s): COUN5007, COUN5106, COUN5284, COUN-R5813, completion of or concurrent registration in COUN5422 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**COUN6102 - School Counseling Practicum (4 quarter credits).** The school counseling practicum is a supervised experience during which learners practice specific counseling skills, including interviewing, assessment, intervention, documentation, and consultation in a school counseling setting. Learners use fundamental communication and interviewing counseling approaches that promote student and school success. This course requires 100 hours of practicum experience, which must consist of no less than 40 hours of direct student contact, and no less than 12 hours of face-to-face individual and/or triadic supervision with site supervisors. **For**

**MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific practicum and licensing or credentialing requirements of their states. Prerequisite(s): COUN5007, COUN5106, COUN5284, COUN-R5813, completion of or concurrent registration in COUN5422 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**COUN6131 - School Counseling Internship 1 (4 quarter credits).** This is the first course in a sequence of two required school counseling internship courses during which learners engage in the comprehensive work experience of a professional school counselor. Learners complete 600 total required contact hours comprised of a minimum of 240 hours of direct service contact with students, families, and other stakeholders and 24 hours of face-to-face individual and/or triadic supervision with site supervisors. Throughout this internship, learners develop and apply a broad spectrum of counseling skills in a school setting. In particular, learners create and deliver programs that address students' academic, social, emotional, career, and developmental needs to assist students and parents during all phases of the educational process. The internship provides opportunities for learners to become familiar with a variety of professional activities and resources, including record keeping, assessment instruments, supervision, consultation, information, referral, in-service training, and staff meetings. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific practicum and licensing or credentialing requirements of their states. Prerequisite(s): COUN5420, COUN5422, COUN6102 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**COUN6132 - School Counseling Internship 2 (4 quarter credits).** This is the second course in a sequence of two required school counseling internship courses during which learners engage in the comprehensive work experience of a professional school counselor. Learners complete 600 total required contact hours comprised of a minimum of 240 hours of direct service contact with students, families, and other stakeholders and 24 hours of face-to-face individual and/or triadic supervision with site supervisors. Throughout this internship, learners develop and apply a broad spectrum of counseling skills in a school setting. In particular, learners create and deliver programs that address students' academic, social, emotional, career, and developmental needs to assist students and parents during all phases of the educational process. The internship provides opportunities for learners to become familiar with a variety of professional activities and resources, including record keeping, assessment instruments, supervision, consultation, information, referral, in-service training, and staff meetings. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific practicum and licensing or credentialing requirements of their states. Prerequisite(s): COUN6131 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**COUN6202 - Marriage and Family Counseling/Therapy Clinical Practicum (4 quarter credits).** The clinical practicum is an online-directed course and a supervised site-based learning experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family counseling or therapy setting. Learners use fundamental communication and interviewing principles to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. Learners in the practicum course complete weekly face-to-face contact with site supervisors and weekly synchronous (live) group supervision with faculty supervisors using secure web conferencing solutions. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree**

## Course Descriptions, *continued*

**program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. Prerequisite(s): MFT5876; COUN5106 or MFT5106; COUN5107 or MFT5107; COUN5336 or MFT5336; COUN-R5823 or MFT-R5823 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**COUN6231 - Marriage and Family Counseling/Therapy Clinical Internship 1 (4 quarter credits).** The clinical internship is an online-directed course and a supervised site-based learning experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family counseling or therapy setting. Learners use intermediate communication and interviewing skills to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. For each internship, learners complete weekly face-to-face contact with site supervisors and weekly synchronous (live) group supervision with faculty supervisors using secure web conferencing solutions. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. Prerequisite(s): COUN6202 or MFT6231 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**COUN6232 - Marriage and Family Counseling/Therapy Clinical Internship 2 (4 quarter credits).** The clinical internship is an online-directed course and a supervised site-based learning experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family counseling or therapy setting. Learners use advanced communication and interviewing skills to perform initial assessments and

conduct clinical sessions with individuals, couples, families, and groups. For each internship, learners complete weekly face-to-face contact with site supervisors and weekly synchronous (live) group supervision with faculty supervisors using secure web conferencing solutions. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. Prerequisite(s): COUN6231 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**COUN6233 - Marriage and Family Counseling/Therapy Clinical Internship 3 (4 quarter credits).** The clinical internship is an online-directed course and a supervised site-based learning experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family counseling or therapy setting. Learners use advanced communication and interviewing skills to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. For each internship, learners complete weekly face-to-face contact with site supervisors, and weekly synchronous (live) group supervision with faculty supervisors using secure web conferencing solutions. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience licensure requirements of their states. Prerequisite(s): COUN6232 or MFT6233 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**COUN6301 - Mental Health Counseling Clinical Practicum (5 quarter credits).** The clinical practicum is an online-directed, supervised site-based learning experience

in a mental health counseling site-based learning setting during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation. Learners use fundamental communication and interviewing principles and perform initial assessments with individuals, couples, and/or families. This course requires 100 hours of clinical experience, which must consist of no fewer than 40 hours of direct client contact, and no fewer than 10 hours of face-to-face contact with an approved site supervisor. Learners also meet weekly via web conferencing for synchronous group supervision meetings with their course instructor. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. Prerequisite(s): COUN5007, COUN5106, COUN5225, COUN5254, COUN5271, COUN5279, COUN-R5831, COUN-R5833, completion of or concurrent registration in COUN6965 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**COUN6302 - Mental Health Counseling Clinical Practicum (4 quarter credits).** The clinical practicum is an online-directed, supervised site-based learning experience in a mental health counseling field setting during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation. Learners use fundamental communication and interviewing principles and perform initial assessments with individuals, couples, and/or families. This course requires 100 hours of clinical experience, which must consist of no fewer than 40 hours of direct client contact, and no fewer than 10 hours of face-to-face contact with an approved site supervisor. Learners also meet weekly via web conferencing for synchronous group supervision meetings with their course instructor. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy**

**Course Descriptions, continued**

**graduate certificate learners only. Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. Prerequisite(s): COUN5007, COUN5106, COUN5225, COUN5254, COUN5271, COUN5279, COUN-R5831, COUN-R5833, completion of or concurrent registration in COUN6965 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**COUN6321 - Mental Health Counseling Clinical Internship 1 (5 quarter credits).** This is the first course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours in a mental health counseling setting. Of the 600 total hours, learners must complete 240 hours of direct client contact and a minimum of 24 hours of face-to-face contact with site supervisors. Learners also meet weekly via web conferencing for synchronous group supervision meetings with their course instructor. The internship consists of a courseroom experience accompanied by supervised experience in a mental health counseling setting and provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation with individuals, couples, and/or families. The focus of the internship is on learner professional development and the application of counseling skills under the supervision of site and faculty supervisors. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. Prerequisite(s): COUN6301 or COUN6302; COUN6965 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**COUN6322 - Mental Health Counseling Clinical Internship 2 (5 quarter credits).** This is the second course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Of the 600 total hours, learners must complete 240 hours of direct client contact and a minimum of 24 hours of face-to-face contact with site supervisors. Learners also meet weekly via web conferencing for synchronous group supervision meetings with their course instructor. COUN6322 consists of an online

courseroom experience accompanied by supervised experience in a mental health counseling setting and serves as the capstone course for the MS in Clinical Mental Health Counseling program. It provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation with individuals, couples, and/or families. The focus of the internship is on learner professional development, including career preparation, and the application of counseling skills under the supervision of site and faculty supervisors. Upon successful completion of the internship, learners are prepared to transition into roles as professional counselors who make active contributions to the field. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. Prerequisite(s): COUN6321 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**COUN6331 - Mental Health Counseling Clinical Internship 1 (4 quarter credits).** This is the first course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours in a mental health counseling setting. Of the 600 total hours, learners must complete 240 hours of direct client contact and a minimum of 24 hours of face-to-face contact with site supervisors. The internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation with individuals, couples, and/or families. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. Prerequisite(s): COUN6301 or COUN6302; COUN6965 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**COUN6332 - Mental Health Counseling Clinical Internship 2 (4 quarter credits).** This is the second course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Of the 600 total hours, learners must complete 240 hours of direct client contact and a minimum of 24 hours of face-to-face contact with site supervisors. The internship serves as the capstone course for the MS in Clinical Mental Health Counseling program and provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation with individuals, couples, and/or families. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. Prerequisite(s): COUN6331 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**COUN6333 - Counselor Education Clinical Internship 3 (4 quarter credits).** Learners take this clinical or school counseling internship course to complete the required contact hours needed to fulfill graduation and/or state licensure requirements. It provides additional hours of clinical or school site-based learning experience. It is the learner's responsibility to research and comply with the specific clinical or school experience requirements of their states. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical or school experience requirements of their states. Prerequisite(s): COUN6132 or COUN6332 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**COUN6334 - Counselor Education Clinical Internship 4 (4 quarter credits).** Learners take this clinical internship course to complete the required contact hours needed

**Course Descriptions, continued**

to fulfill graduation and/or state licensure requirements. It provides additional hours of clinical experience. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. May be repeated for credit. Prerequisite(s): COUN6333 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**COUN6432 - Addiction Counseling Clinical Internship 2 (4 quarter credits).** This is the second course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Of the 600 total hours, learners must complete 240 hours of direct client contact. Of those 240 hours, 120 must be substance abuse-related. Learners must also complete 24 hours of face-to-face contact with site supervisors. The internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a setting relevant to the learner's chosen field of addiction counseling or therapy. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. Prerequisite(s): COUN6431 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**COUN6965 - Applied Research and Program Evaluation in Mental Health Counseling (4 quarter credits).** In this course, learners demonstrate proficiency in mental health counseling by applying learning from required courses to create a program evaluation proposal in which they examine a theory-based mental health application. Learners select appropriate research methods to assess client needs and evaluate outcomes in counseling interventions and programs. Learners also demonstrate their understanding of using

ethical and culturally relevant strategies for conducting, interpreting, and reporting results. **For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Prerequisite(s): COUN5007, COUN5106, COUN5223, COUN5832, COUN-R5831. Cannot be fulfilled by transfer.**

**COUN-R5811 - Counseling Approaches and Techniques: School Counseling Residency Track 1 (4 quarter credits).** The first residency includes an online courseroom and a face-to-face residency experience. Learners engage in online courseroom activities to prepare themselves for the face-to-face experiential component, which provides them with the opportunity to practically apply knowledge gained in prior coursework. During the course, learners focus on developing school counseling skills, including building relationships; examining academic, career, and social/emotional assessments of P–12 students from diverse populations; consulting with teachers and parents; and applying ethical and legal standards. Learners also explore the identity, role, and function of the school counselor. Learners then engage in a face-to-face residency experience that guides them as they practice counseling approaches and methods. **This course requires travel. For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Prerequisite(s): COUN5004, COUN5217, COUN5280, COUN5336, completion of or concurrent registration in COUN5812. Cannot be fulfilled by transfer.**

**COUN-R5813 - Advanced Counseling Approaches and Group Techniques: School Counseling Residency Track 2 (4 quarter credits).** The second residency includes an online courseroom and a face-to-face residency experience. Learners engage in online courseroom activities to prepare themselves for the face-to-face experiential component. During the course, learners focus on developing advanced counseling skills, including building a range of therapeutic relationships; applying theory-based individual and group counseling techniques

to P–12 students, families, and communities from diverse populations; and using assessment skills to identify student needs. Learners then engage in a face-to-face residency experience that guides them as they integrate school counseling theories and methods with counseling practice. This residency provides 10 hours of group experience. **This course requires travel. For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Prerequisite(s): COUN5812, COUN-R5811, completion of or concurrent registration in COUN5241. Cannot be fulfilled by transfer.**

**COUN-R5831 - Advanced Mental Health Counseling Approaches and Interventions: Residency Track 1 (4 quarter credits).** The first residency includes an online courseroom and a residency experience. Learners engage in preparatory online courseroom activities to prepare themselves for the residency experience. During the face-to-face residency experience, learners focus on developing clinical mental health counseling skills, including building therapeutic relationships, performing initial assessments, identifying cultural diversity considerations, and applying ethical and legal standards of practice. The residency experience guides learners as they integrate mental health counseling skills and develop an understanding of the treatment planning process. Learners then engage in post-residency online courseroom activities to assess knowledge gained. **This course requires travel. For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. COUN-R5831 must be taken the quarter immediately following COUN5830. Prerequisite(s): COUN5004, COUN5217, COUN5223, COUN5239, COUN5336, COUN5830. Cannot be fulfilled by transfer.**

**COUN-R5833 - Advanced Group Counseling and Clinical Applications in Mental Health Counseling: Residency Track 2 (4 quarter credits).** The second residency includes an online courseroom and a residency experience. Learners engage in preparatory online courseroom activities



## Course Descriptions, *continued*

to prepare themselves for the residency experience. During the face-to-face residency experience, learners integrate mental health counseling theories and methods for clinical practice. Learners further develop clinical mental health counseling skills, maintain therapeutic relationships, and apply theory to individual and group therapy modalities. In addition, learners conduct risk assessments and develop interventions. The residency provides 10 hours of group therapy experience. Learners also engage in post-residency online courseroom activities to assess knowledge gained. **This course requires travel. For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. COUN-R5833 must be taken the quarter immediately following COUN5832. Prerequisite(s): COUN5106; COUN5107; COUN5108; COUN5238; COUN5830 and COUN-R5831, or COUN5930 and COUN-R5930; COUN5832. Cannot be fulfilled by transfer.**

### Criminal Justice (Graduate)

**CRJ7011 - Corrections in the Criminal Justice System (4 quarter credits).** This course introduces learners to corrections as a part of the criminal justice system. Learners examine the correctional philosophies of deterrence, incapacitation, rehabilitation, retribution, and restitution; and integrate policy, research, and practice within corrections. Learners also analyze topics such as issues of gender, race, sexual orientation, and ethics within corrections; and evaluate correctional programming, reentry, and government funding.

**CRJ7012 - Psychological Criminology (4 quarter credits).** This course offers an introduction and overview of psychological theories of crime. Learners evaluate the history, trends, and empirical status of various psychological theories used to understand antisocial behavior across the life course, from problem behaviors in childhood to delinquency in adolescence to crime in adulthood. Learners assess psychological constructs and how they relate to offender typologies, including: Moffitt's developmental taxonomy; psychiatric models such as oppositional defiant disorder, conduct disorder, antisocial personality disorder; and others. Learners also examine the salience of psychological constructs to prevention

programs as well as intervention and treatment across law enforcement, judicial, and correctional settings.

**CRJ7015 - Criminal Justice Theory (4 quarter credits).** This course focuses on the applications of both criminal justice and criminological theories by scholars and professionals in research, policy formation, and practice. Learners gain and apply an understanding of key criminal justice theories that pertain to the structures and operations of the criminal justice organizations, including law enforcement, courts, and corrections. Learners analyze and evaluate the behaviors of state officials, the legal apparatus, and criminal justice organizations. Learners assess trends in criminal control in relation to political processes, social groups, economic changes, and ideological factors. **Prerequisite(s): PSL7020, completion of or concurrent registration in PSL7030. Cannot be fulfilled by transfer.**

**CRJ7021 - Community Corrections (4 quarter credits).** In this course, learners are introduced to community-based corrections, including probation, parole, and intermediate sanctions such as boot camps, deferred sentences, home detention, electronic monitoring, day reporting centers, and others. Learners investigate the history and development of community corrections, trends in the use of various community-based sanctions, types of offenders who receive various sanctions based upon their criminal history and risk profiles, and current issues relating to community corrections.

**CRJ7022 - Sociological Criminology (4 quarter credits).** Learners in this course apply sociological theories of crime, including the history, trends, and empirical status of various sociological theories used to understand crime. Learners examine various social problems including poverty; unemployment; inequity in housing, health care, and education; urban blight; and racism in context of their relation to crime. Learners then integrate sociological theories.

**CRJ7025 - Justice, Security, and Democracy (4 quarter credits).** This course introduces learners to the central functions of law enforcement agencies, the courts, and corrections in preserving and protecting the security, safety, rights, and liberties of their respective communities. Learners examine the principles of constitutional democracy, with particular focus on the roles and responsibilities of the criminal justice system. Learners analyze the complex reciprocal interactions and influences of politics, society, and the criminal justice system. **Prerequisite(s): Completion of or concurrent registration in CRJ7015; PSL7030.**

**CRJ7031 - Offender Treatment and Rehabilitation (4 quarter credits).** Learners in this course analyze various approaches used to treat and rehabilitate criminal offenders, and examine the types of treatment and rehabilitation programs that are currently used in the field. Learners also evaluate the theoretical perspectives that guide effective treatment, and the research findings related to the success of treatment and rehabilitation programs that can be used to reduce recidivism among criminal offenders.

**CRJ7032 - Life-Course and Biosocial Criminology (4 quarter credits).** In this course, learners articulate life-course and biosocial theories of crime, including the history, trends, and empirical status of various life-course and biosocial theories used to understand crime. Learners also examine the various fields of study from which the theories developed, such as developmental psychology, sociology, biology, and genetics; and analyze the key findings that emerge from these perspectives as well as the controversies experts are currently debating.

**CRJ7035 - Criminal Justice Policy and Administration (4 quarter credits).** This course focuses on the organizational challenges that criminal justice leadership typically encounters in contemporary society. Learners critically examine the intended and unintended effects of political, social, and legal policies and pressures on how criminal justice organizations function. Learners assess organizational and administrative theories, strategic models, and best practices for leadership and administration in criminal justice. Learners analyze innovative policies and change initiatives to achieve specific ethical and functional objectives. **Prerequisite(s): CRJ7015, PSL7030.**

**CRJ7041 - Institutional Corrections (4 quarter credits).** In this course, learners analyze classical and contemporary theories that support the confinement of criminal offenders. Learners examine inmate population demographics pertaining to offense class, gender, age, and minority status; and evaluate special populations of women, juveniles, elderly/infirm, and the mentally ill. Learners also investigate the dichotomy of security versus rehabilitation and assess violence, gang recruitment, and radicalization.

**CRJ7042 - Applied Criminological Theory for Scholar-Practitioners (4 quarter credits).** Learners in this course apply theories from each of the major criminological schools (psychological, sociological, and life-course/biosocial) to a potential research topic within the discipline. Learners

## Course Descriptions, *continued*

demonstrate how different theories impact variables, research questions, and the entire research project, including data analysis. Learners also integrate theory with policy, programs, and practice.

**CRJ7045 - Crime Intelligence Analysis (4 quarter credits).** In this course, learners assess the role and significance of community relationships in criminal investigations. Learners investigate current criminal justice information systems and computer applications in analysis and projection of crime patterns. Learners evaluate and apply approaches to resolve community crime problems through partnerships. Learners also analyze the effectiveness of a community-based program related to criminal justice intelligence operations.  
**Prerequisite(s): CRJ7015, PSL7030.**

**CRJ7095 - Integrative Project for Criminal Justice (4 quarter credits).** In this course, learners demonstrate proficiency in a specific area of criminal justice studies by applying learning from required and elective courses to develop an original project. Throughout the process, learners synthesize the interdisciplinary theoretical perspectives, approaches, and research methods addressed in the curriculum and write a paper, integrating academic literature with their project to demonstrate knowledge they have gained throughout the program.  
**For MS in Criminal Justice learners only. Prerequisite(s): Completion of all required and elective coursework. Cannot be fulfilled by transfer or prior learning assessment.**

**CRJ8015 - Assessing Criminal Justice Theory (4 quarter credits).** Learners in this course identify, define, and assess criminal justice theory. Learners apply criteria to evaluate the effectiveness of selected theories in explaining the structure and functioning of the formal components of the criminal justice system, law enforcement, the courts, and corrections. Learners use theories to account for the responses of officials assigned to process persons identified as criminal. Learners examine testable hypotheses and these statements derived from these theories in relation to their implications for research, policy formation, and practice. In addition, learners formulate their own research questions and policy proposals from the criminal justice theories that they find most compelling.  
**Prerequisite(s): CRJ7015, CRJ7025.**

**CRJ8025 - Contemporary Issues in Criminal Justice (4 quarter credits).** This course introduces learners to contemporary issues faced by the criminal justice system, with

particular focus on innovative, ethical, problem-oriented approaches to various criminal justice issues, problems, and crime types. Learners develop specialized scholarly interests by examining issues such as community relations, militarization of policing, use of deadly force, private security, national drug control policy, sentencing guidelines, correctional approaches, and alternative treatment modalities. Learners investigate how a chosen topic will impact policing, courts, and/or corrections. Learners also assess the implications and consequences public perceptions have on policy.  
**Prerequisite(s): CRJ7035, CRJ8015.**

**CRJ8035 - Globalization and the Criminal Justice System (4 quarter credits).** Learners in this course analyze the theories, actors, characteristics, and legal instruments associated with globalization and the criminal justice system. Learners examine International bodies of crime control and interactions between U.S. agencies and other national and international organizations. Learners identify Issues and problems that arise from addressing transnational crime and criminal organization, and interpret the role of international politics, world conflicts, drug and human trafficking, cross-border problems, and other criminal activities. Learners also explain the relationships between local policing, federal law enforcement agencies, and foreign bodies and analyze a criminal justice issue of international significance.  
**Prerequisite(s): CRJ8025.**

**CRJ8045 - Analysis of Crime Data (4 quarter credits).** Learners in this course apply quantitative and qualitative tools to assess law enforcement performance, consequences of sentencing policies, effectiveness of correctional policies, and recidivism rates. Learners analyze the conceptual and technical foundations of crime databases and criminal justice secondary datasets; assess the development of criminal justice databases and examine their uses and limitations; and investigate secondary datasets, particularly those with vulnerable and protected populations, and their use in research.  
**Prerequisite(s): CRJ8035, PSL-R8926, RSCH7868.**

## Dissertation Research

**DRS9960 - Dissertation Courseroom (5 quarter credits each).** This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. **Grading for this course is S/NS. Learners must register for**

**this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): DRS9919 or SHB9919. Cannot be fulfilled by transfer.**

**DRS-R8925 - PhD Dissertation Research Seminar Track 1 (3 quarter credits).** The intensive, ten-week PhD Dissertation Research Seminar Track 1 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to initiate the development of a dissertation research plan. Throughout the course, learners focus on identifying a theory, topic, and research problem appropriate for their specialization. Track 1 learners must also complete PhD Dissertation Milestone 1 (Research Ethics Education). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes.  
**For PhD in Advanced Studies in Human Behavior, PhD in Counselor Education and Supervision, and PhD in Human Services learners only. Prerequisite(s): PhD in Advanced Studies in Human Behavior learners must have completed SHB8100. PhD in Counselor Education and Supervision learners must have completed CES8110. PhD in Human Services learners must have completed or be concurrently registered in RSCH7860. Cannot be fulfilled by transfer.**

**DRS-R8926 - PhD Dissertation Research Seminar Track 2 (3 quarter credits).** The intensive, ten-week PhD Dissertation Research Seminar Track 2 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to develop a research question and to select an appropriate dissertation topic. In Track 2, learners complete PhD Dissertation Milestone 2 (Topic Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes.  
**Prerequisite(s): DRS-R8925. PhD in Advanced Studies in Human Behavior learners must have completed RSCH7864, RSCH7868. PhD in Counselor Education and Supervision learners must have completed CES8120, CES8122. PhD in Human Services learners must have completed RSCH7864, RSCH7868. Cannot be fulfilled by transfer.**

## Course Descriptions, *continued*

**DRS-R8927 - PhD Dissertation Research Seminar Track 3 (3 quarter credits).** The intensive, ten-week PhD Dissertation Seminar Track 3 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to detail a methodological design, sampling plan, and strategy for data analysis. In Track 3, learners complete PhD Dissertation Milestone 5 (Research Plan Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. Learners must complete Track 3 prior to beginning the comprehensive examination phase of the program. **Prerequisite(s): DRS-R8926. PhD in Advanced Studies in Human Behavior learners must have completed RSCH7860. PhD in Counselor Education and Supervision learners must have completed CES8123, CES8768, CES8772. PhD in Human Services learners must have completed RSCH7860. Cannot be fulfilled by transfer.**

## Doctor of Business Administration

**DB8002 - Introduction to Doctoral Studies in Business (6 quarter credits).** This course presents an introduction to strategies for success in doctoral studies with attention to becoming a doctoral level writer and researcher in business. The course assists learners in making the transition from being intelligent consumers of research to producers of useful applied research. An overview is provided of the nature of business administration and how businesses operate as a system to produce products or services. **Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

**DB8008 - Becoming a Business Researcher (6 quarter credits).** Learners in this course explore the role of the researcher, the purpose for applied business research, and its benefits to the business community. Learners are introduced to the methods and ethical and business responsibilities of engaging in applied business research. Learners also examine the process of translating business problems, opportunities, or challenges into researchable projects that result in practical solutions grounded in scholarly thinking. **For DBA learners only. Prerequisite(s): DB8002. Cannot be fulfilled by transfer.**

**DB8015 - Applied Business Research Projects (6 quarter credits).** This course provides a guided development of a literature

review for a capstone project proposal. Learners develop a literature review of the specialization topical area through evaluation of the associated major threads or streams of current research. The course also prepares learners for discussion of an appropriate topic during Residency Track 1. **For DBA learners only. Prerequisite(s): DB8008. Cannot be fulfilled by transfer.**

**DB8025 - Leading Processes, Technology, and People (6 quarter credits).** This course presents learners with a knowledge base and best practices around leadership and its successful execution. Learners study approaches to process, technological, and people leadership. Learners also focus on leadership competencies for planning and sustaining change management strategies.

**DB8035 - Supply Chain Management in a Global Environment (6 quarter credits).** In this course, learners evaluate global supply chain design and strategies for effective alignment with organization business models, trade agreements, vulnerability, risk, resilience, and sustainability. Learners examine integrated global supply chain systems, including logistics, quality, technology, and access to customers. Learners also evaluate cross-cultural practices, ethical behavior, negotiations, communications, and compliance in global and local environments as they impact supply chain management.

**DB8040 - Financial Decision Making (6 quarter credits).** This course presents the ways financial theory and practice can be applied to increase the quality of organizational financial decision-making. Learners focus on financial theory, tools, and techniques and how they are used to advance the ethical development and performance of the firm. Learners also analyze internal and external data in support of evidence-based decision-making and strategic design.

**DB8065 - Contemporary Issues Impacting Organizational Success (6 quarter credits).** In this course, learners assess some of the critical and current challenges facing businesses and organizations from a multi-function and triple bottom line perspective. This includes attention to social objectives such as corporate responsibility and ethics, and environmental objectives such as sustainability in enterprise, within a profit context. Learners also examine the influences on organizations from geo-political events, rapid technological development that drives innovation, competition for natural resources, and the interaction of culture and diversity in the work environment. Finally, learners discuss emerging trends and key issues within

the context of successful tactical and strategic solutions for organizational success. **For DBA learners only. Prerequisite(s): DB8040, DB8070 or DB8075; DB-R8922 or DB-R8959. Cannot be fulfilled by transfer.**

**DB8066 - Fundamentals of Quantitative and Qualitative Research (6 quarter credits).** In this course, learners evaluate the fundamental concepts needed to conduct doctoral level research. Learners develop skills related to quantitative research techniques including understanding variables and relationships, evaluating the reliability and validity of quantitative instruments, and choosing appropriate statistical techniques. Learners also examine qualitative techniques such as creating, setting up, and conducting an expert review of interview questions. **Prerequisite(s): DB-R8960.**

**DB8075 - Marketing in a Connected World (6 quarter credits).** In this course, learners examine how marketing helps organizations match products and services with the needs, wants, and desires of its customers and prospects. Learners take a global perspective to designing marketing programs which create and add value to customer-client relationships. Learners develop skills to succeed in a digitally connected global economy and examine theories and concepts in consumer science, relationship marketing, services marketing, digital and social media marketing, innovation, and strategic marketing. To connect theory to practice, learners review cases and study the evolution of the marketing mix and its relevance in a digitally driven global economy.

**DB8210 - Business Intelligence, Analytics, and Decision Support (4 quarter credits).** Learners in this course study managerial decision-making and its computerized support, including the various frameworks for decision support. Learners examine the need for business analytics in modern enterprise and acquire and develop their knowledge of the foundations and key issues associated with managerial decision-making. Learners also gain an understanding of the major categories and applications of business analytics, including analytics, decision support systems, and business intelligence. **Cannot be fulfilled by transfer.**

**DB8212 - Data Warehousing and Descriptive Analytics (4 quarter credits).** In this course, learners examine the role of descriptive analytics (DA) in solving business programs, including the basic definitions, concepts, and architectures of data warehousing as foundations for managerial decision support. Learners acquire and develop an understanding of the capabilities

## Course Descriptions, *continued*

of business reporting and visualization as enablers of DA, as well as the foundations of the emerging field of visual analytics as applied to dashboards and scorecards in performance management. **For DBA Business Intelligence learners only. Cannot be fulfilled by transfer.**

**DB8214 - Data Mining and Predictive Analytics (4 quarter credits).** This course focuses on the role of predictive analytics and data mining in solving business problems. Learners explore the processes and methods for conducting data mining projects and study predictive modeling techniques, including artificial neural networks and support vector machines. Learners also examine the processes, methods, and applications of contemporary variations to data mining, such as text mining, Web mining, and text analytics. **For DBA Business Intelligence learners only. Cannot be fulfilled by transfer.**

**DB8216 - Data Modeling and Prescriptive Analytics (4 quarter credits).** Learners in this course study the applications of prescriptive analytics. Learners construct analytical models for selected decision problems, including linear programming and analytic hierarchical processing. Learners also formulate heuristic search methods and simulation models for decision support. **For DBA Business Intelligence learners only. Cannot be fulfilled by transfer.**

**DB8321 - Designing a Global Operations and Supply Chain Network (4 quarter credits).** Learners in this course examine the foundational principles, concepts, and theories of the operations and supply chain management (OSCM) discipline. Learners analyze how raw materials move through a network of organizations and become a product to be delivered through wholesalers and distributors to customers. Learners study network design of OSCM decisions including production sites, inventory, order fulfillment, transportation, sustainability and logistics from the operational, tactical, and strategic perspectives. Using the scholar-practitioner model, learners also explore underlying theories and their application in real-life scenarios. Finally, learners apply introductory methods of optimization and statistics in quality assurance and control, inventory management, and demand planning along with other methods. **Cannot be fulfilled by transfer.**

### **DB8323 - Supply Chain Transformation Through Innovation (4 quarter credits).**

In this course, learners explore how transformation initiatives (such as new methods and technology) enable firms to compete by managing costs and creating superior customer value. Learners examine methods for designing integrated global supply chain networks that are cost-effective and of high quality, and analyze global management of complex investments in suppliers, hardware, software, networks, and processes. Learners study strategies to introduce new technology by analyzing resistance to change and total cost of ownership (TCO). Learners also examine the evaluation, selection, and implementation of enterprise resource planning (ERP), transportation management (TMS), and warehouse management (WMS) systems using suites or best of breed tools. Finally, learners examine supply chain analytics, cloud computing, and Software as a Service (SaaS) in the context of supply chain management. **For DBA Global Operations and Supply Chain Management learners only. Cannot be fulfilled by transfer.**

**DB8325 - Supplier Relationship Management (4 quarter credits).** Learners in this course examine the critical need for organizations to evaluate, select and manage relationships with their suppliers. Many firms operate as globally networked enterprises that seamlessly integrate suppliers, customers and internal operations. In so doing, organizations need to develop world-class supply bases that are cost effective, high quality and resilient to disruptions. These sourcing relationships are complicated by cultural, political and legal differences in various countries. Further, organizations find sourcing as a key place to address the ethical and environmental concerns that many customers demand. Using the scholar-practitioner model, learners also explore supply chain research in the field. **For DBA Global Operations and Supply Chain Management learners only. Prerequisite(s): DB8321, DB8323. Cannot be fulfilled by transfer.**

**DB8327 - Global Supply Chain Design (4 quarter credits).** Learners in this course design global supply chains using quantitative methods that achieve world-class customer service and competitive costs. The need to optimize multiple variables and address dynamic markets makes this a complex task. This course addresses facility location, inventory management, service levels and transportation selection as aspects of supply chain network design. Learners also examine how to create teams and address

project management concerns associated with supply chain projects. Using the scholar-practitioner model, learners explore research literature in supply chain network design. **For DBA Global Operations and Supply Chain Management learners only. Cannot be fulfilled by transfer.**

**DB9921 - Dissertation with Project Mentoring (6 quarter credits).** Learners complete the required dissertation milestones and prepare their dissertation for publication. **For DBA learners only. Grading for this course is S/NS. Learners must register for this course a minimum of two times to fulfill their program requirements. Prerequisite(s): DB8025, DB-R8923. Cannot be fulfilled by transfer.**

**DB9940 - DBA Mentor Courseroom (non-credit).** This course provides a milestone framework to assist learners in developing and completing a DBA study. In the course, mentors guide learners through discussion, feedback, and use of supporting resources as the learners progress toward completion of their study. **For DBA learners only. Grading for this course is S/NS. Cannot be fulfilled by transfer.**

**DB9971 - Doctoral Capstone (4 quarter credits each).** This course provides learners with resources, guidance, and support as they fulfill the required milestones toward completion of a doctoral capstone. Learners apply scholarly research within a particular professional context to advance their knowledge in the science and practice of the profession and solve organization, institutional, or community concerns. **Department consent is required for registration. Grading for this course is S/ NS. Learners must register for this course a minimum of three times to fulfill their specialization requirements. Prerequisite(s): Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**DB-R8921 - DBA Residency Track 1 (2 quarter credits).** In the first residency, learners review the DBA program and dissertation process associated with learner competencies, milestone achievements, mentor facilitation, and university policies and procedures. Learners also examine the scholarly writing skills needed for the dissertation and participate in writing skills assessments and skill development exercises. **For DBA learners only. Cannot be fulfilled by transfer.**

## Course Descriptions, *continued*

**DB-R8922 - DBA Residency Track 2 (2 quarter credits).** In the second residency, learners review the school guidelines for developing and writing Chapters 1 and 2 of the dissertation, identify and discuss common problems and practices of mentor approval, and examine various research methods appropriate to use in gathering data for their proposed topic. Learners assess their progress in constructing Chapters 1 and 2 and develop a strategy for completion. **For DBA learners only. Prerequisite(s): DB8050, DB-R8921. Cannot be fulfilled by transfer.**

**DB-R8923 - DBA Residency Track 3 (2 quarter credits).** In the third residency, learners review the school guidelines for developing and writing Chapters 3, 4, and 5 of the dissertation and identify and discuss best practices for completion. Learners assess their progress in constructing Chapters 3, 4, and 5 and developing Chapter 3 into a final dissertation proposal. **For DBA learners only. Prerequisite(s): DB8040; DB-R8922. Cannot be fulfilled by transfer.**

**DB-R8960 - Capstone Professional Project (3 quarter credits).** In this course, learners begin developing their DBA Capstone Professional Project. Learners create a capstone literature matrix in their specialization to begin framing their Professional Project business problem and research topic. Learners also improve their acumen in research project initiation, which includes developing an introduction, capstone topic, problem of practice, purpose of the project, and project specifications. **Prerequisite(s): DB8015. Cannot be fulfilled by transfer.**

**DB-R8962 - Management Skills for Capstone Learners (3 quarter credits).** Learners in this course develop skills in the areas of project management, ethical research considerations, change management, interviewing techniques, and professional report writing. Learners also apply these skills in their capstone project and professional growth. **For DBA learners only. Prerequisite(s): DB8066, DB-R8960. Cannot be fulfilled by transfer.**

## Doctor of Health Administration

**DHA8004 - Innovative Business Practices in Health Care (6 quarter credits).** Learners in this course examine various innovative health care practices, including creating a culture of accountability for personal, departmental, and organizational performance. Learners evaluate their abilities as change leaders and assess their readiness to accept responsibility for their organizational performance. Learners

also demonstrate the skills needed to communicate effectively, take initiative, and reflect industry standards in the workplace.

**For DHA learners only.**

**DHA8007 - Strategic Financial Management in Health Care (6 quarter credits).** The focus of this course is appropriate use of financial information in the health care organization's decision making process. Learners examine fundamental components of organizational stewardship, including information management; short- and long-term investment planning; and ethical, professional, and social accountability. Learners also demonstrate the skills needed to develop and implement short- and long-term organizational projects in the health care environment and garner the stakeholder support necessary for achieving the financial goals and objectives of the health care organization. **For DHA learners only. Cannot be fulfilled by transfer.**

**DHA8008 - Health Care Policy Processes (6 quarter credits).** In this course, learners investigate the impacts of health care policy and legislation on the availability of, access to, and cost of U.S. health care. Learners examine the implications and consequences of specific health care legislation; analyze the values and assumptions underlying changing priorities in health planning and resource allocation; evaluate the combined effects of social, economic, ethical, legal, and political forces on health care; and assess ways of addressing current gaps in health care policy.

**DHA8015 - Action Research in Health Administration 2 (6 quarter credits).** In this course, learners continue developing their skills in applying the action research methodological framework to a specific health care problem. Learners work with organizational partners to refine their action research proposal, position their proposal for success within the organization, and develop a research plan and supporting documentation they will use to move their proposal forward as an action research dissertation project. Though this course requires communication and collaboration with stakeholders in an organization, it is a learner-driven experience that does not involve on-site supervision. **For DHA learners only. Prerequisite(s): DHA8013. Cannot be fulfilled by transfer.**

**DHA8020 - Health Policy in the United States (6 quarter credits).** In this course, learners evaluate the impact of and connection between U.S. health policy and services delivered from a results-based, community impact perspective. Learners examine innovations in and challenges and opportunities associated with U.S. health policy development and implementation,

including those related to assessing community needs; building coalitions; and measuring the success of evidence-based, health care policy solutions. Learners also study ethics and social accountability relative to domestic health policy.

**DHA8022 - Global Health Policy (6 quarter credits).** In this course, learners evaluate global health policy from a results-based, sociopolitical perspective. Learners examine innovations in and challenges and opportunities associated with global health policy development and implementation, the importance of global industry models in global health policy, and the strategic communication skills needed to influence global health care policy change. Learners also study ethics and social accountability relative to global health policy.

**DHA8026 - Regulatory Compliance for Health Care Leaders (6 quarter credits).** This course focuses on the current compliance and regulatory issues health care leaders face. Learners develop an understanding of the various health care compliance features and demonstrate the skills needed to develop a strong organizational compliance program. Throughout the course, learners also gain the knowledge and skills needed to align current regulatory compliance mandates to current health care organizations.

**DHA8032 - Strategic Vision and Planning in Health Care (6 quarter credits).** Learners in this course focus on developing a strategic orientation to evaluate short- and long-term operational and organizational performance goals. Learners analyze organizational systems, processes, and designs from a strategic perspective and examine various methods of strategic planning, including the use and upgrading of information management systems as a means of improving organizational outcomes within the health care environment. Learners also demonstrate the interpersonal communication and strategic decision-making skills health care administrators use to influence and optimize results.

**DHA8034 - Evidence-Based Leadership in Health Care (6 quarter credits).** In this course, learners investigate the principles of evidence-based leadership (EBL) in health care organizations. EBL is fully integrated to provide a framework for building a culture of quality and execution. Learners examine the formal and informal influence strategies used to change individual and organizational behavior and the leadership strategies used

## Course Descriptions, *continued*

to promote collaboration, optimize workforce performance, and promote positive health care organizational outcomes. Learners analyze and recommend EBL approaches to real-world organizational challenges.

**DHA8036 - Health Care Leadership Excellence in a Consumer-Driven Market (6 quarter credits).** This course focuses on the skills needed to excel as a health care leader in a consumer-driven market. Learners examine the four cornerstones of the Dye-Garman model for exceptional leadership in health care. Learners develop their leadership skills, focusing on cultivating self-awareness; embracing a compelling vision; developing an energizing style for working with people; and applying masterful execution of using knowledge, influence, and power.

**DHA8040 - Health Data Analytics in Quality (6 quarter credits).** In this course, learners become familiar with regulatory and policy forces in health care that result in the demand for improved quality and clinical outcomes. Learners examine a variety of technical specifications, statistical procedures, and data sources to drive improvement. In addition, learners create and present quality dashboards to identify opportunities for improvement that drive change in a systematic, strategic way.

**DHA8042 - Performance Management and Process Improvement in Health Care (6 quarter credits).** Learners in this course gain an understanding of the importance of strategic planning and organizational assessments as they relate to quality improvement in health care. Learners become familiar with identifying and creating priorities for quality improvement resulting in organizational action plans and projects needed to meet external demands relative to competition. Learners develop an understanding of the use of decision support, risk adjustments, data interpretation, and benchmarking to develop Quality Performance Improvement (QPI) teams and to monitor organizational performance.

**DHA8044 - Patient Safety, Accreditation, and Regulation in Health Care (6 quarter credits).** In this course, learners evaluate the different types of accreditation processes and the importance of ongoing compliance. Learners examine the role the quality professional has when working with federal, state, and/or local agencies and identify benefits and outcomes of continuous readiness. Throughout the course, learners determine mechanisms and tools to evaluate the success of health care organizations' safety activities and demonstrate how to coordinate and integrate risk management

into the organization's health care safety strategy. Finally, learners propose how to link health care safety goals to those of the organization's strategic plan to create and sustain an organizational-wide safety culture.

**DHA9960 - Dissertation Courseroom (5 quarter credits each).** This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. **Department consent is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.**

**DHA9971 - Doctoral Capstone (4 quarter credits each).** This course provides learners with resources, guidance, and support as they fulfill the required milestones toward completion of a doctoral capstone. Learners apply scholarly research within a particular professional context to advance their knowledge in the science and practice of the profession and solve organization, institutional, or community concerns. **Department consent is required for registration. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their program requirements. Cannot be fulfilled by transfer.**

## Doctor of Information Technology

**DIT8004 - Research and Practice in Information Technology (6 quarter credits).** Learners in this course apply critical thinking skills to analyze practical solutions to problems in information technology. Learners connect these solutions to the knowledge base in research literature, develop scientific research skills, employ academic writing and critical thinking skills, and engage in collaborative learning in a cohort setting. This course prepares learners to embark on the doctoral journey in the DIT program. **For DIT learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

**DIT8020 - Research Foundations (6 quarter credits).** This course introduces learners to the fundamental principles, concepts, and methodological approaches of applied business research, including ethical considerations. Learners examine the process of translating management problems to research purpose statements and research questions, including how to incorporate theoretical frameworks into their research. Finally, learners review different approaches to help create literature reviews in support of business research. **For DBA and DIT learners**

**only. Prerequisite(s): DB8002 or DIT8004; DB-R8921 or DIT-R8921. Cannot be fulfilled by transfer.**

**DIT8055 - Research Design and Methodology (6 quarter credits).** Learners in this course build upon the research foundations covered in DIT8020 by engaging in the tasks associated with choosing a research design and methodology. Learners study how to develop population boundaries, sampling frames, and sampling techniques, as well as how to create researchable hypotheses and propositions, data collection and analysis strategies, and the use of instrumentation. Learners present evidence to justify the reliability and validity of instrumentation and theoretical frameworks and also present major ethical issues and risks in business research, including ways to mitigate these risks. **For DBA and DIT learners only. Learners may only earn credit for DIT8055. Prerequisite(s): DIT8020; DB-R8921 or DIT-R8921. Cannot be fulfilled by transfer.**

**DIT8210 - Information Technology Leaders as Partners in Organizational Strategic Planning (6 quarter credits).** This course focuses on the information technology leader's collaborative roles working with an organization's non-IT senior leadership, including aligning business strategy with IT strategy, acting as an equal contributor to the formation of organizational strategy, and integrating ethical policies and practices into an organization. Learners evaluate multidisciplinary research and practices related to leadership, organizational structures, and culture. Through the lens of complexity/chaos and change theories, learners analyze information technology's role in contributing to organizational resiliency. **For DIT learners only. Cannot be fulfilled by transfer.**

**DIT8212 - Leading Information Technology Strategic Planning in Complex and Global Environments (6 quarter credits).** In this course, learners examine processes by which senior information technology leadership must evaluate different IT governance models from a global perspective, including decision models, management structures, business engagement processes, leadership theories, and risk assessment processes. Learners evaluate methods of performance measurement and control, and assess the relevance and effect of social responsibility issues and strategic partnering on IT strategic planning. **For DIT learners only. Cannot be fulfilled by transfer.**

## Course Descriptions, *continued*

**DIT8214 - Guiding the Implementation of Information Technology Policies and Processes (6 quarter credits).** This course presents key issues related to the implementation of information technology policies and processes as day-to-day operations, including consideration of ethical, cultural, and global issues, and potential effects on internal and external stakeholder needs. Learners evaluate strategies for implementing different governance models and assess the ways in which those models relate to change management processes and organizational innovation. **For DIT learners only. Prerequisite(s): DIT8210, DIT8212.**

**DIT8216 - Innovating Information Technology Life Cycle Management Processes in a Changing Environment (6 quarter credits).** In this course, learners evaluate evolving theories and practices that inform decisions related to the information technology system development life cycle. Learners assess different development models and examine the IT leader's role in IT enterprise portfolio management against the backdrop of changing workforce considerations, including offshore, contract, multicultural, and multigenerational workers in global enterprises. **For DIT learners only. Prerequisite(s): DIT8210, DIT8212.**

**DIT8940 - Information Technology Consulting Practice Seminar (6 quarter credits).** In this course, learners study the practice of information technology consulting, including the consultant's role, identifying methods and strategies used by IT consultants, and their vital integration into today's information technology organizations. This course emphasizes the practitioner role, from designing and building an IT consulting business to working as a consultant within a company. **For DIT Learners only. Prerequisite(s): Completion of all core coursework. Cannot be fulfilled by transfer.**

**DIT8950 - Teaching Practice Seminar in Information Technology Education (6 quarter credits).** This seminar covers the practice fundamentals learners need to prepare themselves for a career in information technology education. Learners examine syllabus and course development, online and classroom instruction, and the fundamentals of human development in the classroom. **For DIT learners only. Prerequisite(s): Completion of all core coursework. Cannot be fulfilled by transfer.**

**DIT9921 - Dissertation with Project Mentoring (6 quarter credits).** Learners complete the required dissertation milestones and prepare their dissertation for publication. **For DIT learners only. Grading for this**

**course is S/NS. Learners must register for this course a minimum of two times to fulfill their program requirements. Prerequisite(s): DIT8940 or DIT8950, DIT-R8923. Cannot be fulfilled by transfer.**

**DIT9940 - Dissertation Mentor Coursework (non-credit).** This course provides objectives and content topics that assist learners in developing a five-chapter DIT dissertation proposal that meets the 8–10-quarter completion guideline. Learners engage with their mentors through structured discussion topics and virtual and live conferences to begin the process of selecting a dissertation topic, review the DIT program, and prepare for the residency and writing assessment assignment that demonstrates research writing proficiency. **For DIT learners only. Grading for this course is S/NS. Learners must register for this course a minimum of ten times to fulfill their program requirements. Cannot be fulfilled by transfer.**

**DIT-R8921 - DIT Residency Track 1 (2 quarter credits).** In the first residency, learners review the DIT programs and dissertation processes associated with learner competencies, milestone achievements, mentor facilitation, and university policies and procedures. Learners also examine the scholarly writing skills needed for the dissertation and participate in writing skills assessments and skill development exercises. **For DIT learners only. Cannot be fulfilled by transfer.**

**DIT-R8922 - DIT Residency Track 2 (2 quarter credits).** In the second residency, learners review the school guidelines for developing and writing Chapters 1 and 2 of the dissertation, identify and discuss common problems and practices of mentor approval, and examine various research methods appropriate to use in gathering data for their proposed topic. Learners assess their progress in constructing Chapters 1 and 2 and develop a strategy for completion. **For DIT learners only. Prerequisite(s): DIT-R8921. Cannot be fulfilled by transfer.**

**DIT-R8923 - DIT Residency Track 3 (2 quarter credits).** In the third residency, learners review the school guidelines for developing and writing Chapters 3, 4, and 5 of the dissertation and identify and discuss best practices for completion. Learners assess their progress in constructing Chapters 3, 4, and 5 and developing Chapter 3 into a final dissertation proposal. **For DIT learners only. Prerequisite(s): DIT8212, DIT-R8922. Cannot be fulfilled by transfer.**

## Doctor of Nursing Practice

**DNP8020 - DNP Practicum (4 quarter credits).** In this course, learners demonstrate synthesis of The Essentials of Doctoral Education for Advanced Nursing Practice, program coursework, and practicum experiences in a final project. Learners focus on their writing and critical-thinking skills, assess and reflect on their own progress in relation to the program outcomes, integrate faculty and preceptor feedback, and synthesize these insights as inputs into the final DNP project. Learners also develop and maintain an electronic portfolio that includes coursework products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). The practicum experience and associated courses provide the foundation and framework for the final DNP project. **For DNP learners only. Department consent is required for registration. Prerequisite(s): DNP8004.**

**DNP9971 - Doctoral Capstone (4 quarter credits each).** This course provides learners with resources, guidance, and support as they fulfill the required milestones toward completion of a doctoral capstone. Learners apply scholarly research within a particular professional context to advance their knowledge in the science and practice of the profession and solve organization, institutional, or community concerns. **Department consent is required for registration. For DNP learners only. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their program requirements. Cannot be fulfilled by transfer.**

## Doctor of Public Administration

**DPA8109 - Program Evaluation and Action Research (4 quarter credits).** This course introduces learners to the basic fundamentals of both program evaluation and action research. Learners use program evaluation to objectively assess and improve program efficiency, and engage in action research in various aspects of research design or implementation. Learners also analyze the concepts, design methods, and their application to real-world situations using both program evaluation and action research methods. **For DPA learners only. Prerequisite(s): DPA8404; DPA8416; completion of or concurrent registration in DPA8420; PSL7010. Cannot be fulfilled by transfer.**

**Course Descriptions, continued****DPA8400 - Theories of Leadership and Public Administration (4 quarter credits).**

Learners in this course build theoretical and practical knowledge of human behavior, coalition building, communications, and the influences of various leadership styles. Learners examine the ways in which public administration leadership is unique in its representative nature, structure, balance of power, and systems perspective and focus on improvements leaders can implement to enhance public value within their sphere of influence. Other topics include interactions with political leaders and lobbyists, strategies for motivating a civil service-protected workforce, and skills for effectively communicating at various levels.

**Prerequisite(s):** DPA8404; DPA8416; **completion of or concurrent registration in DPA8420; PSL7010. Cannot be fulfilled by transfer.**

**DPA8404 - Principles of Organization Theory and Practice (4 quarter credits).**

This course presents the ways organizational behavior is influenced by individual differences, group processes and interactions, and organizational processes. Learners examine motivation, productivity, diversity, group development, team building, collaboration, coordination with outside contractors, decision-making and communication processes, power and politics, and organizational culture. Learners also focus on developing the skills and abilities essential for effective management in changing organizational contexts. **Cannot be fulfilled by transfer.**

**DPA8408 - Ethics and Social Responsibility (4 quarter credits).**

In this course, learners study the ways in which creating and maintaining public value and mission-specific leadership provides the foundations for ethical behavior. Learners analyze case studies that illustrate ethical dilemmas in order to develop intelligence, planning, operations, command, interagency coordination, communication, and technology solutions applicable to a variety of public agencies and situations.

**Prerequisite(s):** DPA8404; DPA8416; **completion of or concurrent registration in DPA8420; PSL7010. Cannot be fulfilled by transfer.**

**DPA8412 - Global and Diverse Societies (4 quarter credits).**

Learners in this course explore the cultural values and styles of communicating, reasoning, and decision making necessary to cross cultural boundaries effectively. Learners examine the challenges of working cross-culturally to create and enhance public value, equitable solutions, and effective public administration

systems and policies that improve process and practice. **Prerequisite(s):** DPA8404; DPA8416; **completion of or concurrent registration in DPA8420; PSL7010. Cannot be fulfilled by transfer.**

**DPA8424 - Theories and Practices of Public Human Resource Management (4 quarter credits).**

This course is a survey of philosophies, approaches, and systems of managing people in government organizations and includes historical developments, personnel management practices and behaviors, and current issues. Learners examine recruitment, classification, compensation, training, evaluation, labor-management relations functions, and the use of outside contractors.

**Prerequisite(s):** DPA8404; DPA8416; **completion of or concurrent registration in DPA8420; PSL7010. Cannot be fulfilled by transfer.**

**DPA8428 - Public Needs Assessment and Planning (4 quarter credits).**

This course provides an introduction to the various tools and frameworks used to evaluate the impact regulations, public policies, programs, and processes have on action learning and assessment planning for systems changes. Throughout the course, learners explore the appropriate ways in which to select programs or project interventions for evaluation, as determined by needs-based assessments; craft program or project descriptions; identify stakeholders and their interests; develop logic models for decision making; frame action learning evaluation questions; apply methods of analysis; formulate evaluation reports; and provide feedback to decision makers. **Prerequisite(s):** DPA8404; DPA8416; **completion of or concurrent registration in DPA8420; PSL7010. Cannot be fulfilled by transfer.**

**DPA9960 - Dissertation Coursework (5 quarter credits each).**

This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. **Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s):** All required and elective coursework. **Cannot be fulfilled by transfer.**

**Doctor of Public Health****DRPH8130 - Leadership and Emerging Trends in Public Health (6 quarter credits).**

In this course, learners use the 10 Essential Public Health Services as well as leadership concepts and practices to explore emerging

trends in public health. Throughout the course, learners examine the ways in which evidence-based data and research are incorporated into public health policy development. In particular, learners cultivate public health policy leadership skills and practices through the application of critical and asymmetrical thinking to generate new awareness about an emerging public health issue and make the case that the issue should be recognized and acted upon as a major public health concern.

**DRPH8140 - Educating the Public Health Workforce (6 quarter credits).**

Learners in this course apply educational best practices to promote learning in organizational and community settings. Learners also assess their own strengths and weaknesses in leadership capacities, including cultural proficiency, with the goal of mentoring and coaching public health employees to become more effective public health practitioners and educators. **Cannot be fulfilled by transfer.**

**DRPH8170 - Applied Methods in**

**Epidemiology (6 quarter credits).** In this course, learners analyze the application of epidemiological research methodologies and practices to address public health issues in diverse populations. Through the use of these methods as public health practitioners, learners enhance their knowledge of the appropriate research designs used in epidemiology and how to integrate and evaluate public health data. Learners also evaluate the effects of designed evidence-based interventions and related policy statements.

**DRPH8190 - Experiential Project**

**(6 quarter credits).** Learners in this course integrate the theory, research, and practice knowledge gained during the program in a final experiential project and corresponding white paper. Learners attend a recognized professional fellowship, advocate for a public health program or policy, or design a work project that meets the needs of a recognized public health organization and develop a white paper. The white paper, which incorporates the tenets of action research and follows the publication standards of an appropriate peer-reviewed journal, includes an evaluation of the project topic and provides specific recommendations for action. Though this course requires communication and collaboration with stakeholders in an organization, it is a learner-driven experience that does not involve on-site supervision. **Cannot be fulfilled by transfer.**

**DRPH8208 - Leading Public Health**

**Institutions (6 quarter credits).** Learners in this course explore the requirements and



## Course Descriptions, *continued*

responsibilities of leadership in the public health field. Learners review management and leadership principles and discuss the importance of creating a leadership vision, developing a motivated workforce, engaging stakeholders, and modeling ethical behavior. Other course topics include the requirements for financing a public health mission, appropriate responses to public health crises, and legal and regulatory public health concerns. **Cannot be fulfilled by transfer.**

**DRPH8210 - Public Health Policy Design (6 quarter credits).** In this course, learners integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests to develop policies that support system-level interventions. Learners also propose interprofessional team approaches and integrate knowledge of cultural values and practices in the design of public health policies and programs. **Cannot be fulfilled by transfer.**

**DRPH8212 - Design and Implementation of Public Health Strategies (6 quarter credits).** Learners in this course explore methods and resources for designing and implementing an effective public health strategic plan. Learners formulate and evaluate short and long-term solutions to public health problems and epidemiological issues using systems thinking and research methodologies that are collaborative, ethical, and culturally responsive. **Cannot be fulfilled by transfer.**

**DRPH8300 - Community Health Behavior and Promotion (6 quarter credits).** In this course, learners explore the health behavior theories and models that are used in the promotion of healthy behaviors in diverse communities. Learners evaluate policy efforts to promote healthy behaviors for disadvantaged communities, advocate for the promotion of healthy behaviors in diverse public health organizations that facilitate healthy practices, and lead communities in achieving their optimal level of health. In particular, learners gain an understanding of how to engage in the proper promotion of healthy behaviors by helping disadvantaged communities become better informed.

**DRPH9960 - Dissertation Courseroom (5 quarter credits each).** This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. **Department consent is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.**

**DRPH9971 - Doctoral Capstone (4 quarter credits each).** This course provides learners with resources, guidance, and support as they fulfill the required milestones toward completion of a doctoral capstone. Learners apply scholarly research within a particular professional context to advance their knowledge in the science and practice of the profession and solve organization, institutional, or community concerns. **Department consent is required for registration. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their program requirements. Cannot be fulfilled by transfer.**

## Doctor of Social Work

**DSW9960 - Dissertation Courseroom (5 quarter credits each).** This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. **Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer.**

## Economics

**ECO1100 - Taking Charge of Your Economic Future (4 quarter credits).** In this course, learners investigate key concepts of economics and personal finance. Learners gain the knowledge and skills necessary to leverage analysis tools, as well as economic reasoning and planning skills.

## Education

**ED5006 - Survey of Research Methodology (4 quarter credits).** This course is an overview of graduate research methodology. Learners examine fundamental research methodologies and their respective quantitative and qualitative approaches to rigorous scholarly inquiry.

**ED5010 - Foundations of Master's Studies in Education (4 quarter credits).** This course provides learners with opportunities to acquire and use graduate-level skills, including the ability to critically examine and apply relevant educational theory to professional practice. Learners develop expertise in academic inquiry and scholarly writing as well as explore the importance of multicultural perspectives and diversity in professional contexts. Finally, learners articulate and examine their professional purpose and its alignment with their specialization and career aspirations. **Must be taken during the first quarter by**

**learners who have been admitted to the MEd in Teaching and Learning, MS in Education, MS in Education Innovation and Technology, and MS in Higher Education degree programs and the Adult Education and Higher Education Leadership and Administration graduate certificate programs. Cannot be fulfilled by transfer or prior learning assessment.**

**ED5012 - Overview of Higher Education (4 quarter credits).** Learners in this course study the impact of higher education on individuals and society. Learners also evaluate the history of higher education; examine the structure and scope of higher education institutions; and analyze the role of history, policy, and theory on current and future practices within the field. The course also includes a review of current higher education literature, issues, and trends. Learners continue to develop the Capella e-portfolio and career action plan. **Prerequisite(s): ED5010. Cannot be fulfilled by transfer or prior learning assessment.**

**ED5016 - Foundations of Higher Education Assessment and Evaluation (4 quarter credits).** Learners engage in a planning process for developing and conducting effective learning outcomes assessment in both academic and non-academic settings in higher education. Learners examine the background, context, and practice of assessment of student learning and evaluation of educational programs. They apply knowledge of assessment processes and strategies to design an equitable and inclusive assessment plan that can be implemented at the program, course, department, or institutional level to promote improvement and accountability.

**ED5100 - 21st-Century Instruction (2 quarter credits).** Learners in this course investigate the use of instructional technology tools in K–12 classrooms, and examine the Technological Pedagogical Content Knowledge model, Marzano's Teacher Evaluation model, and Shulman's model of Pedagogical Reasoning and Action. Learners consider all these structures to help them develop classroom digital learning experiences that enhance teaching and learning. Learners also apply the SAMR framework, Digital Bloom's, and backward design in planning for effective teaching with technology.

**ED510 - 21st-Century Classroom (2 quarter credits).** Learners in this course investigate the variety of ways that one-to-one computing can be utilized in the classroom, as framed by the Online Learning Theoretical Framework. Learners explore how to implement Bring Your Own Device (BYOD) in the classroom, as well as

## Course Descriptions, *continued*

blended learning, in which typical classroom instruction is blended with online learning using a constructivist, problem-based learning approach, with emphasis placed on the flipped classroom model.

**ED5102 - Digital Citizenship (1 quarter credit).** In this course, learners evaluate the ways that students and teachers can become responsible digital citizens as framed by the Children’s Internet Safety Act, Children’s Online Protection Act and ISTE standards. Learners gain understanding on how to teach students how to responsibly access, evaluate, and use online resources and social media. In addition, learners focus on the nine elements of digital citizenship, cyber-safety, and cyber-bullying.

**ED5103 - Standards-Based Digital Instruction (1 quarter credit).** Learners in this course evaluate the ways that teachers align lessons, objectives, and outcomes to ISTE standards and subject area standards, including CCSS and NGSS. Using the Marzano framework, learners build proficiency scales to guide students and evaluate their work, and learn how to implement standards-based digital instruction that incorporates best practices from the Charlotte Danielson Framework, National Board Teacher Standards, and Professional Teacher Standards.

**ED5104 - Technologies and Routines (2 quarter credits).** In this course, learners explore structures and systems used in managing a variety of devices and instructional time in a one-to-one learning environment. Learners also examine how institute routines increase student achievement and motivation. Finally, learners explore how to select and create a secure digital learning environment for students.

**ED5106 - Adaptive Learning (2 quarter credits).** In this course, learners apply adaptive learning methods to meet the diverse learning needs of all students, including students with disabilities, English language learners, and students who are gifted or talented. Learners explore how to incorporate computers and other digital devices to present educational materials based on the student’s need, and utilize the Universal Design for Learning and other frameworks to construct lessons that allow for multiple means of representation, action, and engagement.

**ED5107 - Collaborative Teaching and Learning (2 quarter credits).** Learners in this course explore structures and systems that can be implemented to leverage technology to provide opportunities for collaborative learning. Learners gain an understanding on how to create secure digital learning

environments for student group work and collaboration, and examine professional learning communities and how they can enhance teacher effectiveness and improve student performance.

**ED5108 - One-to-One Environment in Action (2 quarter credits).** This course makes the connection between theory and practice, where learners integrate the theories and models into a cohesive unit of study that incorporates the elements of learning environment, routines and structures, digital citizenship, competency based instructional strategy, personalization, and differentiation.

**ED5120 - Understanding Competency-Based Curriculum (2 quarter credits).** This course provides an understanding of the differences between standards, outcomes and competencies and how they can be integrated into the curriculum. Learners build on this understanding and learn to map competencies to outcomes and how to align standards to competencies and outcomes.

**ED5121 - Understanding Competency-Based Instruction (2 quarter credits).** In this course, learners examine how to convert a competency-based curriculum into appropriately implemented competency-based teaching approaches. Learners also investigate how to manage a competency-based classroom.

**ED5122 - Authentic Assessment (2 quarter credits).** Learners in this course explore authentic assessment as an evaluation process and use multiple forms of performance measurement to reflect the student’s learning, achievement, and motivation in real-world contexts. Learners also develop a variety of authentic assessment techniques to use in their classroom including performance assessments, portfolios, and self-assessments.

**ED5123 - Using Data in Competency-Based Instruction (2 quarter credits).** Learners in this course analyze assessment data for use in promoting student learning using a competency-based learning approach. Learners collect, summarize, analyze, and apply assessment data to classroom improvement, including techniques for organization and participation in a grade-level or school-wide collaborative team.

**ED5124 - Assessment in Competency-Based Instruction (2 quarter credits).** In this course, learners consider the importance of formative assessment in a competency-based instruction (CBI) model. Learners explore and evaluate the design elements of CBI to ensure that assessment and evaluation is meaningful and provides a positive learning experience for students.

**ED5127 - Competency-Based Instruction in Action (2 quarter credits).** In this culminating course, learners connect theory and practice by integrating theories and models into a cohesive unit of study that incorporates the elements of competency mapping, authentic assessment, data-driven decision making, and adaptive learning and collaborative learning environments.

**ED5140 - Personalized Learning: Instruction (2 quarter credits).** Learners in this course explore how to personalize instruction in a blended environment. Learners explore a variety of instructional formats that can be used in personalized instruction and review their role as coach and advisor in this environment.

**ED5141 - Personalized Learning: Assessments (2 quarter credits).** Learners in this course explore formative and summative assessments that can be used to personalize learning. Learners also examine how students can use assessment feedback to improve their learning.

**ED5143 - Adaptive Learning and Assessment (2 quarter credits).** Learners in this course explore the various adaptive learning dashboards that focus on continuous assessment for mastery-based learning. Learners also review the facilitator-driven and assessment-driven systems of assessment in adaptive learning and evaluate the effectiveness of these systems in meeting the needs of all students such as those with disabilities, English language learners, and students who are gifted or talented.

**ED5144 - Ethics and Data Privacy (2 quarter credits).** Learners in this course evaluate ethical principles within the online learning environment and investigate various ways to protect the data privacy of students and the intellectual property of an organization.

**ED5145 - Using Data for Personalized Learning (2 quarter credits).** This course provides an overview of planning, development, and evaluation of technology-driven classroom instruction. Learners analyze assessment data for use in promoting student learning and to evaluate the effectiveness of technology integration in personalized instruction. Learners collect, summarize, analyze, and apply assessment data to classroom improvement, including techniques for organization and participation in a grade-level or school-wide collaborative team.

**ED5147 - Personalized Learning in Action (2 quarter credits).** In this culminating course, learners connect theory and learning into action. Learners integrate the theories

## Course Descriptions, *continued*

and models into a cohesive unit of study that incorporates the elements of personalized learning and assessment, data-driven decision making, ethics and privacy in the digital world, and adaptive learning and assessment.

**ED5160 - Teacher Evaluation and Assessment (2 quarter credits).** This course explores teacher assessment and evaluation models that aim to help strengthen the knowledge, skills, dispositions, and classroom practices of teachers. Learners review comprehensive performance assessment and evaluation systems that provide targeted support, assistance, and professional growth opportunities based on teachers' individual needs as well as the needs of their students, schools, and districts.

**ED5163 - Instructional Coaching (2 quarter credits).** In this course, learners evaluate and experiment with different solution-focused coaching models and techniques and learn to distinguish between the effects of these various techniques. Learners also explore facilitating planning, goal setting, progress, and accountability.

**ED5164 - Adult Learning Theory (2 quarter credits).** In this course, learners focus on developing the skill of integrating adult learning theory and current research-based best practices into professional development program planning.

**ED5165 - Implementing Site-Based Initiatives (2 quarter credits).** Learners in this course develop a plan for how to roll out a new site-based initiative within their school. Learners evaluate what components to include in their plan, identify key members of the planning team, affected parties, and professional development needs. Learners also develop an assessment plan to evaluate the effectiveness of the initiative.

**ED5167 - Professional Development in Action (2 quarter credits).** In this culminating course, learners connect theory and practice to promote active learning. Learners integrate theories and models into a cohesive unit of study that incorporate elements of teacher evaluation and assessment models, integration of adult learning, professional learning, communities, and instructional coaching.

**ED5200 - 21st-Century Instructional Practices (1 quarter credit).** In this course, learners investigate the 21st-century instructional frameworks in K–12 classrooms. Learners analyze Marzano's Teacher Evaluation model, Schulman's model of Pedagogical Reasoning and Action, and the Technological Pedagogical Content Knowledge (TPACK) model.

**ED5201 - Enhancing Instruction with Technology (1 quarter credit).** Learners in this course develop and apply appropriate technology tools to enhance classroom digital learning experiences. Learners apply the Substitution Augmentation Modification Redefinition (SAMR) model, Digital Bloom's Taxonomy, and backward design in planning for effective teaching with technology.

**ED5202 - Designing for the 21st-Century Classroom (1 quarter credit).** Learners in this course investigate the variety of ways that 1:1 computing can be utilized in the classroom. Learners design instruction to implement various 1:1 computing models.

**ED5203 - Flipping the Classroom (1 quarter credit).** This course focuses on blended learning, in which typical classroom instruction is blended with online learning using a constructivist, problem-based learning approach. Learners explore blended learning by developing a lesson using the flipped classroom model.

**ED5204 - Classroom Device Management (1 quarter credit).** Learners explore structures and systems used in managing a variety of devices and instructional planning in a 1:1 learning environment. Learners develop a technology management plan for their classrooms.

**ED5205 - Classroom Instruction using a Learning Management System (1 quarter credit).** This course focuses on the evaluation of learning management systems and the creation of a secure digital environment. Learners develop routines to increase student achievement and motivation to learn.

**ED5206 - Implementing Adaptive Learning (1 quarter credit).** In this course, learners implement adaptive learning methods to meet the diverse learning needs of all students, including students with disabilities, English language learners, and students who are gifted or talented.

**ED5207 - Designing Instruction for Adaptive Learning (1 quarter credit).** In this course, learners develop lessons and assessments using the Universal Design for Learning framework and other 21st-century frameworks that allow for multiple means of representation, action, and engagement. Learners also incorporate the use of computers and other digital devices into lesson plans.

**ED5208 - Collaborative Learning Environments (1 quarter credit).** This course focuses on the implementation of virtual and in-person learning opportunities. Learners explore structures and systems that can be implemented to leverage technology in collaborative learning.

**ED5209 - Professional Learning Communities (1 quarter credit).** Learners in this course evaluate professional learning communities for their effectiveness and impact on student performance. Learners also gain an understanding of how to create and maintain a secure digital environment for professional learning.

**ED5240 - Personalized Instruction (1 quarter credit).** Learners in this course explore how to personalize competency-based instruction in a blended environment.

**ED5241 - Personalized Learning through Gaming (1 quarter credit).** Learners explore instructional formats that can be used in personalized instruction and review their role as coach and advisor in this environment. In addition, learners analyze the potential for gamification to motivate and engage learners in a personalized environment.

**ED5300 - Curriculum Theory and Design (4 quarter credits).** In this course, learners evaluate curriculum theory and design in educational environments, including theories and practices of curriculum design related to pertinent research, culturally responsive pedagogy, and the integration of educational technology. Learners design curriculum and select learning experiences that addresses both short- and long-term instructional planning goals.

**ED5301 - Theories of Instruction for 21st Century Learners (4 quarter credits).** Learners in this course analyze theories and research of instructional models to design and deliver content-specific instruction. Learners incorporate knowledge of cultural models, educational technology, and personalized learning to meet the needs of diverse learners.

**ED5302 - Research and Practice in Learning Theory (4 quarter credits).** In this course, learners explore theories and research in the areas of educational psychology and how technology impacts learning processes. Learners analyze and apply various learning theories in K-12 education, focusing on cognitive development and models, brain research, developmental learning theories, social and moral development, and the science of learning with technology.

**ED5303 - Diversity and Multicultural Perspectives in Education (4 quarter credits).** In this course, learners evaluate multicultural theories, frameworks, and models related to cultural competency while examining issues including the nature of culture, cultural identity, and how culture impacts teaching, learning, and learners. Learners create and implement curricular and instructional methods to address a range of learning styles within various cultural groups.

## Course Descriptions, *continued*

**ED5304 - Assessment of Learning (4 quarter credits).** In this course, learners analyze the interrelationship of curriculum, instruction, and assessment. Learners investigate a wide range of formative and summative assessment types at the classroom and school level and the impact of national and state standardized tests on assessment approaches. Learners analyze, design, and implement multiple approaches to using school wide demographic data and student assessment data to inform instruction and enhance student achievement. Finally, learners assess the role of educational technology in the design and delivery of assessment systems, use digital tools to analyze data, and communicate results to a variety of stakeholders. ***This course requires access to an educational setting, students or learners, and/or classroom practitioners.***

**ED5306 - Action Research to Enhance Practice (4 quarter credits).** In this course, learners explore action research in theory and practice as a form of inquiry and self-reflection to inform and improve their teaching. Learners examine relevant issues in their own educational setting and develop a plan to study and implement meaningful, practical, and researched-based answers. Learners design data collection, analysis, and reporting practices as part of their action research plan that will be implemented in the capstone course. ***This course requires access to an educational setting, students or learners, and/or classroom practitioners. Cannot be fulfilled by transfer or prior learning assessment. ED5306 and either ED5950 or ED5980 must be taken in sequence and during the learner's final two quarters.***

**ED5317 - Foundations of Adult Education (4 quarter credits).** In this course, learners study the foundations of adult education including the past and present understandings. Learners identify the aspects of the foundation of adult education, the diversity in characteristics of adult learners, the various contexts of adult education, and prominent learning theories as they apply to teaching adults. Learners engage in interactive activities and assignments as they examine the various topics related to adult education.

**ED5320 - School Leadership and Management Practices (4 quarter credits).** This course provides an introduction to the fundamental principles of school leadership and management aligned with six fundamental National Educational Leadership Preparation (NELP) program standards and their applications to the work of school

leaders. Learners examine business and public administration models and explore theoretical constructs from various disciplines. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Cannot be fulfilled by transfer or prior learning assessment.***

**ED5322 - School Leadership: Data, Decision-Making, and School Improvement (4 quarter credits).** Learners in this course focus on improving P–12 schools by emphasizing the use of data to inform ethical decisions about teaching and learning. Topics include instructional strategies to support a diverse student population, technology integration, and Professional Education Unit (PEU) dispositions. Learners also interact with practicing school administrators to gain direct insight into the field of school leadership. ***Prerequisite(s): ED5010, ED5320. May be taken concurrently with ED7823.***

**ED5340 - Theories and Principles of Adult Learning (4 quarter credits).** This course focuses on learning theories, models, and principles and their application to instructional processes for adult learners. Learners analyze the instructor's role in enhancing adult learning and evaluate their personal philosophy, dispositions, and ethics relative to teaching adult learners. ***Prerequisite(s): ED5012.***

**ED5342 - Multicultural Perspectives in Adult Education (4 quarter credits).** In this course, learners focus on cultural diversity in adult education settings. Topics include cultural self-awareness, demographic changes and projections, problems and issues in intercultural educational settings, theoretical perspectives on multicultural adult education, and strategies for handling diversity in a variety of adult education settings.

**ED5344 - Strategies and Best Practices for Teaching and Learning (4 quarter credits).** Learners in this course focus on effective ways to enhance adult learning in a variety of postsecondary settings. Topics include the theories and characteristics of adult growth and development, changes experienced in adulthood and their implications for adult instruction and learning, and issues and trends in adult teaching and learning. ***Prerequisite(s): ED5012.***

**ED5346 - Assessment of Learning and Teaching in Adult Education (4 quarter credits).** This course focuses on skills for effectively assessing adult learning in a variety of postsecondary and training environments. Topics include classroom assessment techniques, training evaluation models such as formative and summative

tests and authentic assessments, and ways in which assessment data can be used to improve adult instruction and learning. ***Prerequisite(s): ED5012, ED5016.***

**ED5348 - Adult Education Program Development (4 quarter credits).** In this course, learners focus on developing educational programs for adults in a variety of postsecondary settings. Topics include theoretical foundations, policies, evaluation models, and methods and materials for program planning. Learners also explore instructional approaches, engagement strategies, and management of instructional environments. ***Prerequisite(s): ED5012.***

**ED5390 - Adult Education Capstone (4 quarter credits).** In the capstone course, learners demonstrate proficiency in the program's competencies by integrating learning from required courses to complete a final project. ***For MS Adult Education learners only. Must be taken during the learner's final quarter. Prerequisite(s): ED5006; ED5317; ED5016 or ED7547; ED5340 or ED7311; ED5342 or ED7314; ED5344 or ED7312; ED5346 or ED7712; ED5348. Cannot be fulfilled by transfer or prior learning assessment.***

**ED5405 - Infant and Child Development (4 quarter credits).** This course addresses the developmental stages of children from the prenatal period to age eight years. Learners examine how children develop physically, emotionally, socially, and intellectually; and evaluate the influences family, society, and culture have on infant, toddler, and K–grade three child development. Learners also assess children's evolving needs and apply theory and research to recommend appropriate responses to those needs. ***Cannot be fulfilled by transfer or prior learning assessment except by coursework from Minnesota schools with approved licensure programs.***

**ED5410 - The Early Childhood Learning Environment (4 quarter credits).** This course covers the early childhood environment and its effects on growth and learning. Learners evaluate the physical environment, the role of the caregivers and teachers, and the interaction among children, and identify methods of increasing child engagement, effective communication, and learning. Learners explore ways to create supportive and nurturing learning environments and how to monitor, reflect, and adjust them to best meet the needs of young children. Learners also become familiar with the responsibilities associated with working in the early childhood learning field. ***This course requires access to educational settings,***

**Course Descriptions, continued**

**programs, and/or practitioners with a focus on children from birth to age eight. Prerequisite(s): ED5405. Cannot be fulfilled by transfer or prior learning assessment except by coursework from Minnesota schools with approved licensure programs.**

**ED5414 - Introduction to Integrative Studies (4 quarter credits).** This course provides a critical review of topics and theories that support learners' professional growth and career development including self-efficacy, motivation, and retention. Learners engage in scholarly inquiry and critical and self-reflection resulting in an individualized program of study that supports professional growth and leadership in a variety of educational settings. **Prerequisite(s): Completion of or concurrent registration in ED5012. Cannot be fulfilled by transfer or prior learning assessment.**

**ED5420 - Exceptional Children in the Early Childhood Setting (4 quarter credits).** In this course, learners gain the skills and knowledge needed to meet the needs of young learners in an inclusive environment. The course deals specifically with emotionally, mentally, and physically challenged children, including those who receive special education services in the P–12 system. Learners develop authentic curriculum and learning assessment strategies that are meaningful and understandable to children with various needs. **This course requires access to educational settings, programs, and/or practitioners with a focus on children from birth to age eight. Prerequisite(s): ED5405.**

**ED5430 - Children, Families, and Society (4 quarter credits).** Learners in this course examine the importance of actively engaging families in the education and care of children. The course takes an ecological approach to children's relationships with parents, caregivers, and the broader community. Learners study the characteristics, lifestyles, and contributions associated with various racial, cultural, and economic groups to gain an understanding of the impact of human behavior on children's growth and development. **This course requires access to educational settings, programs, and/or practitioners with a focus on children from birth to age eight. Prerequisite(s): ED5405. Cannot be fulfilled by transfer or prior learning assessment except by coursework from Minnesota schools with approved licensure programs.**

**ED5440 - Early Childhood Reading and Literacy Instruction (4 quarter credits).** This course provides learners with a comprehensive overview of strategies and practices for teaching reading and promoting

literacy in children. Learners examine the factors significant to literacy development in children, including the classroom environment, family and community connections, and best practices in reading faculty development. Learners also work with children on improving their reading and literacy ability and demonstrate the knowledge, skills, and dispositions associated with excellence in reading and literacy curriculum development, instruction, and assessment. **This course requires access to educational settings, programs, and/or practitioners with a focus on children from birth to age eight. Cannot be fulfilled by transfer or prior learning assessment except by coursework from Minnesota schools with approved licensure programs.**

**ED5450 - Early Childhood Education Practicum (6 quarter credits).** The practicum is the capstone course for all learners in the Early Childhood Education specialization. Learners complete a directed study experience at an early childhood learning center or student teach in a P–3 school classroom. Learners also prepare a portfolio that demonstrates their mastery of Early Childhood Education specialization outcomes. **For MS Early Childhood Education learners only. Grading for this course is S/NS. Must be taken during the learner's final quarter. Prerequisite(s): A cumulative GPA of 3.0 or better and the completion, submission, and approval of School of Education Clinical Practice Application. ED5006; ED5500; ED5501; ED5503; ED5504 or ED5420; ED5410; ED5430; ED5440. Cannot be fulfilled by transfer or prior learning assessment.**

**ED5490 - Capstone in Integrative Studies (4 quarter credits).** The capstone course is required for learners in the master's Integrative Studies specialization and is taken after completing all required and elective coursework. Learners demonstrate proficiency in integrating learning from required and elective courses by completing a final project. **For MS Integrative Studies learners only. Must be taken during the learner's final quarter. Prerequisite(s): ED5006, ED5016, ED5414, completion of all elective coursework. Cannot be fulfilled by transfer or prior learning assessment.**

**ED5500 - Standards-Based Curriculum, Instruction, and Assessment (4 quarter credits).** In this course, learners examine national and state learning standards related to their content area or grade level. Learners utilize research-based curriculum to craft assessments that are aligned to standards, and implement instruction that is meaningful

to students and supports their academic achievement. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.**

**ED5501 - Assessment and Improvement of Instruction (4 quarter credits).** In this course, learners examine instruction and learning improvement strategies and collaborate with students' families, the community, and other professionals for the purpose of improving instruction. Learners also evaluate instruction to determine how well it promotes professional teaching standards and dispositions. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.**

**ED5503 - Classroom Management Strategies (4 quarter credits).** Learners in this course apply strategies for managing diverse and challenging student behaviors and develop the skills needed to create classroom environments that maximize the opportunity for each student to learn. This course emphasizes the roles, rights, and responsibilities of all stakeholders under The Individuals with Disabilities Education Act (IDEA), The Americans with Disabilities Act (ADA), and Section 504 legislation. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.**

**ED5504 - Strategies for Eliminating the Achievement Gap (4 quarter credits).** Learners in this course examine the origins and complexities of student achievement gaps within the contexts of gender, race, culture, ethnicity, socioeconomic status, and language difference. Learners also explore current student achievement research and best practices and identify instructional strategies most likely to eliminate achievement disparities. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.**

**ED5506 - Standards and the K–12 Mathematics Curriculum (4 quarter credits).** This course covers the national, state, and local standards that shape mathematics curriculum and instruction in the K–12 classroom. Learners identify, describe, classify, and differentiate these standards and demonstrate their use in planning and implementing instruction and assessment.

**ED5507 - The Art of Planning Mathematics Instruction (4 quarter credits).** In this course, learners analyze national and state standards in order to develop and implement mathematics lessons that are content-rich and characterized by research-based instructional strategies. Learners explore a variety of instructional tools, methods, and materials they can use to address special learning

## Course Descriptions, *continued*

needs and to further develop students' mathematical understanding. In addition, learners investigate ways to involve parents and families in the learning process.

### **ED5508 - Research and Best Practices in Mathematics Instruction (4 quarter credits).**

In this course, learners use research-based best practices to improve the development and delivery of mathematics instruction. Throughout the course, learners review academic literature, analyze mathematics instructional videos, and reflect on their own instructional practice and knowledge of content in order to gain a better understanding of empirically-based best practices.

### **ED5522 - The Art of Planning Science Instruction: Creating the Engaged Science Student (4 quarter credits).**

Learners in this P–12 course examine the key components of planning science learning experiences that are informed by deep knowledge of students and content-related pedagogy. This course introduces a lesson study and a system for examining teaching as a research-based model for learners as they co-plan and document actual classroom science lessons.

**ED5526 - Student Assessment and Work Analysis in Science Instruction (4 quarter credits).** Learners in this P–12 course create a comprehensive assessment plan that aligns with national science standards, and create assessment tasks and tools that analyze student proficiency in meeting standards. Learners also analyze the importance of creating assessments and collaboratively examining student work in order to achieve consistency and differentiate assessments for students in science. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.**

**ED5533 - Curriculum Mapping: Reflection and Practice (4 quarter credits).** Learners in this course formulate a research-based professional vision for curriculum design and develop a curriculum for a specific content and grade-level application using computer-based curriculum mapping applications.

**Learners who have taken ED8533 should not take ED5533. Rather, they should choose any other graduate-level course in the School of Education to fulfill their specialization requirements.**

### **ED5534 - Instruction and Assessment: Theory and Practice (4 quarter credits).**

In this course, learners focus on designing instructional models and assessment strategies that meet the diverse needs of P–12 students. Learners examine the theory and research supporting innovative instructional models and assessment

strategies and use them to develop specific content area and grade-level applications. Learners also discuss current and emerging issues and trends related to instructional models and assessment strategies.

**Prerequisite(s): ED5533.**

**ED5535 - Collaboration for the Improvement of Curriculum and Instruction (4 quarter credits).** In this course, learners collaborate to develop curriculum that improves student achievement. Learners participate in collaborative skill development activities, including coaching and mentoring, team building, and developing communities of practice. Learners also engage in simulated case studies to complement the practical experience they gain during the course. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED5533.**

**ED5538 - Program Evaluation of Curriculum and Instruction (4 quarter credits).** Learners in this course examine theories, concepts, definitions, and models associated with the improvement of curriculum and instruction. Learners collect and organize research, analyze and report data, and complete a program evaluation that demonstrates the integral role of program evaluation in curriculum and instruction improvement. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED5533.**

### **ED5542 - Master's Capstone in K–12 Studies in Education (6 quarter credits).**

This course is the required capstone course for all learners in the K–12 Studies in Education specialization and is taken after completing all required coursework. In this course, learners demonstrate proficiency in integrating learning from their coursework at Capella through a literature-based project and the completion and submission of their K–12 master's portfolio. Learners prepare a project plan that includes a proposed topic area, the associated skills and competencies exhibited in the project, and deliverables with completion dates. Upon approval from their instructor, learners execute their project plans. **This course is not available as an elective to learners outside the MS K–12 Studies in Education specialization. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**ED5546 - Curriculum and Instruction Practicum for Master's Learners (6 quarter credits).** This course serves as the capstone course for the Curriculum and Instruction specialization and constitutes the last course in the Curriculum and Instruction master's

program. The purpose of this capstone course is to consolidate and link content and concepts from various courses in the Curriculum and Instruction specialization. Learners serve 45 practicum hours in a site-based setting, demonstrating their proficiency by designing a project which incorporates the five course competencies. Throughout the course, learners maintain a reflection journal and activity log to document progress and challenges in their practicum. Learners also populate and organize their Professional Showcase Portfolio. **For MS Curriculum and Instruction learners only. Grading for this course is S/NS. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): A cumulative GPA of 3.0 or better and the completion, submission, and approval of School of Education Clinical Practice Application. ED5006; ED5010; ED5501 or EDT5140 or EDT5142 or EDT5150; ED5500 or EDT5130; ED5503 or EDT5122; ED5504; ED5533; ED5534 or EDT5142; ED5535 or EDT5126; ED5538. Cannot be fulfilled by transfer or prior learning assessment.**

**ED5551 - Developing Fluent Readers (3 quarter credits).** Learners in this course for P–12 classroom teachers analyze educational principles relevant to the physical, social, emotional, moral, and cognitive development of P–12 students. Learners examine ways to foster development of fluency and prosody skills, including word recognition, vocabulary, and comprehension. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Cannot be fulfilled by transfer or prior learning assessment except by coursework from Minnesota schools with approved licensure programs.**

**ED5552 - Teaching Comprehension Strategies (3 quarter credits).** In this course for P–12 classroom teachers, learners develop strategies to improve the reading comprehension skills of both struggling and exceptional readers for a variety of texts and content areas. Learners integrate writing with technology to develop deeper comprehension aptitudes, including thinking independently, withholding judgment, recognizing point of view and bias, and considering multiple solutions. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED5551. Cannot be fulfilled by transfer or prior learning assessment except by coursework from Minnesota schools with approved licensure programs.**

**Course Descriptions, continued**

**ED5553 - Assessment-Based Reading Instruction (3 quarter credits).** This course for P–12 classroom teachers focuses on the application of individual and group reading assessment strategies. Learners evaluate and determine the ways in which data-driven assessments inform the reading and literacy curriculum. Using quantitative and qualitative assessment data, learners select best practice strategies and instruction methods and materials for students with diverse reading backgrounds and skills. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED5551. Cannot be fulfilled by transfer or prior learning assessment except by coursework from Minnesota schools with approved licensure programs.**

**ED5554 - Sociocultural Context of Reading Instruction (3 quarter credits).** The focus of this course for P–12 teachers is to create a community in which student literacy extends beyond the classroom and includes family and society. Learners develop reading curriculum, strategies, and materials to use in a variety of sociocultural contexts that will enhance P–12 students' comprehension of and appreciation for narrative and expository texts. **This course requires access to educational settings, programs, and/or practitioners with a focus on secondary classroom grades 9–12. Prerequisite(s): ED5551. Cannot be fulfilled by transfer or prior learning assessment except by coursework from Minnesota schools with approved licensure programs.**

**ED5555 - Foundational Theories in Reading Instruction (3 quarter credits).** In this course for P–12 classroom teachers, learners develop a case study based on an analysis of how effectively their school or district's literacy program meets the needs of their diverse population of students. Using reading theory, research, best practices and resources provided by professional organizations, learners make recommendations for ways to teach literacy reading and writing across the curriculum. Learners also develop a year-long professional development plan as part of their research. **Prerequisite(s): ED5551. Cannot be fulfilled by transfer or prior learning assessment except by coursework from Minnesota schools with approved licensure programs.**

**ED5559 - Reading and Literacy Practicum (6 quarter credits).** This course is the required capstone course for learners in the master's Reading and Literacy specialization and is taken after completing all required coursework. Learners complete a 45-hour

practicum and review the master's P–12 Professional Education Unit (PEU) outcomes and state-approved reading standards in preparation for developing a final portfolio that demonstrates proficiency in reading and literacy. **Grading for this course is S/NS. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): A cumulative GPA of 3.0 or better and the completion, submission, and approval of School of Education Clinical Practice Application. ED5501, ED5500, ED5503, ED5504, ED5506, ED5551, ED5552, ED5553, ED5554, ED5555. Cannot be fulfilled by transfer or prior learning assessment.**

**ED5570 - History, Issues, and Trends in Higher Education (4 quarter credits).** Learners gain an understanding of the evolution of colleges, universities, and other postsecondary institutions. Learners focus on the cultural, societal, and economic influences that have shaped the development of higher education curricula, culture, practices, and governance. Learners also relate historical events and milestones to current issues and trends in higher education.

**ED5572 - Politics and Public Policy in Higher Education (4 quarter credits).** In this course, learners examine the politics of competition for resources, the expectations of consumers and providers, and the role of state and local government in higher education institutions. Learners explore change theory and ethical implications for public policy. **Prerequisite(s): ED5012.**

**ED5574 - Financial Management and Institutional Development (4 quarter credits).** In this course, learners examine higher education revenue sources and review expenses and cost drivers associated with institution management. Primary topics include tuition and fee revenue, government appropriations, gifts and grants, and investment income. Learners also study the growing expense of faculty and staff compensation, technology upgrades, and long-term debt service obligations. Other topics include the complexities of financial aid, institutional budget planning, and program management. **Prerequisite(s): ED5012.**

**ED5580 - English Language Arts: Standards-Based Instruction (4 quarter credits).** Learners in this course practice the process of standards alignment and curriculum mapping in preparation for instructional and assessment planning. Using current professional and national English Language Arts standards, learners design

curriculum maps for the multiple literacies of English Language Arts, including oral, print, media, and digital presentations, and propose a plan for improved student achievement in the English Language Arts, with particular focus on technology, diversity, and research.

**ED5582 - English Language Arts: Instruction and Assessment (4 quarter credits).** The focus of this course is instructional and assessment planning for a specific grade level using current English Language Arts standards. Learners in this course engage in collaborative discussions to share research-based instructional and assessment strategies that contribute to lesson design and assessment planning. In addition, learners analyze the integration of technology, diversity, and research within a grade-specific curriculum.

**ED5584 - English Language Arts: Research and Collaboration (4 quarter credits).** Learners in this course engage in action research that leads to data-based decision making for improving and advancing English Language Arts curriculum for greater student achievement within a specific grade level. Throughout the course, learners gain an understanding of the process of action research planning and reporting through interactive discussions with colleagues, administrators, and stakeholders. Learners also focus on the role of an English Language Arts teacher as a professional educator.

**ED5600 - Integrated Social Studies Aligned to Standards (4 quarter credits).** This course presents the ways in which social studies can be integrated into content areas such as literature and the arts. Learners develop standards-aligned social studies curriculum that helps students gain a better understanding of complex issues in history and how those issues may be applied to current events. Throughout the course, learners explore opportunities for making social studies interactive and relevant in order to promote a meaningful learning environment in which their students develop competence in critical thinking and problem solving in the social sciences. Particular attention is paid to diversity, technology integration, and research.

**ED5602 - Methods for Teaching and Assessing History and Geography (4 quarter credits).** This course focuses on developing standard-aligned instructional units on the topics of United States history, world history, and geography. Learners apply best practices that promote critical thinking, problem solving, and decision

## Course Descriptions, *continued*

making in order to create lessons embedded in clinical practice experience. These include cross-curricular lessons designed to support multiple perspectives for diverse audiences, integration of various technologies, and reflection on current research. Throughout the course, learners also examine and establish relevant assessment processes for measuring student achievement.

**ED5604 - Best Practices in Teaching Civic Education and Economics (4 quarter credits).** Learners in this course research and apply proven practices for developing civic and economic education curriculum that is designed to help students become active participants in public life. Throughout the course, learners explore ways to engage their students in the learning process, such as by integrating research, digital media, and technology into their lessons, and also examine and establish relevant assessment processes for measuring student achievement.

**ED5625 - Inquiry-Based Curriculum and Resources for Science Teachers (4 quarter credits).** In this course, learners explore the many facets of inquiry in science education, the relationship of inquiry and content standards, and the collaborative nature of science, math, and technology. Learners also critique current science texts and programs using National Science Foundation guidelines and explore the array of resources available to the educator-scientist.

**ED5699 - Master's Capstone in English Language Learning and Teaching (6 quarter credits).** In the capstone course, learners demonstrate their proficiency in the program's competencies by integrating learning from coursework to complete a literature-based project and complete and submit their e-portfolio. Learners prepare a project plan that includes a proposed topic area that directly relates to English Language Learners (ELLs), the associated skills and competencies exhibited in the project, and deliverables with completion dates. Upon approval from their instructor, learners execute their project plans. **For MS in English Language Learning and Teaching learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**ED5700 - Foundations of Special Education (4 quarter credits).** This course provides an overview of the historical, conceptual, and cultural foundations of special education. Learners examine current issues relevant to the education of students with disabilities and analyze the social construction of disability. In addition, learners analyze how culture and context influence their work with

their students. Learners develop an ethical decision-making framework needed to advocate for students with disabilities and their families.

**ED5706 - Assessment and Planning for Students with Disabilities (4 quarter credits).** Learners in this course study referral, assessment, placement, and planning procedures for students with disabilities. Learners evaluate the use of formal and informal assessments, design individual education plans, and examine appropriate methods for reducing bias in assessment. Learners also apply methods and strategies used within the Response to Intervention framework with P–12 students. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.**

**ED5707 - Instruction for Students with Disabilities (4 quarter credits).** In this course, learners study ways to develop differentiated academic lesson plans (e.g., reading, writing, calculation, or mathematical reasoning). Learners examine how research-based instruction can support students with disabilities. Learners also develop methods of managing the social, emotional, and behavioral needs of students with disabilities. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.**

**ED5712 - Communication, Consultation, and Collaboration for Special Education (4 quarter credits).** This course focuses on communication and interaction among children, families, teachers, and the community to support the learning and well-being of students with diverse learning needs. Learners examine methods of consulting and collaborating with teachers, agencies, support personnel, and other professionals to provide effective special educational services. Learners study culturally responsive collaboration and communication practices that improve programs, services, and outcomes for diverse learners.

**ED5714 - Programming and Leadership for Diverse Groups Capstone (6 quarter credits).** The capstone course is taken after completing all required and elective coursework. Learners apply their knowledge of policies, practices, programs, and services for diverse learners. Learners complete a leadership project in which they evaluate a program for diverse learners in their school system and demonstrate proficiency of specialization and program outcomes by developing an ePortfolio. **For MS Special Education Teaching learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12**

**school or district. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**ED5720 - Assessment and Instruction of English Language Learners (4 quarter credits).** In this course, learners evaluate their own instruction techniques and performance to determine how well they align with professional teaching standards and dispositions for English Language Learners (ELLs). Learners also examine instruction and learning strategies for ELLs and collaborate with ELLs, their families, the community, and other stakeholders for the purpose of improving instruction.

**ED5722 - Strategies for Eliminating the Achievement Gap for English Language Learners (4 quarter credits).** In this course, learners examine the origins and complexities of student achievement gaps between English Language Learners (ELLs) and their mainstream peers within the contexts of race, culture, ethnicity, gender, socioeconomic status, and linguistic difference. Learners also explore current student achievement research and best practices and identify instructional strategies most likely to eliminate achievement disparities.

**ED5724 - Applied Linguistics (4 quarter credits).** Learners in this course examine the fundamental concepts and elements of applied linguistics, including meta-language; and explore the ways they are used to plan and deliver instruction to English Language Learners (ELLs); and identify techniques for collaborating with other administrators, teachers, school guidance staff, families, and other stakeholders to ensure the success of ELLs.

**ED5726 - Second Language Acquisition (4 quarter credits).** In this course, learners study the processes by which P–12 English Language Learners (ELLs) develop proficiency in a second language. Learners also explore the developmental stages of first and second language acquisition and evaluate the impact of first language literacy on second language acquisition. **Prerequisite(s): ED5724.**

**ED5728 - Methods, Curriculum, and Materials for English Language Learners (4 quarter credits).** This course presents ways in which the theoretical model of communicative competence guides the instruction of English Language Learners (ELLs). Learners examine and apply various differentiation strategies in the planning and delivery of appropriate instruction to ELLs and evaluate ways to use instructional technology in the teaching, learning, and assessment of ELLs. **Prerequisite(s): ED5726.**



## Course Descriptions, *continued*

**ED5730 - Culture, Society, and Language (4 quarter credits).** Learners in this course explore the fundamental components of human culture, the characteristics of individual cultures, the ways in which society and language interact, and the processes by which individuals manage cultural adaptation. Learners use their understanding of these elements to enhance their own cultural competence and pedagogical effectiveness.

**ED5802 - Principles of Instructional Design (4 quarter credits).** In this course, learners develop professional skills and competencies pertaining to instructional design process, theories, and strategies. Learners focus on the decisions that instructional designers make, the principles and concepts that drive those decisions, and the ways the decisions are interrelated. **Cannot be fulfilled by transfer or prior learning assessment.**

**ED5803 - Processes of Instructional Design (4 quarter credits).** This course emphasizes the process of instructional design and provides learners the opportunity to apply design research and theory while developing instructional strategies. Learners examine the systematic process of addressing the needs of the student, structuring the content, and applying principles of learning and instruction to create effective instructional solutions. **Prerequisite(s): ED5802. Cannot be fulfilled by transfer or prior learning assessment.**

**ED5804 - The Delivery of Distance Education (4 quarter credits).** In this course, learners gain an understanding of current distance education delivery systems, including print, recorded audio and video, and Internet technologies. Learners also examine the ways delivery technologies inform and constrain design decisions.

**ED5807 - Design of Instructional Media (4 quarter credits).** Learners in this course examine instructional design skills and competencies including budgeting, communication, project management, program evaluation, and legal and ethical issues. Learners design theory-based instructional solutions and plan the design of instructional components using various forms of instructional media and technologies.

**ED5810 - Project Management for e-Learning Development (4 quarter credits).** This course presents project management topics, techniques, media strategies, and ethical standards specific to e-learning development. Learners identify and apply the tools, methods, and processes used to effectively budget, implement, and manage e-learning development projects.

**ED5890 - Higher Education Leadership and Administration Capstone (4 quarter credits).** In the capstone course, learners demonstrate proficiency in the program's competencies by integrating learning from required courses to complete a final project. **Must be taken during the learner's final quarter. Prerequisite(s): ED5006; ED5016 or ED7547; ED5570 or ED7841; ED5572 or ED7840; ED5574; ED7540; completion of all concentration courses. Cannot be fulfilled by transfer or prior learning assessment.**

**ED5903 - Principal Capstone Courseroom 1 (3 quarter credits).** This course is the first required capstone course for all learners in the MS Leadership in Educational Administration specialization and is taken at the end of the program. In this course, learners demonstrate proficiency in integrating learning from their coursework at Capella through a clinical-based project aligned with the National Educational Leadership Preparation (NELP) building level standards and begin work on their MS Leadership in Educational Administration ePortfolio. Learners reflect upon and assess their proficiency in Leadership in Educational Administration outcomes and external standards. **For MS Leadership in Educational Administration learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. ED5903 and ED5904 must be taken in sequence and during the learner's final two quarters. ED5903 must be taken concurrently with ED5905. Prerequisite(s): A cumulative GPA of 3.0 or better and the completion, submission, and approval of School of Education Clinical Practice Application. ED5320, ED5322, ED5504, ED7822, ED7823, ED7852, ED7857. Cannot be fulfilled by transfer or prior learning assessment.**

**ED5904 - Principal Capstone Courseroom 2 (3 quarter credits).** This course is the second required capstone course for all learners in the MS Leadership in Educational Administration specialization and is taken in the last quarter of the learner's program. In this course, learners demonstrate proficiency in integrating learning from their coursework at Capella through a clinical-based project aligned with the ELCC Building Level standards and submission of their MS Leadership in Educational Administration ePortfolio. Learners demonstrate and assess their proficiency in Leadership in Educational Administration outcomes, external standards, and professional dispositions. **For MS Leadership in Educational Administration learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.**

**ED5903 and ED5904 must be taken in sequence and during the learner's final two quarters. ED5904 must be taken concurrently with ED5905. Prerequisite(s): ED5903. Cannot be fulfilled by transfer or prior learning assessment.**

**ED5905 - Principal Capstone Clinical Experience (non-credit).** This is the clinical experience course for all learners in the MS Leadership in Educational Administration specialization and is taken with ED5903 and ED5904. In this course, learners complete an internship consisting of a minimum of 250 hours during which they develop and fulfill a competency-based internship activity plan with their supervisory principal and internship instructor, including site-based responsibilities. Learners document their internship experiences using an internship log. **For MS Leadership in Educational Administration learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Learners must register for this course a minimum of two times to fulfill their specialization requirements. Cannot be fulfilled by transfer or prior learning assessment.**

**ED5950 - Early Childhood Education Studies Capstone (6 quarter credits).** This capstone course is required for learners in the master's Early Childhood Education Studies specialization and is taken after completing all required and elective coursework. Learners demonstrate proficiency in integrating learning from their coursework by preparing a portfolio demonstrating the specialization outcomes and applying research knowledge, skills, and dispositions developed in ED5306 Action Research to Enhance Practice. Learners implement the action research process to evaluate and critically reflect on the results as a part of continuous improvement inquiry to improve student learning. Learners communicate research findings and insights with key stakeholders and critically reflect on implications as a way to find practical and useful strategies to improve their practice. **For MS Early Childhood Studies learners only. Must be taken during the learner's final quarter. This course requires access to educational settings, programs, and/or practitioners with a focus on children from birth to age eight. Prerequisite(s): ED5010, ED5306, ED5405, ED5410, ED5430, ED5440, ED5503. Cannot be fulfilled by transfer.**

**ED5980 - Teaching and Learning Capstone (6 quarter credits).** In this capstone course, learners apply research knowledge, skills, and dispositions developed in ED5306 Action Research to Enhance Practice. Learners implement the action research process to evaluate and critically reflect on the results

## Course Descriptions, *continued*

as a part of continuous improvement inquiry to improve student learning. Learners communicate research findings and insights with key stakeholders and critically reflect on implications as a way to find practical and useful strategies to improve their practice. **This course requires access to an educational setting, students or learners, and/or classroom practitioners. ED5306 and ED5980 must be taken in sequence and during the learner's final two quarters. Cannot be fulfilled by transfer or prior learning assessment.**

**ED5992 - Instructional Design for Online Learning Capstone (4 quarter credits).** The capstone course is taken after completing all required and elective coursework. Learners demonstrate proficiency in integrating learning from required and elective courses by completing a final project. **For MS Instructional Design for Online Learning learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**ED5994 - Training and Performance Improvement Capstone (4 quarter credits).** The capstone course is required for learners in the master's Training and Performance Improvement specialization and is taken after completing all required and elective coursework. Learners demonstrate proficiency in integrating learning from required and elective courses by completing a final project. **For MS Training and Performance Improvement learners only. Must be taken during the learner's final quarter. Prerequisite(s): ED7675. Cannot be fulfilled by transfer or prior learning assessment.**

**ED6562 - Comprehensive Community Colleges (4 quarter credits).** This course provides an overview of comprehensive community colleges, including the values, mission, programs, and functions that make them unique. The course also emphasizes historical, social, cultural, and philosophical elements that have driven the growth and expansion of the community college movement.

**ED6564 - Governance and Politics in Community Colleges (4 quarter credits).** Learners in this course examine state and local governance structures and political dynamics that influence policy decisions and resource allocations at community colleges. The course includes a focus on the relationships and responsibilities of governing boards, administration, faculty, staff, and students in politics and the governance of community colleges, with particular emphasis on related ethical issues. **Prerequisite(s): ED5572.**

**ED6566 - Issues and Trends in Community Colleges (4 quarter credits).** In this course, learners explore global, social, technological, political, economic, and educational trends that affect the comprehensive community college. The course emphasizes the impact those trends may have on community colleges in the future. **Prerequisite(s): ED7540.**

**ED6572 - Organization and Functions of Higher Education Programs (4 quarter credits).** This course exposes learners to the organizational structures and functions within higher education institutions, including the operational roles that each division plays. Within this context, learners explore student services, academic affairs, financial affairs, institutional advancement, and enrollment management. **Prerequisite(s): ED5570.**

**ED6574 - Law and Governance in Higher Education (4 quarter credits).** This course helps learners develop an understanding of the shared governance structures of colleges and universities. Learners analyze ways the legal system affects the operations of higher education institutions. Topics also include the roles leaders play in managing legal issues and legal implications of technology. **Prerequisite(s): ED5570, ED5572.**

**ED6576 - Higher Education Program Administration (4 quarter credits).** In this course, learners explore the distinctions between leadership and management and identify the knowledge and skills needed to address higher education administrative challenges. Learners determine communication skills necessary at personal and organizational levels and strategies for articulating a shared vision. Topics also include current best practices in human resources leadership and management and their connections with ethical practices. **Prerequisite(s): ED7540.**

**ED7011 - Higher Education Landscape (4 quarter credits).** In this course, learners analyze the current state of higher education and the roles and structures of higher education divisions within colleges and universities. Learners examine the inner workings of higher education including how finance, politics, governance, and the law affect the operation of higher education institutions. Learners also evaluate how current trends and issues influence higher education practice.

**ED7014 - Leading Diverse Schools (4 quarter credits).** In this course, learners evaluate approaches to creating an inclusive school environment that demonstrates respect and value for diverse staff and

student populations. Learners assess communication and collaboration strategies that leverage the strengths of diversity to create an effective learning environment and examine the institutional, political, and legal factors that influence the ways schools address diversity issues. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Cannot be fulfilled by transfer.**

**ED7016 - Technology Integration in Schools (4 quarter credits).** This course addresses the principal's role in integrating technology in schools to improve the effectiveness of instructional programs and school operations. Learners assess strategies for supporting school administrators, teachers, staff, and students in appropriately leveraging technology to maximize learning. Learners also explore the ways they can use technology to support their own work as leaders. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820. Cannot be fulfilled by transfer.**

**ED7021 - The Science of Adult Learning (4 quarter credits).** This course presents the theory, principles, and effective practices of adult education. Learners build and demonstrate knowledge of the developmental characteristics of adult learners and interpret how culture, community, and society affect adult learning in a diverse society.

**ED7041 - Curriculum and Assessment (4 quarter credits).** Learners in this course apply learning principles and effective practices to the design of curricula and assessment. Learners evaluate curricula and assessment of student learning outcomes for continuous improvement of the educational process.

**ED7088 - Applying Research in an Academic Writing Process (4 quarter credits).** In this course, learners develop and practice the writing and research skills exemplary of an academic scholar. Learners apply their skills in the academic writing process and write a paper that incorporates the necessary research elements.

**ED7091 - Writing for Academic Publication (4 quarter credits).** In this course, learners examine relevant themes and publication standards of leading scholarly journals in their respective fields. Learners also examine the structure of literature reviews and the associated research methods used to develop them. Using faculty and tutor feedback and peer review, learners define a topic for publication, draft a submission, and create a corresponding publication time line and plan.

## Course Descriptions, *continued*

**ED7108 - Imperatives for Educational Leaders (4 quarter credits).** In this course, learners examine elements used to assess a school or school district curriculum and instructional program, including student achievement data and instructional best practices. Learners explore the scope of diversity and the various categories of diversity found among students, (including ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area). Learners identify teaching, learning, and leadership principles and practices, and examine strategies to create fair, equitable, and inclusive learning environments that ensure the opportunity for all students to reach their full potential. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.*** ***Prerequisite(s): ED7820. Cannot be fulfilled by transfer.***

**ED7310 - Evaluating the Effectiveness of the Educational Process (4 quarter credits).** The focus of this course is on adult education program evaluation strategies and techniques. Learners analyze various program evaluation models used to evaluate the effectiveness of post-secondary education programs and learn how to apply appreciative inquiry (AI) as a data collection method. Learners also design appropriate and effective program evaluation strategies and propose them to conduct a basic evaluation of a program. ***Cannot be fulfilled by transfer.***

**ED7311 - Theory and Methods of Educating Adults (4 quarter credits).** In this course, learners study adult learning theory and learning styles and preferences. Course topics include adult education theories, principles of adult learning, and methodology for best practice in adult education. Learners also reflect on their personal educational philosophy and practice. ***Cannot be fulfilled by transfer or prior learning assessment.***

**ED7312 - Teaching Adults (4 quarter credits).** This course presents best practices of higher education teaching. Learners evaluate multiple teaching models and strategies and their underlying theoretical and research bases. Learners also examine cultural influences on teaching and learning; identify ways to incorporate technology into the teaching-learning process; and assess their teaching dispositions and educational philosophy. ***Cannot be fulfilled by transfer.***

**ED7314 - International and Multicultural Perspectives in Postsecondary and Adult Education (4 quarter credits).** In this course, learners develop the international and multicultural skills and understandings

necessary to become culturally competent adult educators in their specialization. Learners define cultural competence for their professional role, learn to address the needs of diverse learners, foster intercultural learning in the classroom or other educational settings, and develop strategies for incorporating relevant international and multicultural perspectives into their curriculum, instructional activities, and assessments. ***Cannot be fulfilled by transfer.***

**ED7484 - Application of Learning Theories to Instructional Design (4 quarter credits).** This course presents theories of learning and instruction providing empirical guidance for designing effective instructional solutions that target specific learning outcomes. Learners engage in a variety of readings, activities, discussions, and assignments to further develop an understanding of the foundational theories of learning and instruction and their applications to instructional design. ***Prerequisite(s): ED5802, ED5803. Cannot be fulfilled by prior learning assessment.***

**ED7496 - Advanced Instructional Design (4 quarter credits).** This course focuses on practical applications of instructional design in various work settings. Learners explore and evaluate current and emerging instructional interventions and identify ways to apply these approaches in education and industry settings. ***Prerequisite(s): ED5802, ED5803, ED7624, ED7620. Cannot be fulfilled by transfer or prior learning assessment.***

**ED7503 - Instructional Design Technologies (4 quarter credits).** In this course, learners apply theories and principles of instructional design and cognitive learning utilizing instructional media strategies. Learners also identify ethical, legal, and political implications of the design in the workplace. Finally, learners examine software tools that developers and instructional designers use to create innovative e-learning experiences. ***Cannot be fulfilled by prior learning assessment.***

**ED7504 - Leadership for Instructional Design (4 quarter credits).** Learners in this course study the leadership and management skills necessary for the effective design and delivery of web-based instruction. Learners develop multiple leadership approaches through a series of assignments that demonstrate competencies in collaborative team planning, decision making, problem solving, and change management. ***Prerequisite(s): ED5802, ED5803, ED7624, ED7620. Cannot be fulfilled by transfer.***

**ED7505 - Evaluation and Assessment of Instructional Design (4 quarter credits).** In this course, learners examine tools, methods and practices used to assess learning. Learners also analyze methods and models of

evaluation of instruction. In addition, learners practice designing new assessment tools and integrating assessment results in the evaluation process. ***Prerequisite(s): ED5802, ED5803. Cannot be fulfilled by prior learning assessment.***

**ED7537 - Emerging Technology and Multimedia for Curriculum and Instruction (4 quarter credits).** Through an examination of research and literature, learners examine current trends and issues related to the impact of technology and multimedia on P–12 student teaching and learning. Based on a review of the literature, learners develop course projects that include the design of curriculum, instruction, and assessments enhanced through innovative technology and multimedia applications. The course provides real-world skills, tools, and clinical practice experiences designed to support school and district leaders and instructional support staff. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.***

**ED7540 - Leadership in Higher Education (4 quarter credits).** Learners in this course examine the leadership philosophies, theories, and decision-making structures associated with higher education administration. Learners explore the nature and function of leadership; leadership roles; and institutional history, vision, culture, politics, and organizational structure. ***Cannot be fulfilled by prior learning assessment.***

**ED7541 - Teacher Supervision and Evaluation (4 quarter credits).** Learners in this course examine current theories and best practices of teacher supervision and evaluation. In particular, learners focus on instructional leadership and professional development as part of a systemic plan to improve student learning. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820. Cannot be fulfilled by transfer.***

**ED7542 - The Politics of P–12 Education (4 quarter credits).** This course provides learners with a theoretical foundation of education policy and presents the basic analytical categories of political science as they apply to education. Topics include the influence of local, state, and federal governments in school finance, school policy making, school and community relations, privatization and choice, decentralization, desegregation, affirmative action, bilingual education, technology, and teacher empowerment. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820. Cannot be fulfilled by transfer.***

## Course Descriptions, *continued*

**ED7543 - The Superintendency (4 quarter credits).** In this course, learners explore the complex and challenging position of the school superintendent. Learners acquire knowledge and skills related to superintendent roles and responsibilities, material and human resource management, school board relationships, and school district organization and culture. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820. Cannot be fulfilled by transfer.***

**ED7544 - Introduction to School Business Administration (4 quarter credits).** In this course, learners examine the fundamentals of school business administration. Topics include accounting and budgeting, facilities planning and construction, purchasing and warehousing, staffing, maintenance and operations, risk management, information technology, nutrition services, and transportation. Learners also explore the legal requirements associated with school business administration. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820. Cannot be fulfilled by transfer.***

**ED7545 - Special Education Administration (4 quarter credits).** This course provides an overview of special education administration functions and services. Learners identify the human and material resource responsibilities, activities, and challenges associated with integrating students with disabilities into educational programs. Learners also examine the ethical, legal, and financial roles administrators have to staff, students, and families in administering special education programs and services. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): Completion of or concurrent enrollment in ED7820. Cannot be fulfilled by transfer.***

**ED7546 - Human Resources in Higher Education (4 quarter credits).** Learners in this course focus on human resource management in colleges, universities, and other postsecondary institutions. Learners also identify and assess potential litigation scenarios, gain experience resolving case studies, and participate in a mock arbitration. Finally, learners investigate compensation, selection, training, development, collective bargaining, retention, tenure, and termination. ***Cannot be fulfilled by transfer.***

**ED7547 - Assessment in Higher Education (4 quarter credits).** This course provides an examination of assessment from the

perspective of leaders in higher education as institutions strive to achieve institutional effectiveness and meet accreditation requirements. Learners study the rationale for assessment, the processes for establishing a culture of assessment, and strategies for utilizing assessment results for program, department, or institutional improvement. ***Cannot be fulfilled by transfer.***

**ED7550 - Leadership for Director of Special Education (4 quarter credits).** Learners in this course examine the leadership skills needed to lead and manage special education programs. The focus of the course is on developing a shared vision, respecting and advocating for the needs of exceptional children, leading the change process, and collaborating with families, school personnel, stakeholder organizations, and the community. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7545, ED7820. Cannot be fulfilled by transfer.***

**ED7551 - Special Education Curriculum and Instructional Strategies (4 quarter credits).** Learners in this course analyze, develop, and evaluate curriculum and instructional strategies for students with diverse educational needs. Learners identify current instructional best practices, determine effective uses of technologies, develop curriculum and instruction plans, and evaluate the effectiveness of special education services in general and special education environments. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7545, ED7820. Cannot be fulfilled by transfer.***

**ED7554 - Internship for Director of Special Education 1 (4 quarter credits).** This course is the first of two consecutive internship courses that serve as the capstone courses for the PhD Special Education Leadership specialization. Learners assess their special education leadership competencies and demonstrate proficiency. They serve the first 160 hours of a 320-hour internship during which they create, sign, and fulfill a competency-based contract with their special education site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a portfolio as part of their contract materials. ***For PhD Special Education Leadership learners only. Grading for this course is S/NS. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. ED7554 and***

***ED7555 must be taken in sequence and prior to the comprehensive examination. Prerequisite(s): A cumulative GPA of 3.0 or better and the completion, submission, and approval of School of Education Clinical Practice Application. ED7545, ED7550, ED7551, ED7556, ED7557, ED7820, ED7823. Cannot be fulfilled by transfer.***

**ED7555 - Internship for Director of Special Education 2 (4 quarter credits).** This course is the second of two consecutive internship courses that serve as the capstone courses for the PhD Special Education Leadership specialization. Learners assess their special education leadership competencies and demonstrate proficiency. They serve the second 160 hours of a 320-hour internship during which they create, sign, and fulfill a competency-based contract with their special education site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a portfolio as part of their contract materials. ***For PhD Special Education Leadership learners only. Grading for this course is S/NS. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. ED7554 and ED7555 must be taken in sequence and prior to the comprehensive examination. Prerequisite(s): ED7554. Cannot be fulfilled by transfer.***

**ED7556 - Special Education Finance for Leaders (4 quarter credits).** Learners in this course evaluate financial considerations of special education programs and services. In particular, learners examine historical and current federal and state regulations and how they apply to funding streams, including the policies and procedures that monitor special education programs and services. Learners also investigate the issues that affect the education of students with disabilities and their families, including budgeting challenges and the future of special education finance. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7545, ED7820, ED7822, ED7823. Cannot be fulfilled by transfer.***

**ED7557 - Special Education Law and Ethics for Leaders (4 quarter credits).** This course provides an overview of the legal foundations and ethical practices of special education for the school administrator. The course also emphasizes the human and material resource legal responsibilities, activities, and challenges that confront school administrators when integrating special education through a continuum of programs and related services. Learners gain an understanding of the

## Course Descriptions, *continued*

importance of special education laws and regulations and how to be effective leaders of special education programs. **Prerequisite(s):** ED7545, ED7820, ED7822, ED7823. **Cannot be fulfilled by transfer.**

**ED7590 - Critical Thinking in Adult Education (4 quarter credits).** This course provides learners with a framework for critical inquiry and reflection. Learners examine models and best practices of thinking, reading, and acting critically in adult education. Learners apply key principles of critical thinking in personal and professional situations. **Cannot be fulfilled by prior learning assessment.**

**ED7620 - Theoretical Basis of Instructional Design (4 quarter credits).** Learners in this course analyze fundamental and contemporary instructional design theories and models. Learners examine the learning theories and instructional design theories and models to apply the appropriate learning theory and instructional design theories and models to help solve instructional design problems. Finally, learners analyze techniques and strategies for collaborative skill development. **Prerequisite(s):** ED5802, ED5803, ED7624.

**ED7624 - Theories of Learning and Instruction (4 quarter credits).** Learners in this course explore various theories associated with learning and instruction. In particular, learners focus on the theories that help explain how and why people learn and the ways those theories inform and impact instructional design. **Cannot be fulfilled by transfer.**

**ED7631 - Introduction to Training and Performance Systems (4 quarter credits).** This course is an overview of training and human performance improvement (HPI). Learners review the evolution of HPI through the introduction of associated theories, concepts, and processes. Learners experience the power and value of HPI in organizations by reviewing and assessing real-world projects that include business, performance, gap and cause analyses, intervention selection and implementation, and change and evaluation plans. **Prerequisite(s):** ED5010 or EDD8010 or HRM5002. **Cannot be fulfilled by prior learning assessment.**

**ED7641 - Needs Assessment: Models and Procedures (4 quarter credits).** This course is a survey of the needs assessment models and procedures used to diagnose the causes of organizational performance problems. Learners design and develop needs assessment instruments and collect and analyze data to differentiate organizational performance issues that require training

solutions from those that require non-training interventions. **Cannot be fulfilled by prior learning assessment.**

**ED7652 - Evaluating Training and Performance Improvement Systems (4 quarter credits).** Learners explore reasons that evaluation is essential: so that courses or performance solutions can be improved and so that it can be clearly shown how a particular training intervention can improve both personal and organizational performance. This course provides learners with an understanding of measurement and evaluation theory, principles, and procedures. Topics include quantitative and qualitative measures, performance objectives, Kirkpatrick's five levels, and reporting strategies. **Cannot be fulfilled by prior learning assessment.**

**ED7662 - Designing Training and Performance Solutions (4 quarter credits).** Learners in this course explore various training and performance gaps and solutions associated with information, resources, incentives, knowledge, and capacity. Learners examine theoretical models used to match performance gaps with potential solutions and identify the factors needed to enhance the success of a performance improvement intervention. Learners then select a performance gap to address using an intervention selection tool. **Cannot be fulfilled by prior learning assessment.**

**ED7672 - Delivery Systems for Training and Performance Improvement (4 quarter credits).** This course provides learners with an in-depth, application-based overview of methods for implementing training and performance improvement interventions. Learners develop techniques for administering training, feedback, incentive interventions, and learn about change management strategies. **Cannot be fulfilled by prior learning assessment.**

**ED7675 - Return on Investment in Training and Performance Improvement (4 quarter credits).** Learners in this course use a return-on-investment (ROI) methodology to develop a plan to measure the impact of an intervention. The process model includes evaluation planning, data collection, data analysis, and reporting. The course provides learners with the knowledge and skills necessary to conduct an impact study and support achievement of ROI Certification from the ROI Institute. **Prerequisite(s):** ED7631, ED7641; or EDD8534, EDD8536. **Cannot be fulfilled by transfer or prior learning assessment.**

**ED7712 - Classroom Assessment in Education (4 quarter credits).** Learners in this course explore evidence-based classroom assessment and evaluation practices and apply a variety of tools and strategies to assess and evaluate learning. Learners also develop appropriate formative and summative classroom assessment techniques that address intended learning outcomes and promote learning in a global society. **Cannot be fulfilled by transfer.**

**ED7716 - Faculty Leadership (4 quarter credits).** Learners in this course assess the role of educational leadership in higher education. Learners examine faculty leadership, explore ways to build effective relationships and lead ethically, and assess leadership effectiveness based on theory and self-reflection. **Cannot be fulfilled by transfer or prior learning assessment.**

**ED7818 - The Future of Teaching and Learning: Issues for the Educational Leader (4 quarter credits).** In this course, learners explore and analyze the issues shaping teaching and learning. Learners use futuring methods to examine the ways history, technology, trends, and change affect the future of teaching and learning. **Cannot be fulfilled by transfer or prior learning assessment.**

**ED7820 - Principles of Educational Administration (4 quarter credits).** This course presents an overview of principles of P–12 education leadership theory and practice aligned with six National Educational Leadership Preparation (NELP) program standards. The course incorporates multimedia, including embedded simulations, to enhance presentation and understanding of concepts and issues in school or district leadership and administration. Learners also examine business and public administration models and explore theoretical constructs from various disciplines. **This course requires interaction with practicing school or district administrators and access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Cannot be fulfilled by transfer.**

**ED7822 - The Funding of Educational Institutions (4 quarter credits).** Learners in this course examine a variety of public education funding issues. In particular, learners examine the effect of litigation and politics on present and future funding patterns and school finance reform. Learners also identify the ways politics have affected the allocation of resources at all levels of government. **This course requires access to a P–12 classroom and/or educational**

## Course Descriptions, *continued*

*stakeholders in a P–12 school or district. Prerequisite(s): ED5320 or ED7820. Cannot be fulfilled by transfer or prior learning assessment.*

**ED7823 - Education and the Law (4 quarter credits).** In this course, learners analyze the laws and legal issues affecting P–12 school systems and their constituents and study the tools and methods used to prevent and resolve legal problems. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED5320 or ED7820. Cannot be fulfilled by transfer or prior learning assessment.***

**ED7834 - Higher Education and the Law (4 quarter credits).** In this course, learners evaluate constitutional, statutory, and case law as related to higher education. Learners review federal and state legislation and their implications for both public and private higher education institutions. ***Cannot be fulfilled by transfer.***

**ED7840 - The Politics of Higher Education (4 quarter credits).** This course focuses on the changing perceptions of the role of higher education in the United States. Learners examine the politics of competition for resources, the expectations of consumers and providers, and the role of state and local government in higher education institutions. ***Cannot be fulfilled by transfer.***

**ED7841 - The History of Higher Education (4 quarter credits).** In this course, learners explore the evolution of colleges, universities, and other postsecondary institutions. Learners focus on the societal, cultural, and economic influences that have shaped the development of higher education curricula, culture, practices, and governance.

**ED7845 - Technology for Higher Education Leaders (4 quarter credits).** In this course, learners investigate the use of technology to support higher education. Learners gain a firm understanding of the use of technology within their institutions for both teaching and learning as well as running the business of education. Learners critically analyze how higher education leaders choose to use technology to enhance learning and to manage their institution more effectively. ***Cannot be fulfilled by transfer.***

**ED7852 - P–12 Principalship (4 quarter credits).** Learners in this course gain an understanding of the responsibilities and issues associated with the role of the 21st-century P–12 principal. Topics include effective P–12 school leadership and management, curriculum and instruction planning and assessment, and collaboration

with stakeholders. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820 and ED7014, or ED5320. Cannot be fulfilled by transfer or prior learning assessment.***

**ED7855 - Higher Education Administration (4 quarter credits).** Learners in this course analyze the theories, policies, and procedures involved in administering higher education institutions. Learners distinguish between leadership and management and examine the knowledge and skills needed to address higher education administrative challenges. ***Cannot be fulfilled by transfer.***

**ED7857 - Personnel Administration (4 quarter credits).** Learners in this course study school policy making, staffing assignment, salary negotiation, grievance procedures, records, supervision, and the evaluation of professional and non-professional employees. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED5320. Cannot be fulfilled by prior learning assessment.***

**ED7901 - Educational Administration Internship 1 (4 quarter credits).** This course is the first of two consecutive principal internship courses that serve as the capstone courses for the PhD Leadership in Educational Administration School Leadership concentration. It provides learners with the academic and internship experiences that are prerequisites for principal or administrative licensure in most states. Learners assess their leadership in educational administration competencies and demonstrate proficiency. They serve the first 160 hours of a 320-hour internship during which they create, sign, and fulfill a competency-based contract with their educational administration site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a final portfolio as part of their contract materials. ***For PhD Leadership in Educational Administration learners only. Grading for this course is S/NS. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. ED7901, ED7902 must be taken in sequence and prior to the comprehensive examination. Prerequisite(s): A cumulative GPA of 3.0 or better and the completion, submission, and approval of School of Education Clinical Practice Application. ED7014, ED7016, ED7541, ED7545, ED7820, ED7822, ED7823, ED7852, ED8322. Cannot be fulfilled by transfer.***

**ED7902 - Educational Administration Internship 2 (4 quarter credits).** This course is the second of two consecutive principal internship courses that serve as the capstone courses for the PhD Leadership in Educational Administration School Leadership concentration. It provides learners with the academic and internship experiences that are prerequisites for principal or administrative licensure in most states. Learners assess their leadership in educational administration competencies and demonstrate proficiency. They serve the second 160 hours of a 320-hour internship during which they create, sign, and fulfill a competency-based contract with their educational administration site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a final portfolio as part of their contract materials. ***For PhD Leadership in Educational Administration learners only. Grading for this course is S/NS. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. ED7901 and ED7902 must be taken in sequence and prior to the comprehensive examination. Prerequisite(s): ED7901. Cannot be fulfilled by transfer.***

**ED7903 - Superintendent Internship 1 (4 quarter credits).** This course is the first of two consecutive superintendent internship courses that serve as the capstone courses for the PhD Leadership in Educational Administration District Leadership concentration. It provides learners with the academic and internship experiences that are prerequisites for superintendent licensure in most states. Learners assess their leadership in educational administration competencies and demonstrate proficiency. They serve the first 160 hours of a 320-hour internship during which they create, sign, and fulfill a competency-based contract with their educational administration site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a final portfolio as part of their contract materials. ***For PhD Leadership in Educational Administration learners only. Grading for this course is S/NS. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. ED7903 and ED7904 must be taken in sequence and prior to the comprehensive examination. Prerequisite(s): A cumulative GPA of 3.0 or better and completion, submission, and approval of School of Education Clinical***

**Course Descriptions, continued**

**Practice Application. ED7014, ED7108, ED7542, ED7543, ED7544, ED7545, ED7820, ED7823, ED8812. Cannot be fulfilled by transfer.**

**ED7904 - Superintendency Internship 2 (4 quarter credits).** This course is the second of two consecutive superintendent internship courses that serve as the capstone courses for the PhD Leadership in Educational Administration District Leadership concentration. It provides learners with the academic and internship experiences that are prerequisites for superintendent licensure in most states. Learners assess their leadership in educational administration competencies and demonstrate proficiency. They serve the second 160 hours of a 320-hour internship during which they create, sign, and fulfill a competency-based contract with their educational administration site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a final portfolio as part of their contract materials. **For PhD Leadership in Educational Administration learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. ED7903 and ED7904 must be taken in sequence and prior to the comprehensive examination. Prerequisite(s): ED7903. Cannot be fulfilled by transfer.**

**ED7905 - Educational Leadership Supplemental Internship (4 quarter credits).** This course is for PhD Curriculum and Instruction learners, PhD Leadership in Educational Administration learners, PhD Special Education Leadership learners, and MS Leadership in Educational Administration learners who have already completed an internship but need to complete additional internship hours to fulfill specific state licensure or position requirements. It provides learners with the academic and internship experiences that are prerequisites for principal, administrative, or superintendent licensure in most states. Learners assess their leadership in educational administration competencies and demonstrate proficiency. During their internship, learners create, sign, and fulfill a competency-based contract with their educational administration site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a final portfolio as part of their contract materials. **For PhD Curriculum and Instruction learners, PhD Leadership in Educational Administration learners, PhD Special Education Leadership learners, and MS Leadership in Educational Administration**

**learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED8551 or ED7902 or ED7904 or ED7555 or ED5904. Cannot be fulfilled by transfer.**

**ED8000 - Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits).** This is the introductory course for learners pursuing a doctoral degree program within the School of Education. Learners in this course focus on critical thinking and scholarly writing—requisite skills for graduate study and professional practice. This course provides opportunities for learners to acquire and practice skills necessary to succeed in online learning. In keeping with Capella University's focus on the scholar-practitioner model, learners also critically examine and apply relevant educational theory to their practice. Finally, learners articulate and examine their professional purpose and how it aligns with their chosen degree program and professional career aspirations. **Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

**ED8320 - Practicum in College Teaching (4 quarter credits).** This practicum provides learners with experiences consistent with the role of a college or university instructor. Under the guidance of the course instructor, learners observe and assist in the instruction of an online course in the Post-Master's Certificate in College Teaching sequence. As teaching assistants, learners apply learning theory, respond to unit discussions, summarize unit postings, provide additional unit-specific resources, and participate in an inter-rater reliability activity. **This course is not available as an elective to learners outside the Post-Master's Certificate in College Teaching. Grading for this course is S/NS. Prerequisite(s): ED7311, ED7312, ED7712.**

**ED8322 - School Improvement for P–12 School Leaders (4 quarter credits).** This course is an overview of the school leader's role in supporting school improvement. Learners examine specific strategies and processes to assess a school's current state and needs, followed by strategic data collection, disaggregation of formative and summative data, and examination of school improvement plans. Learners also explore the continuous process of viable school improvement through climate surveys, research-based instruction, and enhanced teacher capacity, which leads to improved school climate, curriculum, instruction, and, ultimately, student outcomes. Finally,

learners interact with practicing school administrators to gain insight into the field of school leadership. **Prerequisite(s): ED7820, EDD8000. May be taken concurrently with ED7823. Cannot be fulfilled by transfer.**

**ED8350 - Advanced Nursing Theory and Concepts (4 quarter credits).** In this course, learners analyze historical and current nursing concepts and theories. Topics include nursing philosophy, curriculum development, clinical practice, and future trends in the health care system. **Cannot be fulfilled by transfer.**

**ED8355 - Curriculum Design and Evaluation in Nursing Education (4 quarter credits).** In this course, learners research nursing curriculum elements and model construction. Learners also evaluate the accreditation process and the influence of accreditation requirements on curriculum development. This course focuses on understanding and synthesizing learning concepts and the components of curriculum, as well as curriculum models that will help learners create successful learning outcomes. **Cannot be fulfilled by transfer.**

**ED8360 - The Nurse Educator: Faculty Roles and Responsibilities (4 quarter credits).** This course presents the history of higher education nursing programs and the roles and responsibilities of nurse educators in higher education and clinical settings. Topics include clinical site responsibilities, professional and staff development, the importance of student preceptors and mentors, educational program requirements and evaluation, and legal and ethical issues. **Cannot be fulfilled by transfer.**

**ED8365 - Teaching Strategies in Nursing Education (4 quarter credits).** In this course, learners examine nursing education teaching and learning theories, and analyze teaching strategies in classroom and clinical settings, including use of simulations. Learners also analyze instructional strategies for teaching in face-to-face and online environments. **Cannot be fulfilled by transfer.**

**ED8370 - Nursing Leadership and Professional Practice (4 quarter credits).** Learners in this course explore the grants process within the context of nursing leadership. Learners develop the skills needed to identify specific needs and grant opportunities as well as cultivate specific organizational and professional support for grant activities. Additionally, learners critique various grant proposals and write elements of a proposal. **Cannot be fulfilled by transfer.**

**ED8446 - Curriculum Development and Teaching Strategies for Adult Learning (4 quarter credits).** This course focuses on the evaluation and development of

## Course Descriptions, *continued*

curriculum for adult learners. Learners in this course incorporate trends, theories, models, various instructional strategies, and technology as employed in designing 21st-century learning. **Cannot be fulfilled by transfer or prior learning assessment.**

### **ED8447 - Advanced Funding and Managing Education Enterprises (4 quarter credits).**

In this course, learners explore and analyze the financing and fundraising plans of higher education enterprises. Learners explore current political and finance issues associated with higher education institution funding and management with an emphasis on endowments, public and private funding models, and intellectual property rights. **Cannot be fulfilled by transfer.**

### **ED8533 - Advanced Curriculum Mapping: Reflection and Practice (4 quarter credits).**

Learners in this course formulate a research-based professional vision for curriculum design and develop a curriculum for a specific content and grade-level application using advanced computer-based curriculum mapping applications. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820. Cannot be fulfilled by transfer.**

**ED8534 - Advanced Instruction and Assessment: Theory and Practice (4 quarter credits).** In this course, learners explore the various ways advanced (differentiated) instruction and assessment can serve the diverse needs of learners. Through the lens of a classroom practitioner and building/district administrator, learners discuss various aspects of advanced instruction and assessment. Learners also consider theories in research as they relate to differentiated instruction and assessment and use clinical practice experience to examine current and emerging issues and trends involving instruction and assessment. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820. Cannot be fulfilled by transfer.**

**ED8535 - Advanced Collaboration for the Improvement of Curriculum and Instruction (4 quarter credits).** In this course, learners examine student learning achievement theories and practices and apply them in their own professional settings. Learners also develop collaborative activities focused on improving student learning achievement, including coaching and mentoring, team building, and developing communities of practice. Learners also analyze case studies of current collaborative learning programs to complement the practical experience

gained during the course. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820. Cannot be fulfilled by transfer.**

**ED8536 - Advanced Application of Research for the Improvement of Curriculum and Instruction (4 quarter credits).** Learners in this course examine current research as a basis for data-driven decision making and develop advanced research designs that contribute to data-driven decision making at the school or district level. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820. Cannot be fulfilled by transfer.**

**ED8538 - Advanced Curriculum and Instruction: Program Evaluation (4 quarter credits).** Learners in this course develop the skills, knowledge, and attitudes necessary for effective program evaluation. The course focuses on trends, issues, and initiatives related to data-based decision making, which is one of the desired outcomes of program evaluation. Through the process of reflection and practical application, learners become familiar with the integral role program evaluation plays in the improvement of curriculum, instruction, and assessment. **Prerequisite(s): ED7820. Learners who have taken ED5538 should not take ED8538. Rather, they should choose any other PhD-level course in the School of Education to fulfill their specialization requirements. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Cannot be fulfilled by transfer.**

**ED8550 - Curriculum and Instruction Internship 1 (4 quarter credits).** This course is the first of two consecutive internship courses for the PhD Curriculum and Instruction specializations. Learners assess their curriculum and instruction competencies and demonstrate proficiency. They engage in a 160-hour internship experience during which they create, sign, and fulfill a competency-based contract with their curriculum and instruction site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a portfolio as part of their contract materials. **For PhD Curriculum and Instruction learners only. Grading for this course is S/NS. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. ED8550 and ED8551**

**must be taken in sequence and prior to the comprehensive examination. For purposes of licensure endorsement, the two courses constitute a single 320-hour internship experience. Prerequisite(s): A cumulative GPA of 3.0 or better and the completion, submission, and approval of School of Education Clinical Practice Application. ED7108, ED7820, ED8533, ED8534, ED8535, ED8536, ED8538. Cannot be fulfilled by transfer.**

**ED8551 - Curriculum and Instruction Internship 2 (4 quarter credits).** This course is the second of two consecutive internship courses that serve as the capstone courses for the PhD Curriculum and Instruction specializations. Learners assess their curriculum and instruction competencies and demonstrate proficiency. They engage in a 160-hour internship experience during which they create, sign, and fulfill a competency-based contract with their curriculum and instruction site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a portfolio as part of their contract materials. **For PhD Curriculum and Instruction learners only. Grading for this course is S/NS. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. ED8550 and ED8551 must be taken in sequence and prior to the comprehensive examination. For purposes of licensure endorsement, the two courses constitute a single 320-hour internship experience. Prerequisite(s): ED8550. Cannot be fulfilled by transfer.**

**ED8601 - Online Course Design, Facilitation, and Assessment (4 quarter credits).** In this course, learners examine online andragogy from both theoretical and practical perspectives. Learners gain an understanding of the tools available in learning management systems and online learning platforms, and learn how to use them to apply concepts of adult learning theory to improve the online learning experience and participant satisfaction. Finally, learners design and assess their own online class. **Cannot be fulfilled by prior learning assessment.**

**ED8810 - Ethics and Social Responsibility in Distance Education (4 quarter credits).** Learners in this course analyze legal and ethical issues related to course ownership, privacy, intellectual property, freedom of speech, and social responsibility. Through examination of ethical assumptions, attitudes, and values, learners develop a



**Course Descriptions, continued**

foundation for understanding and supporting distance education from a legal and ethical perspective. **Prerequisite(s): ED5802, ED5803, ED7624. Cannot be fulfilled by transfer.**

**ED8812 - The Governance of Educational Institutions (4 quarter credits).** Learners in this course examine the typical P–12 public school governance model, focusing on the environment as an organic learning space designed to induce and support continuous learning among stakeholders and within the organizational structure itself. Learners also explore the current practices, issues, and challenges associated with this model of governance. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820. Cannot be fulfilled by transfer.**

**ED8829 - Research in Instructional Design and Development (4 quarter credits).** This course builds upon previous research courses and encourages learners to begin the transformation from practitioner to scholar engaged with theory and research impacting instructional design and development in an e-learning environment. Learners explore the fundamental elements of research in instructional design and development, generate potential dissertation research topics relevant to the Instructional Design and Development specialization, and discuss their potential to contribute to the body of instructional design and development knowledge. **Prerequisite(s): ED5802, ED5803, ED7624, ED7620, RSCH7860.**

**ED8831 - Theoretical Constructs for Evaluation and Assessment of Instructional Design (4 quarter credits).** Learners in this course engage in an in-depth exploration of theories and principles of instructional design evaluation and assessment. Learners reflect on evaluation and assessment practices associated with individuals, organizations, and society to gain an understanding of the ways they inform overall evidence-based practice. **Prerequisite(s): ED5802. Cannot be fulfilled by transfer.**

**ED8841 - Leading Instructional Design Initiatives (4 quarter credits).** In this course, learners integrate the competencies of the Instructional Design for Online Learning specialization with the leadership, innovative thinking, and communication skills needed to lead instructional design initiatives within their organizations. Learners practice applying these skills and focus on extending their ability to advance the performance goals and vision of their organizations. **Prerequisite(s): ED5802, ED5803. Cannot be fulfilled by transfer.**

**ED9919 - Doctoral Comprehensive Examination (4 quarter credits).** This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to register for the first dissertation course. **For 120-credit PhD in Education learners only. Learners in the 92-credit PhD in Education program should register for EDCN9919 instead. Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Completion of external exam requirements, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.**

**ED9960 - Dissertation Courseroom (5 quarter credits each).** This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. **For 120-credit PhD in Education learners only. Learners in the 92-credit PhD in Education program should register for EDCN9960 instead. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): ED9919. Cannot be fulfilled by transfer.**

**EDCN9919 - Doctoral Comprehensive Examination (3 quarter credits).** This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to register for the first dissertation course. **For 92-credit PhD in Education learners only. Learners in the 120-credit PhD in Education program should register for ED9919 instead. Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Completion of practicum courses, if**

**applicable. Completion of external exam requirements, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.**

**EDCN9960 - Dissertation Courseroom (3 quarter credits each).** This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. **For 92-credit PhD in Education learners only. Learners in the 120-credit PhD in Education program should register for ED9960 instead. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): EDCN9919. Cannot be fulfilled by transfer.**

**ED-R8925 - PhD Dissertation Research Seminar Track 1 (3 quarter credits).** The intensive, ten-week PhD Dissertation Research Seminar Track 1 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to initiate the development of a dissertation research plan. Throughout the course, learners focus on identifying a theory, topic, and research problem appropriate for their specialization. Track 1 learners must also complete PhD Dissertation Milestone 1 (Research Ethics Education). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. **For 92-credit PhD in Education learners only. Should be taken concurrently with RSCH7860. Cannot be fulfilled by transfer.**

**ED-R8926 - PhD Dissertation Research Seminar Track 2 (3 quarter credits).** The intensive, ten-week PhD Dissertation Research Seminar Track 2 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to develop a research question and to select an appropriate dissertation topic. In Track 2, learners complete PhD Dissertation Milestone 2 (Topic Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. **For 92-credit PhD in Education learners only. Prerequisite(s): ED-R8925. Should be taken concurrently with RSCH7868. Cannot be fulfilled by transfer.**

## Course Descriptions, *continued*

**ED-R8927 - PhD Dissertation Research Seminar Track 3 (3 quarter credits).** The intensive, ten-week PhD Dissertation Seminar Track 3 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to detail a methodological design, sampling plan, and strategy for data analysis. In Track 3, learners complete PhD Dissertation Milestone 5 (Research Plan Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. Learners must complete Track 3 prior to beginning the comprehensive examination phase of the program. **For 92-credit PhD in Education learners only. Prerequisite(s): ED-R8926. Should be taken concurrently with RSCH7864. Cannot be fulfilled by transfer.**

## Doctor of Education

**EDD8010 - Foundations of Doctoral Studies in Education (4 quarter credits).** In this course, learners gain understanding of the EdD program and insights into how cycles of inquiry and systems thinking are utilized to address problems of practice. Additionally, learners engage in critical thinking and communication while reflecting on their own personal learning and growth. **Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

**EDD8020 - The Dynamics of Organizational Improvement (4 quarter credits).** This course provides an introduction to fundamental systems principles and skills of leadership in organizations with a focus on continuous organizational learning and improvement processes. Learners reflect on personal values and behaviors and those of organizations. Learners explore basic principles of systems thinking, systems mapping, and approaches to inquiry cycles in relation to leadership processes and organizational change. In addition, learners apply disciplines of learning organizations and a change model to a problem of practice to real-world leadership challenges. **Cannot be fulfilled by transfer.**

**EDD8030 - Investigating Problems of Practice (4 quarter credits).** In this course, learners examine continuous improvement models, engage in an inquiry cycle, develop skills of data and information literacy, and collaborate with stakeholders to assess organizational needs and dynamics. Learners identify an organizational issue, collect and

analyze relevant data, and develop valid inferences. Learners document the process utilized to tell the story of their research as a way to effectively share with stakeholders.

**Prerequisite(s): EDD8010, EDD8020. Cannot be fulfilled by transfer.**

**EDD8040 - Research Design for Practitioners (4 quarter credits).** In this course, learners are introduced to research approaches, designs, and methods with a focus on the needs of educational leaders. Learners explore conceptual and theoretical foundations of quantitative, qualitative, and action research designs and analyze a variety of research literature and journal articles through the lens of a practitioner. Learners acquire the knowledge necessary to assess the applicability of research and theoretical literature to practice and become critical consumers of research. Learners apply course concepts to the design of an action research study relevant to the learner's organization. **Prerequisite(s): EDD8030. Cannot be fulfilled by transfer.**

**EDD8050 - Data Literacy for Leaders (4 quarter credits).** In this course, learners focus on the data literacy skills required by leaders for effective organizational planning, decision making, and communication with stakeholders. Learners examine skills such as data interpretation, data aggregation and disaggregation, transformation of data, use of multiple data sources, analysis, statistical techniques, and selection of appropriate metrics for the intended purpose. Learners also utilize technology to process data and present and communicate results. **Prerequisite(s): EDD8040. Cannot be fulfilled by transfer.**

**EDD8202 - Foundations of Reading and Literacy (6 quarter credits).** This course presents the fundamental components required of leaders in the reading and literacy field and the ways those leaders advocate for technology as an integral component of a literacy philosophy. Learners synthesize knowledge, research, and theoretical components of reading and explore their instructional applications in various educational contexts. Learners also model authentic reading and writing strategies for their students. **For EdD and EdS Reading and Literacy learners only. Prerequisite(s): EDD8200. Cannot be fulfilled by transfer.**

**EDD8204 - Reading and Literacy Assessment and Evaluation (6 quarter credits).** In this course, learners examine ways to apply formal and informal reading and literacy assessments to improve student achievement. Learners analyze reading and

literacy assessment data, communicate assessment results to various stakeholders, and develop appropriate instruction plans to meet the needs of students. Learners also focus on providing leadership in creating effective instructional assessment models in diverse school settings. **For EdD and EdS Reading and Literacy learners only. Prerequisite(s): EDD8202. Cannot be fulfilled by transfer.**

**EDD8208 - Leading and Managing Literacy Programs (6 quarter credits).** In this course, learners focus on developing the ability to lead and manage literacy program operations and resources. Learners also gain knowledge in leading continuous and data-informed curriculum, instruction, and assessment improvement processes and making legal and ethical decisions. **For EdD and EdS Reading and Literacy learners only. Prerequisite(s): EDD8204. Cannot be fulfilled by transfer.**

**EDD8210 - Data-Driven Decision Making in Literacy Programs (6 quarter credits).** Learners in this course examine the ways data is used to make decisions associated with reading and literacy programs. Learners prepare themselves to develop a research plan, implement the plan, analyze and evaluate the resulting data and outcomes, and communicate results to stakeholders. **For EdD and EdS Reading and Literacy learners only. Prerequisite(s): EDD8208. Cannot be fulfilled by transfer.**

**EDD8212 - Grant Writing and Policy for Reading and Literacy Programs (6 quarter credits).** In this course, learners examine and research the implications of local, state, and federal policy on reading and literacy programs. Learners focus on developing the skills needed to effectively write grants and prepare presentations for different audiences. Learners also continue to strengthen their professional research skills. **For EdD and EdS Reading and Literacy learners only. Prerequisite(s): EDD8210. Cannot be fulfilled by transfer.**

**EDD8216 - Literacy in School and Community Contexts (6 quarter credits).** This course emphasizes advocating for a philosophy of literary instruction that is supported by theory and research and using it to develop and maintain a culture of literacy in school, district, and community settings. Learners explore the role of leadership in making decisions related to intervention models and demonstrate the belief that all children can learn at high levels. **For EdD and EdS Reading and Literacy learners only. Prerequisite(s): EDD8212. Cannot be fulfilled by transfer.**

**Course Descriptions, continued**

**EDD8218 - Leading and Managing Professional Development (6 quarter credits).** Learners in this course examine theories and research of adult learning to explore the fundamental characteristics of effective literacy team collaboration. Learners also focus on developing the professional knowledge, skills, and dispositions associated with committing to reflective practice and lifelong learning and needed to coach and enhance the professional development of teachers and other education professionals. **For EdD and EdS Reading and Literacy learners only. Prerequisite(s): EDD8216. Cannot be fulfilled by transfer.**

**EDD8224 - Program Improvement in Reading and Literacy (6 quarter credits).** In this culminating course, learners plan a project and demonstrate their understanding of the three project options: Program Evaluation, Curriculum Product, and Change Management Plan. Learners then select a specialization-aligned topic and create a proposal for an independent professional activity aimed at expanding knowledge and informing practice via scholarly inquiry and critical analysis. Finally, learners organize their Professional Showcase Portfolio and write a reflection paper that demonstrates their understanding and reflects a critical analysis of the program outcomes. **For EdD and EdS Reading and Literacy learners only. Prerequisite(s): A cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**EDD8300 - Leadership through Personal and Professional Development (6 quarter credits).** This course provides an overview of the fundamental principles and skills of leadership in educational organizations. Learners reflect on personal values and behaviors and those of organizations. Learners explore basic principles of systems and design thinking and approaches to continuous improvement cycles in relation to leadership processes and organizational change. Learners utilize tools to apply these concepts to real world leadership challenges. **For EdD Adult Education, EdD Curriculum and Instruction, EdD Educational Leadership and Management, EdD Performance Improvement Leadership, and Post-Master's Certificate in Leadership and Accountability learners only. Prerequisite(s): EDD8000. Cannot be fulfilled by transfer.**

**EDD8302 - Becoming a Critical Consumer of Action Research (6 quarter credits).** This course provides an introduction to basic principles of research approaches, designs, and methods with a focus on the needs of educational leaders. Learners explore

conceptual and theoretical foundations of quantitative, qualitative, mixed methods, and action research designs. Through analysis of a varied series of research studies, learners acquire the knowledge necessary to become critical consumers of research. Learners apply course concepts to the design of an action research study relevant to the learner's organization. **For EdD Adult Education, EdD Curriculum and Instruction, EdD Educational Leadership and Management, EdD Performance Improvement Leadership, EdD Teacher Leader in K–12 Studies, EdS Teacher Leader in K–12 Studies, and Post-Master's Certificate in Leadership and Accountability learners only. Prerequisite(s): EDD8300. Cannot be fulfilled by transfer.**

**EDD8304 - The How-To of Becoming an Action Researcher (6 quarter credits).** In this course, learners develop and demonstrate skills in data and information literacy. Learners examine continuous improvement models, engage in an inquiry cycle, and collaborate with stakeholders to assess organizational needs and dynamics. Learners are introduced to the collection, analysis, evaluation, and interpretation of new and existing data, and ways to communicate findings to stakeholders. **For EdD Adult Education, EdD Curriculum and Instruction, EdD Educational Leadership and Management, EdD Performance Improvement Leadership, and Post-Master's Certificate in Leadership and Accountability learners only. Prerequisite(s): EDD8302. Cannot be fulfilled by transfer.**

**EDD8306 - Systems and Theories of Organizational Dynamics and Change (6 quarter credits).** Learners continue their study of leadership and management principles and skills as they develop further understanding of organizational dynamics. Learners build on previous courses to examine and apply the theoretical bases of systems thinking, action science, and change processes. Topics include approaches to program evaluation and the role of ethics in decision-making for change and continuous improvement. **For EdD Adult Education, EdD Curriculum and Instruction, EdD Educational Leadership and Management, EdD Performance Improvement Leadership, and Post-Master's Certificate in Leadership and Accountability learners only. Prerequisite(s): EDD8304. Cannot be fulfilled by transfer.**

**EDD8310 - Research and Theory of Effective Teacher Leadership (6 quarter credits).** Learners in this course build and apply an understanding of the ways teacher leaders fulfill important roles in K–12 settings. Learners develop skills needed to lead

students and other teachers as well as to participate in shared decision making. In addition, learners explore the theory and current research that underlies high-quality teacher leadership within the classroom and outside of it. **For EdD and EdS Teacher Leader in K–12 Studies learners only. Prerequisite(s): EDD8000. Cannot be fulfilled by transfer.**

**EDD8320 - Collaboration in Leading and Managing a Culture of Learning (6 quarter credits).** This course explores the relational side of organizations and individual and group interactions and behaviors. Topics include individual and organizational values and beliefs, development of organizational norms, and the role of strong organizational cultures in achieving organizational goals. Learners assess their own strengths as leaders and influencers and examine the impact of cultural diversity and responsiveness on educational effectiveness. This course builds on previous study of systems principles applied to continuous improvement cycles, the power of collaboration, and the characteristics of learning organizations. **For EdD and Post-Master's Certificate in Educational Leadership and Management learners only. Prerequisite(s): EDD8306. Cannot be fulfilled by transfer.**

**EDD8322 - Leading and Managing Change (6 quarter credits).** In this course, learners work collaboratively at their capstone sites and review literature to identify problems and discuss potential strategies to bring about improvement. Learners demonstrate inquiry, analysis, communication, leadership skills and the ability to evaluate and interpret needs assessment data. Learners develop a data-informed problem statement acceptable to their site. **For EdD and Post-Master's Certificate in Educational Leadership and Management learners only. Prerequisite(s): EDD8320. Cannot be fulfilled by transfer.**

**EDD8324 - Leading and Managing the Application of Organizational Theory (6 quarter credits).** In this course, learners apply the leadership and management competencies gained from previous course-work as they analyze the organizational dynamics of their capstone site. Learners engage with stakeholders, capstone site data, and scholarly literature to build their understanding of the problem, the proposed solution, and the dynamics of effecting change/improvement, leading to a plan of action for their capstone project. **For EdD and Post-Master's Certificate in Educational Leadership and Management learners only. Prerequisite(s): EDD8322. Cannot be fulfilled by transfer.**

Course Descriptions, *continued*

**EDD8328 - Reflection and Planning in Education Leadership and Management (6 quarter credits).** In this course, learners examine and reflect on the multiple internal and external forces that impact and shape their current or future roles as educational leaders and managers. Learners integrate educational theories with practice in the planning of an applied capstone project proposal specifically designed to address a real-life problem that generates measurable improvements. **For EdD and Post-Master's Certificate in Educational Leadership and Management learners only. Prerequisite(s): EDD8324. Cannot be fulfilled by transfer.**

**EDD8330 - Adult Learning Theory and Practice (6 quarter credits).** This course provides an overview of learning theories, models, and principles and their application to instructional processes for adult learners. Learners explore the social contexts in which adults learn and develop, and the influences of race, class, gender, and culture. Learners also study the nature of adult development; issues and trends in the field; theories of adult growth and development; changes in young, middle, and older adulthood; and implications for instruction and learning of adults. **For EdD Adult Education and Post-Master's Certificate in Adult Education Leadership learners only. Prerequisite(s): EDD8306. Cannot be fulfilled by transfer.**

**EDD8332 - Program Planning and Evaluation in Adult Learning Settings (6 quarter credits).** This course presents underlying theories, current practices, and techniques for developing and evaluating educational programs for learners in a variety of adult education settings. Learners identify and assess needs, establish objectives, and design and evaluate programs in adult education. Learners also examine their practice to help develop an informed, insightful, and reflective practice for effective adult program development and evaluation. **For EdD Adult Education and Post-Master's Certificate in Adult Education Leadership learners only. Prerequisite(s): EDD8330. Cannot be fulfilled by transfer.**

**EDD8334 - Leading and Managing in Adult Learning Settings and Contexts (6 quarter credits).** This course explores the concept of leadership in contemporary adult education settings, with specific focus on the connections between leadership and adult learning and development. Learners analyze theory and practices in effective leadership and administration in adult education settings. Finally, learners examine managerial activities such as program planning and development, leadership, organizational change, and evaluation. **For EdD Adult Education and Post-Master's Certificate**

**in Adult Education Leadership learners only. Prerequisite(s): EDD8332. Cannot be fulfilled by transfer.**

**EDD8338 - Practice and Planning in Adult Education (6 quarter credits).** In this course, learners examine and reflect on the multiple internal and external forces that impact and shape their current or future roles as educational leaders in adult education. Learners integrate adult education theory and practice in an applied project related to the learner's professional goals. **For EdD Adult Education and Post-Master's Certificate in Adult Education Leadership learners only. Prerequisite(s): EDD8334. Cannot be fulfilled by transfer.**

**EDD8340 - Supervision and Evaluation of Curriculum, Instruction, and Assessment Programs (6 quarter credits).** In this course, learners examine current theories and best practices of supervision and evaluation of curriculum, assessment and instruction programs at the K–12, higher education, and corporate levels. Learners focus on instructional leadership, program effectiveness and professional development of professional teaching staff as part of a systemic plan to improve student learning. Learners continue to use action research methods to evaluate curricular programs, identify problems, and evaluate performance. **For EdD and Post-Master's Certificate in Curriculum and Instruction learners only. Prerequisite(s): EDD8306. Cannot be fulfilled by transfer.**

**EDD8342 - Collaboration for the Improvement of Curriculum, Instruction, and Assessment (6 quarter credits).** Learners focus on developing a professional and collaborative approach to leading and managing the design of curriculum mapping. Following an overview of curriculum mapping, learners apply concepts of curriculum mapping and the use of technology as a tool. Learners engage in all aspects involved: mission and vision, planning, collaboration with stakeholders, providing support through effective leadership, and planning for evaluation. **For EdD and Post-Master's Certificate in Curriculum and Instruction learners only. Prerequisite(s): EDD8340. Cannot be fulfilled by transfer.**

**EDD8344 - Applying Research to the Improvement of Curriculum, Instruction, and Assessment (6 quarter credits).** Learners in this course focus on the design and evaluation of instructional models and assessment strategies to meet the diverse needs of students. Learners analyze theory and research support, innovative instructional models, and assessment strategies to

develop specific content-area and grade-level applications for improved student achievement. Learners also examine issues and trends related to new and emerging instructional models and assessment strategies. **For EdD and Post-Master's Certificate in Curriculum and Instruction learners only. Prerequisite(s): EDD8342. Cannot be fulfilled by transfer.**

**EDD8348 - Reflection and Planning in Curriculum and Instruction (6 quarter credits).** In this course, learners examine and reflect on the multiple internal and external forces that impact and shape their current or future roles as leaders who support curriculum and instruction. Learners integrate curriculum and instruction theory and practice in an applied project. **For EdD and Post-Master's Certificate in Curriculum and Instruction learners only. Prerequisite(s): EDD8344. Cannot be fulfilled by transfer.**

**EDD8350 - Emerging Technology Trends in Education (6 quarter credits).** In this course, learners investigate theories, research, and current and emerging trends in technology that impact K–12 education. Learners examine these impacts from the planning stage through instruction, assessment, data collection, and analysis. Topics include Digital Bloom's taxonomy, blended learning, the significance of digital citizenship, and the use of learning management systems for teaching and managing student data. **For EdD and EdS Teacher Leader in K–12 Studies learners only. Prerequisite(s): EDD8408. Cannot be fulfilled by transfer.**

**EDD8352 - Innovation in Teaching and Learning (6 quarter credits).** In this course, learners evaluate the intersection of technology knowledge, content knowledge, and pedagogical knowledge (TPACK) and apply it to technology used in the 21st-century classroom to provide creative experiences that enhance learning. In addition, learners gain and demonstrate an understanding of the use of problem-based learning, personalized learning, adaptive learning, and a variety of digital and multimedia tools. **For EdD and EdS Teacher Leader in K–12 Studies learners only. Prerequisite(s): EDD8350. Cannot be fulfilled by transfer.**

**EDD8354 - Cultural Competence in Schools and Communities (6 quarter credits).** Learners in this course analyze personal cultural awareness and gain cultural competence to successfully educate students from diverse backgrounds. Learners examine sensitivities and develop skills that underlie culturally responsive teaching. Topics include the value and dynamics of diversity, cultural

**Course Descriptions, continued**

self-awareness, and ways to institutionalize cultural knowledge. **For EdD and EdS Teacher Leader in K–12 Studies learners only. Prerequisite(s): EDD8352. Cannot be fulfilled by transfer.**

**EDD8356 - Data Analysis and Transforming Assessments (6 quarter credits).** In this course, learners administer meaningful assessments and interpret data to improve the teaching practice. Learners explore ways to collect assessment data and apply it for classroom improvement. Throughout the course, learners gain an understanding of formative and summative assessment and authentic assessment techniques. Learners also analyze data at the classroom, school, and district level, and examine the use of technology to transform assessment in K–12 classrooms. **For EdD and EdS Teacher Leader in K–12 Studies learners only. Prerequisite(s): EDD8354. Cannot be fulfilled by transfer.**

**EDD8358 - Teacher Mentoring and Coaching (6 quarter credits).** In this course, learners gain knowledge of teacher performance assessment and evaluation systems as well as coaching and mentoring models and techniques and apply the skills necessary to mentor and coach new and veteran teachers. Learners identify independent professional activities related to these topics through the creation of four different project descriptions: an action research monograph, a program evaluation, a curriculum product, and a change management plan. Learners then select a specialization-aligned topic and create a proposal for one independent professional activity to expand and apply their knowledge. In addition, learners organize their Professional Showcase Portfolio and demonstrate their understanding through a critical analysis of program outcomes. **For EdD and EdS Teacher Leader in K–12 Studies learners only. Prerequisite(s): EDD8356. Cannot be fulfilled by transfer.**

**EDD8360 - Introduction to Human Performance Improvement Systems (6 quarter credits).** This course provides an overview of human performance improvement theory and processes, including the history, foundational principles, and real-world applications that help improve personal and organizational effectiveness. Learners use the Human Performance Technology (HPT) Model to build and demonstrate a working knowledge of the Human Performance Improvement (HPI) process. **For EdD and Performance Improvement Leadership certificate learners only. Prerequisite(s): EDD8306. Cannot be fulfilled by transfer.**

**EDD8362 - Human Performance Improvement Needs Assessment: Models and Procedures (6 quarter credits).** This course provides a model of performance analysis and needs assessment that can be used in a variety of contexts. Learners explore in-depth methods used to accomplish the needs assessment process and apply an active, hands-on approach, using practical tools to conduct a real-world organizational needs assessment. **For EdD and Post-Master's Certificate in Performance Improvement Leadership learners only. Prerequisite(s): EDD8360. Cannot be fulfilled by transfer.**

**EDD8364 - Designing, Delivering, and Evaluating Human Performance Improvement Interventions (6 quarter credits).** In this course, learners design effective solutions to resolve human performance problems in organizations. Learners apply the procedure and tools needed to select, design, and evaluate interventions to improve performance. The design and delivery process incorporates both training and non-training interventions, including electronic approaches. **For EdD and Performance Improvement Leadership certificate learners only. Prerequisite(s): EDD8362. Cannot be fulfilled by transfer.**

**EDD8366 - Return on Investment of Human Performance Improvement Interventions (6 quarter credits).** Learners in this course use a return on investment (ROI) methodology to develop a plan to measure the impact of an intervention. The process model includes evaluation planning, data collection, data analysis, and reporting. The course provides learners with the opportunity to achieve ROI Certification from the ROI Institute. **For EdD and Performance Improvement Leadership certificate learners only. Prerequisite(s): EDD8364. Cannot be fulfilled by transfer.**

**EDD8402 - Leadership Principles in Technology Integration, Innovation, and School Improvement (6 quarter credits).** Learners in this course examine and demonstrate their understanding of theory and research on leading school change and improvement initiatives and explore research-based principles and platforms for leading technology integration in a district, school, and classroom setting. Learners develop a technology integration plan that incorporates theoretical and research-based best practice approaches for supporting learning and engagement within a district, school, or classroom. **For EdD and EdS Personalized and Competency-Based Instruction and EdD and EdS Teacher Leader in Digital Transformation learners only. Prerequisite(s): EDD8000. Cannot be fulfilled by transfer.**

**EDD8404 - Action Research for School Practitioners (6 quarter credits).** In this course, learners gather and analyze data to inform classroom, school, or organizational decision making and/or practice. Learners use local data and empirical research to investigate and identify a problem. Learners then develop a plan to collect valid and reliable data, and evaluate and interpret the data to generate findings to inform decision making and/or practice in a local setting. Learners also design a plan to share information with stakeholders to bring about change. **For EdD and EdS Personalized and Competency-Based Instruction, EdD and EdS Teacher Leader in K–12 Studies, and EdD and EdS Teacher Leader in Digital Transformation learners only. Prerequisite(s): EDD8402 or EDD8310. Cannot be fulfilled by transfer.**

**EDD8406 - Developing a Collaborative Culture in the Digital Age (6 quarter credits).** Learners in this course focus on strengthening their understanding of the importance of developing a collaborative culture for personal and professional growth, as well as teaching, learning, and assessment in the digital age. Learners also demonstrate their skill using digital course room tools so as to collaborate with their classmates, instructor or facilitator, and members of their communities, and participate in collaborative communities of practice to develop their skills as effective communicators, teachers, and leaders. **For EdD and EdS Personalized and Competency-Based Instruction and EdD and EdS Teacher Leader in Digital Transformation learners only. This course requires access to an educational institution, students, and/or classroom practitioners. Prerequisite(s): EDD8404. Cannot be fulfilled by transfer.**

**EDD8408 - Using Technology for Instructional Improvement: Research, Data, and Best Practices (6 quarter credits).** In this course, learners develop and demonstrate the skills needed to effectively use technology to promote and support instructional improvement. Learners research instruction and curriculum development and student and educator performance, and demonstrate effective data management while promoting best practices in learning, assessment and instructional improvement in their classrooms, schools, and communities. **For EdD and EdS Personalized and Competency-Based Instruction, EdD and EdS Teacher Leader in Digital Transformation, and EdD and EdS Teacher Leader in K–12 Studies learners only. Prerequisite(s): EDD8404 or EDD8406. Cannot be fulfilled by transfer.**

**Course Descriptions, continued**

**EDD8420 - Leadership Development in the Digital Age (6 quarter credits).** In this course, learners develop their leadership abilities by exploring best practice in theory and research on leading in the digital age. Learners create a personal leadership development plan based on leadership and technology research and theory, self-reflection, peer and instructor feedback, and their own personal leadership goals. **For EdD and EdS Teacher Leader in Digital Transformation learners only. Prerequisite(s): EDD8408. Cannot be fulfilled by transfer.**

**EDD8422 - Transformational Thinking to Meet 21st-Century Skills (6 quarter credits).** Learners in this course explore constructivism, project-based learning (PBL), self-regulated learning (SRL), authentic assessment strategies, the Technological Pedagogical Content Knowledge (TPACK) framework, and information and communication technology (ICT)-based learning designs. Learners consider the research behind these approaches and strategies in their development of digital learning experiences that enhance learning growth and engagement in the classroom. **For EdD and EdS Teacher Leader in Digital Transformation learners only. Prerequisite(s): EDD8420. Cannot be fulfilled by transfer.**

**EDD8424 - Current Trends in Personalized Learning and the One-to-One Environment (6 quarter credits).** Learners in this course evaluate strategies for creating personalized lessons and assessments to engage, motivate, and empower students. Learners develop competency-based and problem-based learning activities, explore and evaluate adaptive learning technologies, and analyze blended learning models to support personalized learning in the classroom. **For EdD and EdS Teacher Leader in Digital Transformation learners only. Prerequisite(s): EDD8422. Cannot be fulfilled by transfer.**

**EDD8426 - Technology to Enhance Innovative Teaching and Improve Learning (6 quarter credits).** In this course, learners evaluate research and theory related to effective online P–12 instruction techniques and their applications in the classroom. Learners apply technology and digital media tools to improve teaching effectiveness and enhance student engagement. Learners also plan independent professional activities through the creation of four different project descriptions: an action research monograph, a program evaluation, a curriculum product, and a change management plan. Learners then select a specialization-aligned topic

and create a proposal for one independent professional activity to expand and apply their knowledge. Learners also organize their Professional Showcase Portfolio and demonstrate their understanding through a critical analysis of program outcomes.

**For EdD and EdS Teacher Leader in Digital Transformation learners only. Prerequisite(s): EDD8424. Cannot be fulfilled by transfer.**

**EDD8430 - Advanced Theories and Concepts in Competency-Based Learning (6 quarter credits).** In this course, learners develop and demonstrate the skills necessary to effectively use technology to promote and support instructional improvement. Learners research instruction and curriculum development as well as student and educator performance. Learners also analyze effective data management while promoting best practices in learning, assessment and instructional improvement in their classrooms, schools, and communities. **For EdD and EdS Personalized and Competency-Based Instruction learners only. Prerequisite(s): EDD8408. Cannot be fulfilled by transfer.**

**EDD8432 - Advanced Theories and Concepts in Personalized Learning (6 quarter credits).** In this course, learners examine the current research and theories as related to the curriculum development, planning, standards, assessments and outcomes associated with the personalized-learning curriculum. Learners evaluate current and foundation theories and concepts, reflect on their role in the educational process and utilize select concepts in the development of a personalized learning plan for a group of their students or a group of adult learners.

**For EdD and EdS Personalized and Competency-Based Instruction learners only. Prerequisite(s): EDD8430. Cannot be fulfilled by transfer.**

**EDD8434 - Implementing a Competency-Based and Personalized Learning Curriculum (6 quarter credits).** In this course, learners develop and demonstrate the skills necessary to develop and implement both a competency-based curriculum and a personalized-learning curriculum. Throughout the course, learners develop instructional plans, create activities that utilize technology, promote thinking and reflection, and collect learning data in both competency-based and personalized-learning curriculums using standards, outcomes, research-based assessment strategies to inform practice.

**For EdD and EdS Personalized and Competency-Based Instruction learners only. Prerequisite(s): EDD8432. Cannot be fulfilled by transfer.**

**EDD8436 - Evaluating and Assessing Personalized and Competency-Based Curriculum (6 quarter credits).** In this course, learners use standards, outcomes, competencies, and research-based assessment practices to evaluate personalized and competency-based curriculum and instructional practices. Learners consider independent professional activities related to these topics through the creation of four different project descriptions: an action research monograph, a program evaluation, a curriculum product, and/or a change management plan. Learners also select a specialization-aligned topic and create a proposal for one independent professional activity aimed at expanding knowledge and informing practice through scholarly inquiry and critical analysis. Finally, learners organize their Professional Showcase Portfolio and reflect on their understanding through a critical analysis of program outcomes. **For EdD and EdS Personalized and Competency-Based Instruction learners only. Prerequisite(s): EDD8434. Cannot be fulfilled by transfer.**

**EDD8500 - Adult Learning Theory and Professional Practice (4 quarter credits).** This course provides an overview of learning theories, models, and principles, and their application to instructional processes for adult learners. Learners examine the social contexts in which adults learn and develop as well as the influences of race, class, gender, and culture. The course addresses the nature of adult development; issues and trends in the field; theories of adult growth and development; changes in young, middle, and older adulthood; and implications for instruction and learning for adults informed by the historical and philosophical foundation of adult education. **Cannot be fulfilled by transfer.**

**EDD8502 - Designing Adult Learning Experiences (4 quarter credits).** In this course, learners develop a knowledge base of methods and materials for designing learning experiences and their assessments for adult students. Learners determine a learning need in their work environment and develop a learning experience and subsequent assessment to meet that need. **Prerequisite(s): EDD8020, EDD8500. Cannot be fulfilled by transfer.**

**EDD8504 - Leading in Adult Learning Settings and Contexts (4 quarter credits).** This course explores the concept of leadership in contemporary adult education settings, with specific focus on the connections between leadership and adult learning and development. Learners analyze theory and practices in effective leadership and

**Course Descriptions, *continued***

administration in diverse and equitable adult education settings, both domestic and global. Learners examine managerial activities such as program planning and development, leadership, organizational change, and evaluation. **Prerequisite(s): EDD8030, EDD8502. Cannot be fulfilled by transfer.**

**EDD8506 - Adult Education Administration (4 quarter credits).** Learners in this course analyze the theories, policies, and procedures involved in administering adult education environments. Learners distinguish between leadership and management and examine the knowledge and skills needed to address adult education administrative challenges. **Prerequisite(s): EDD8040, EDD8504. Cannot be fulfilled by transfer.**

**EDD8508 - Program Planning and Evaluation for Adult Education (4 quarter credits).** This course presents underlying theories, current practices, and techniques for designing and evaluating educational programs for learners in a variety of adult education settings. In this course, learners identify and assess needs; establish objectives; and design and evaluate a program in adult education. Learners examine their own practice to help develop an informed and insightful practice for effective adult program development and evaluation. **Prerequisite(s): EDD8050; completion or concurrent registration in EDD8506. Cannot be fulfilled by transfer.**

**EDD8510 - Organizational Improvement Through Effective Curriculum Development and Instructional Practice (4 quarter credits).** In this course, learners examine relevant theories, foundations, processes, and the application of best practices in curriculum development and instructional practice. The course addresses processes and tools learners need to meet the needs of students/trainees, with the goal of having each student/trainee meet or exceed the goals and objectives of the curriculum and instruction. Students/trainees may be those led by learners in P–12 education, higher education, military, nonprofits, and corporate organizations. **Cannot be fulfilled by transfer.**

**EDD8512 - Assessments for Improved Curriculum and Instruction (4 quarter credits).** In this course, learners examine learning and assessment theories. Learners evaluate assessment models, strategies, techniques, tools, and instruments used in curriculum and instruction to achieve learning outcomes. **Prerequisite(s): EDD8020. Cannot be fulfilled by transfer.**

**EDD8514 - Leading in Curriculum and Instruction (4 quarter credits).** In this course, learners develop a professional

and collaborative approach to leading and managing the design of curriculum and instruction. This course addresses leading through the evaluation of trends and issues in curriculum and instruction. **Completion of or concurrent registration in EDD8030. Cannot be fulfilled by transfer.**

**EDD8516 - Collaboration for the Improvement of Curriculum, Instruction, and Assessment (4 quarter credits).** In this course, learners gain an understanding of how to work collaboratively to improve curriculum, instruction, and assessment. This course emphasizes the development of teams, benefits and challenges, skill development, fostering trusting relationships, and components and principles of collaboration. **Prerequisite(s): EDD8040. Cannot be fulfilled by transfer.**

**EDD8518 - Applying Research to the Improvement of Curriculum, Instruction, and Assessment (4 quarter credits).** In this course, learners apply research skills associated with a problem of practice. Learners examine conceptual, theoretical, and practical foundations of designing an improvement project. Learners apply course concepts to the design of a project that addresses a problem or opportunity for improvements within the curriculum, instruction, and assessment environment. **Prerequisite(s): EDD8050, EDD8516. Cannot be fulfilled by transfer.**

**EDD8520 - Educational Leadership by Design (4 quarter credits).** Learners in this course continue the study of systems thinking and foundational leadership concepts and apply them to workplace environments. Learners examine systems thinking, use of systems tools, and inquiry and design cycles as ways to maximize available resources to solve problems under conditions of uncertainty and ambiguity. This course emphasizes the importance of evidence-based reasoning and critical analyses as essential skills of practitioners who plan action research interventions or engage in the design and implementation of any improvement process. **Prerequisite(s): EDD8010, completion or concurrent registration in EDD8020. Cannot be fulfilled by transfer.**

**EDD8522 - Leading a Culture of Learning and Inclusion (4 quarter credits).** In this course, learners explore the role of culture in supporting an organization's ability to learn, improve, and successfully adapt to a changing environment, and the leader's role in shaping it. Learners focus on patterns of behaviors within organizations, as well as the knowledge, skills, and dispositions of the inclusive leader that support values of diversity and equity in organizational culture and in

organizational development and improvement processes. Additionally, learners examine the characteristics and theoretical bases of cultural awareness, sensitivity and responsiveness, and their roles in achieving the goals of a learning organization. **Prerequisite(s): EDD8520. Cannot be fulfilled by transfer.**

**EDD8524 - The Future of Educational Leadership. (4 quarter credits).** Learners in this course demonstrate leadership skills that support the ability to exercise influence regardless of position in an organization and the importance of deep knowledge and understanding of internal and external environmental factors impacting an educational organization. This course emphasizes ongoing learning about current research and future trends in education in a rapidly changing environment. Learners also examine social influence and communication skills, commitment rather than compliance, empowerment of others, creative practice, and management of self, along with a robust professional knowledge base as they consider ways to build the capacity of an organization to envision its future. **Prerequisite(s): EDD8520. Cannot be fulfilled by transfer.**

**EDD8526 - Change Leadership in a Learning Organization (4 quarter credits).** In this course, learners focus on leading and managing organizational change processes. Learners evaluate several change models, and examine the theory and practice of change leadership and the application of collaboration and communication skills that lead to organizational learning and desired outcomes. Learners apply knowledge of systems thinking and tools, organizational development principles, and research methods to planning, implementing, and monitoring improvement interventions. **Prerequisite(s): EDD8520, EDD8522, EDD8524. Cannot be fulfilled by transfer.**

**EDD8528 - Assessment and Evaluation in the Learning Organization (4 quarter credits).** In this course, learners examine the varied purposes of evaluation and evaluation models and how and when to apply them. Evaluation and assessment processes are framed as learning tools leading to new knowledge and understanding with a focus on emergent and evidence-based recommendations to determine next steps leading to ongoing cycles of continuous improvement. The course emphasizes reflective practice, data literacy, research reasoning, and habits of mind as leadership characteristics that support a continuous personal and organizational learning process. **Prerequisite(s): EDD8030, EDD8526. Cannot be fulfilled by transfer.**

Course Descriptions, *continued*

**EDD8534 - Designing, Delivering, and Managing Human Performance Improvement Interventions (4 quarter credits).** In this course, learners design effective solutions to resolve human performance problems in organizations. Learners apply the procedure and tools needed to select, design, and evaluate interventions to improve performance. The design and delivery process incorporates both training and non-training interventions, including electronic approaches. **Prerequisite(s): ED7631, ED7641. Cannot be fulfilled by transfer.**

**EDD8536 - Implementing and Sustaining Organizational Change (4 quarter credits).** Learners in this course are immersed in the professional literature to provide the knowledge and skills needed to manage and control changes designed to improve organizational performance. The course is designed to prepare learners to initiate a planning process that includes the process, tools, and techniques to manage the people side of change to achieve the required business outcome. **Prerequisite(s): EDD8534. Cannot be fulfilled by transfer.**

**EDD8538 - Evaluation of Human Performance Improvement Interventions (4 quarter credits).** In this course, learners evaluate human performance improvement interventions to determine if they were efficient, effective, and led to improved workplace and organizational performance. Learners acquire skills to resolve evaluation design issues, select appropriate data collection and analysis methods, and overcome evaluation implementation issues such as using technology, communicating results, gaining management support, and sustaining the evaluation process. **Prerequisite(s): EDD8536. Cannot be fulfilled by transfer.**

**EDD8540 - Theoretical and Historical Foundations of Reading (4 quarter credits).** In this course, learners analyze historical, philosophical, and theoretical foundations that support instructional strategies that promote cognitive, linguistic, motivation, and socio-cultural underpinnings of the reading and writing process. **Prerequisite(s): EDD8010. Cannot be fulfilled by transfer.**

**EDD8542 - Reading and Literacy Assessment, Evaluation, and Decision Making (4 quarter credits).** In this course, learners perform a needs assessment to examine ways to apply reading and literacy assessment data to improve literacy achievement, literacy instruction, and continuous improvement. Learners investigate literacy coaching as one means of continuous improvement. **Prerequisite(s): EDD8540. Cannot be fulfilled by transfer.**

**EDD8544 - Meeting Diverse Literacy Needs in School and Community Context (4 quarter credits).** In this course, learners examine different aspects of community, such as social class, ethnicity, language differences, and learning differences, as they relate to planning for literacy learning to meet needs of stakeholders. **Prerequisite(s): EDD8540. Cannot be fulfilled by transfer.**

**EDD8546 - Leading and Managing Literacy Programs (4 quarter credits).** In this course, learners develop the ability to lead and manage literacy program operations, curriculum, resources, and professional development to support a continuous improvement process. **Prerequisite(s): EDD8542. Cannot be fulfilled by transfer.**

**EDD8548 - Grant Writing for Reading and Literacy Programs (4 quarter credits).** In this course, learners examine and research the implications of local, state, and federal policy on reading and literacy programs. Learners develop the skills needed to effectively write grants and prepare presentations for different audiences. **Prerequisite(s): EDD8544. Cannot be fulfilled by transfer.**

**EDD9951 - EdD Doctoral Project 1 (4 quarter credits).** In this course, learners collaborate with stakeholders at their doctoral project sites to collect evidence and share relevant literature to identify and frame a chosen problem of practice. Learners demonstrate inquiry, analysis, communication, and leadership skills as well as the ability to evaluate and interpret organizational data to determine performance gaps and root causes. Learners increase knowledge and understanding of a problem and the factors that impact it in order to develop a problem statement for their doctoral project. Learners also secure the commitment of their project site to conduct their applied improvement project. **Grading for this course is S/NS. Prerequisite(s): EDD8050; ED7675 or EDD8508 or EDD8518 or EDD8528 or EDD8538 or EDD8548. Cannot be fulfilled by transfer.**

**EDD9952 - EdD Doctoral Project 2 (4 quarter credits).** In this course, learners collaborate with stakeholders at their doctoral project site to begin to develop a potential intervention that addresses a problem of practice. Learners develop an in-depth literature review that synthesizes relevant theory and best practices pertaining to the problem and the proposed solution and begin to develop an implementation plan to address a problem of practice. **Grading for this course is S/NS. Prerequisite(s): EDD9951. Cannot be fulfilled by transfer.**

**EDD9953 - EdD Doctoral Project 3 (4 quarter credits).** In this course, learners continue to collaborate with stakeholders at their doctoral project site to develop a potential intervention that addresses a problem of practice and develop a detailed implementation plan. Learners complete and submit IRB applications for approval. **Grading for this course is S/NS. Prerequisite(s): EDD9952. Cannot be fulfilled by transfer.**

**EDD9954 - EdD Doctoral Project 4 (4 quarter credits).** In this course, learners collect and evaluate doctoral project data, applying appropriate quantitative and qualitative analysis tools. Learners make valid inferences from the data in relation to the goals of the intervention and the implementation process. Learners incorporate written and visual formats to effectively communicate their results in preparation for developing their written report in EDD9955. **Grading for this course is S/NS. Prerequisite(s): EDD9953. Cannot be fulfilled by transfer.**

**EDD9955 - EdD Doctoral Project 5 (4 quarter credits).** In this course, learners synthesize their findings, key learnings, and next steps in relation to their doctoral project in a written report that includes learner reflections on the applied improvement project experience, and provides the basis for the doctoral project presentation learners develop in EDD9956. **Grading for this course is S/NS. Prerequisite(s): EDD9954. Cannot be fulfilled by transfer.**

**EDD9956 - EdD Doctoral Project 6 (4 quarter credits).** In this course, learners complete their doctoral project by developing a presentation on the problem, intervention, results, and sharing with stakeholders. In addition, learners submit a portfolio of their signature assignments related to their doctoral project. **Grading for this course is S/NS. Prerequisite(s): EDD9955. Cannot be fulfilled by transfer.**

**EDD9960 - Dissertation Courseroom (4 quarter credits each).** This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. **Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): EDD8328 or EDD8338 or EDD8348. Cannot be fulfilled by transfer.**

**EDD9971 - Doctoral Capstone (6 quarter credits each).** This course provides learners with resources, guidance, and support as they fulfill the required milestones toward completion of a doctoral capstone. Learners



## Course Descriptions, *continued*

apply scholarly research within a particular professional context to advance their knowledge in the science and practice of the profession and solve organizational, institutional, or community concerns.

**Department consent is required for registration. Grading for this course is S/NS. Learners must register for this course a minimum of two times to fulfill their specialization requirements. Prerequisite(s): Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**EDD9980 - Doctoral Project Development (4 quarter credits).** This course provides learners with the resources, structure, and faculty support for successful completion of their doctoral project requirements. Learners analyze, critique, and integrate information into the design and implementation of their project. **Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.**

## Education Technology

**EDT5100 - Leading Innovation and Implementing Change (4 quarter credits).** In this course, learners demonstrate key skills required to lead change in K-12 schools and to implement innovative instructional techniques that enhance learning for all students. Learners examine innovative instructional practices that incorporate technology and media, develop ways to use these practices to meet the needs of culturally and linguistically diverse learners and learners with a wide range of learning needs, and apply strategies for collaborating with colleagues to integrate state-of-the-art practices into daily classroom instruction.

**EDT5102 - Integrating Technology into Data Assessment and Evaluation (4 quarter credits).** This course focuses on how to appropriately collect and analyze student data, and apply technology to enhance the assessment and evaluation experience. Learners use technology tools to collect and analyze both quantitative and qualitative data as a means to identify instructional strengths and problems, implement best practice strategies and solutions, and interpret student learning data. Learners also consider the use of a variety of assessments and digital tools in order to best promote learning in a diverse classroom. Finally, using these digital tools, learners apply methods for communicating information to key stakeholders, while adhering to ethical standards regarding student data and being mindful of cultural contexts. **This course requires access to an educational setting, students or learners, and/or classroom practitioners.**

**EDT5104 - Teacher Dispositions and Ethics in the Digital Age (4 quarter credits).** This course focuses on values, commitments, beliefs, and behaviors that teachers must demonstrate inside and outside of the school setting to promote innovation in K–12 settings, and foster safe and ethical online behavior of students. Learners examine rights and responsibilities required in digital interactions with others, and how to model these behaviors for their students. Finally, learners demonstrate dispositions consistent with promoting innovative practice in K–12 schools. **This course requires access to an educational setting, students or learners, and/or classroom practitioners.**

**EDT5120 - Instruction in the 21st-Century Classroom (4 quarter credits).** In this course, learners investigate the use of instructional technology tools in the K–12 classroom, including the Technological Pedagogical Content Knowledge (TPACK) model, Marzano’s Teacher Evaluation model, and Shulman’s model of Pedagogical Reasoning and Action. Learners evaluate structures that help develop classroom digital learning experiences, which enhance teaching and learning. Learners apply the Substitution Augmentation Modification Redefinition (SAMR) model, Digital Bloom’s Taxonomy, and backwards design in planning for effective teaching with technology. Learners also evaluate ways that 1:1 computing is utilized in the classroom as framed by the Online Learning Theoretical Framework. In addition, learners analyze implementation strategies for Bring Your Own Device (BYOD) and blended learning with a special emphasis on the flipped classroom model. **This course requires access to an educational setting, students or learners, and/or classroom practitioners.**

**EDT5122 - Digital Citizenship and Technology Applications (4 quarter credits).** In this course, learners evaluate the ways that students and teachers become responsible digital citizens. Learners apply best practices for responsibly accessing, evaluating, and using online resources and social media, and analyze the nine elements of digital citizenship, cyber-ethics, cyber-safety, and cyber-bullying. In addition, learners evaluate ways that teachers align their lessons, objectives, and outcomes to a variety of standards for teaching and learning. Learners also explore structures and systems that can be implemented to manage a variety of devices and instructional time in a 1:1 environment. Finally, learners institute routines to increase student achievement and motivation to learn, selecting and creating a secure digital learning environment for students.

**EDT5125 - Integrating Technology to Enhance Learning (4 quarter credits).** In this course, learners investigate the ways in which teachers integrate technology to create personalized learning opportunities that engage, motivate, and empower students. Learners analyze educational theories and strategies that support personalized instruction. Learners also evaluate a variety of educational technology tools that support the personalization of instruction through effective digital integration to increase student achievement and engagement. In order to meet the diverse needs of all students, learners will plan and implement personalized instruction in their own learning environment. **This course requires access to an educational setting, students or learners, and/or classroom practitioners.**

**EDT5126 - Collaborative Learning Environments (4 quarter credits).** This course focuses on creating systems for building, supporting, and sustaining collaborative learning. Learners evaluate structures and systems that leverage technology to provide opportunities for collaborative learning and professional collaboration. Learners explore theories, research, and models that support collaborative learning and professional learning communities, and also how to create opportunities for students and teachers to work collaboratively within live and virtual settings.

**EDT5130 - Understanding Competency-Based Curriculum and Instruction (4 quarter credits).** Learners in this course gain an understanding of the differences between standards, outcomes, and competencies and how they can be integrated into the curriculum. Learners build on this understanding, mapping competencies to outcomes and aligning standards to competencies and outcomes. Learners integrate competency-based curriculum and lesson planning with best-practice teaching approaches and develop competency-based classroom management techniques. **This course requires access to an educational setting, students or learners, and/or classroom practitioners.**

**EDT5132 - Authentic Assessments and the Data-Driven Classroom (4 quarter credits).** In this course, learners analyze authentic assessment as an evaluation process that includes multiple forms of performance that reflect student learning, achievement, and motivation in real-world contexts. Learners develop a variety of authentic assessment techniques, including performance assessments, portfolios, and self-assessments

## Course Descriptions, *continued*

and collect, summarize, analyze, and apply assessment data. The course also emphasizes techniques for organizing and participating in grade-level or school-wide collaborative teams.

**EDT5134 - Adaptive Learning and Competency-Based Assessments (4 quarter credits).** In this course, learners utilize a variety of formative and authentic assessment techniques in an educational setting and interpret data from formative assessments to inform instruction. Learners implement adaptive learning approaches to meet the diverse needs of all learners and apply Universal Design for Learning (UDL) principles to competency-based assessment. ***This course requires access to an educational setting, students or learners, and/or classroom practitioners.***

**EDT5140 - Personalized Learning: Instruction and Assessment (4 quarter credits).** This course focuses on personalizing instruction in a blended environment to leverage student engagement, motivation, and achievement. Learners evaluate the application of connectivism, constructivist instructional design, problem-based/ project-based learning, and Understanding by Design as well as research-based strategies intended to increase personalization and collaboration in the classroom. Finally, learners evaluate and design formative and summative assessments and analyze the data gathered from these assessments to guide improvement in personalized learning. ***This course requires access to an educational setting, students or learners, and/or classroom practitioners.***

**EDT5142 - Adaptive Instruction and Assessment (4 quarter credits).** In this course, learners analyze theories of constructivism and cognitive flexibility and implement adaptive learning approaches to meet the needs of diverse learners. Further, learners apply the Universal Design framework to instructional design and evaluate adaptive learning dashboards that provide continuous assessment of mastery-based learning. Learners also analyze facilitator-driven and assessment-driven systems and evaluate the effectiveness of mastery-based learning in student needs, including those of students with disabilities, English language learners, and students who are gifted or talented. The course includes an emphasis on the purpose and impact of computer-aided instruction and assessment on student achievement in competency-based education (CBE). ***This course requires access to an educational setting, students or learners, and/or classroom practitioners.***

**EDT5144 - Using Data to Personalize Instruction (4 quarter credits).** Learners in this course plan, develop, and evaluate technology-driven classroom instruction. Learners analyze assessment data used to promote student learning and to evaluate the effectiveness of technology integration in personalized instruction. Learners collect, summarize, analyze, and apply assessment data, and analyze strategies for organizing and gaining participation in grade-level or school-wide collaborative teams. The course includes a focus on ethical principles within the online learning environment and ways to protect the data privacy of students and the intellectual property of an organization. ***This course requires access to an educational setting, students or learners, and/or classroom practitioners.***

**EDT5150 - Instructional Coaching to Improve Teaching and Learning (4 quarter credits).** This course focuses on coaching models and techniques that are solution oriented. Learners evaluate and implement coaching models, planning strategies for professional growth, setting goals, monitoring progress, and identifying accountabilities in order to determine the effectiveness of assessment and evaluation models that aim to strengthen the knowledge, skills, dispositions, and classroom practices of teachers. Learners also review comprehensive performance assessment and evaluation systems that provide targeted support, assistance, and professional growth opportunities based on teachers' individual needs as well as the needs of their students, schools, and districts. ***This course requires access to an educational setting, students or learners, and/or classroom practitioners.***

**EDT5152 - Planning and Implementing Site-Based Initiatives (4 quarter credits).** Learners in this course develop a plan to introduce and implement an initiative within their school, including evaluating plan components; identifying key members of the planning team, participants affected by the initiative, types of professional development needed to successfully launch the initiative, and determining metrics for evaluating the initiative's effectiveness. Learners also develop the skills necessary to integrate adult learning theory and current research-based best practices into professional development program planning. ***This course requires access to an educational setting, students or learners, and/or classroom practitioners.***

**EDT5900 - Innovation and Technology Capstone (6 quarter credits).** In this course, learners demonstrate proficiency in integrating learning and skills from required

courses by completing a final project. ***For MS in Education Innovation and Technology learners only. This course requires access to an educational institution, students, and/or classroom practitioners. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.***

## Emergency Management (Graduate)

**EMG7011 - Critical Infrastructure National Strategies and Policies (4 quarter credits).** In this course, learners assess the current critical infrastructure and key resources (CIKR) national strategies, National Infrastructure Protection Plan (NIPP), authorities, and policies. Learners also identify the requirements and responsibilities for management of the national system and analyze various theories and policies that would protect sustainable, resilient critical infrastructure systems.

**EMG7012 - Foundations of Continuity Management Programs (4 quarter credits).** In this course, learners investigate the components of business continuity management within the private and nonprofit sectors as well as the components of operations continuity within the public sector. Learners analyze the integrative requirements of National Fire Protection Association (NFPA) 1600, Federal Continuity Directive (FCD) 1, and Continuity Guidance (CG) 1 and the theories that support continuity management. Learners examine theories of risk, risk perception, theories of systems, and systems thinking. Learners also strengthen their understanding of the need for continuity of operations and demonstrate their knowledge by developing an outline for a continuity management plan.

**EMG7015 - Application of Emergency Management Theory (4 quarter credits).** This course introduces learners to the application of emergency management theories by scholars and professionals in research, policy, practice, and systems. Learners in the course identify and assess primary theoretical constructs and research methodologies commonly used in emergency management. Throughout the course, learners synthesize relevant theories and applicable methodologies in order to generate potential research topics, determine potential policy issues, and examine ways to inform emergency management administration. ***Prerequisite(s): PSL7020, completion of or concurrent registration in PSL7030. Cannot be fulfilled by transfer.***

## Course Descriptions, *continued*

**EMG7021 - Critical Components and Management of Complex Infrastructure Networks (4 quarter credits).** Learners in this course analyze protection strategies for effective complex critical infrastructures within diverse nonprofit, private, or government sectors. Learners evaluate current critical components and manage the complex infrastructure networks to provide necessary resources to the nation's daily operations for its citizens' well-being. Learners examine the enterprise network management of critical infrastructure with its complex interconnectivity across the Internet. Learners also identify cyber vulnerabilities in the management of the complex critical infrastructure systems and recommend appropriate safeguards.

**EMG7022 - Risk Assessment for Continuity Programs (4 quarter credits).** This course is an introduction to risk assessment and risk management. Learners examine the relationship of risk assessment to an integrated emergency management and continuity program. Learners assess the meaning of business in the context of continuity planning and programming and identify the management need for an integrated plan, based on National Fire Protection Association (NFPA) 1600. In addition, learners gain and apply knowledge of Federal Continuity Directives (FCD) 1 and 2 and Continuity Guidance Circulars (CGC) 1 and 2.

**EMG7025 - Emergency Management Policy and the Administration of Emergencies and Disasters (4 quarter credits).** This course focuses on the organizational challenges that emergency management leadership typically encounters in contemporary society. Learners critically examine the intended and unintended effects of political, social, and legal policies and pressures impacting the ways emergency management organizations function. Learners assess organizational and administrative theories, and best practices for leadership and administration in emergency management. Learners also analyze innovative policies and change initiatives to achieve specific ethical and functional objectives.

**Prerequisite(s):** Completion of or concurrent registration in EMG7015; PSL7030.

**EMG7031 - Critical Infrastructure in an All-Hazards Environment (4 quarter credits).** In this course, learners measure security risks associated with the national critical infrastructure systems and caused by intentional and unintentional threats from various threat agents. Learners identify the current cyber vulnerabilities that could induce threats to our environments and

investigate natural and manmade threats, including cyberterrorism against our critical infrastructure, and the devastating consequences caused by these threats. Learners also evaluate the incident response lifecycle—monitor, detect, contain, mitigate, and validate—when a security incident occurs.

**EMG7032 - Business Continuity Sustainment and Project Management (4 quarter credits).** This course introduces the elements of project management and the relationship to building a sustainable continuity management program. Learners analyze research on continuity and recovery procedures, identify the relationship between continuity of critical functions and organizational resilience, and apply project management best practices to a continuity plan outline.

**EMG7035 - Emergency Management Systems (4 quarter credits).** Learners in this course identify best practices to coordinate and manage comprehensive emergency management systems. Learners examine technology and research-integrated applications, risk communication, risk-based decision making, application of theory, and monitoring and measurement of the programs analyzed. **Prerequisite(s):** EMG7015, PSL7030.

**EMG7041 - Designing Resilient Systems (4 quarter credits).** Learners in this course assess the effectiveness of the current resilient systems of critical infrastructure against all potential threats, emergency management amid disaster, and recovery procedures after a disaster. Learners demonstrate their understanding by writing a critical infrastructure protection plan for all-hazards environment. In addition, learners analyze the methods of sharing resilient information interagency as well as best practices and standards in protecting critical infrastructure and propose ways to improve strategies and policies.

**EMG7042 - Business Continuity Planning (4 quarter credits).** Learners in this course apply advanced knowledge and skills in continuity management and use risk assessment and impact strategies in the development of an annotated outline for a business continuity plan. Learners demonstrate knowledge of the metrics needed to assess performance. Learners also investigate the critical importance of effective continuity on organizational resilience.

**EMG7045 - Risk Management Application (4 quarter credits).** In this course, learners determine best practices for risk assessment composed of hazard identification,

vulnerability assessment, and impact analysis as an integrated process. Throughout the course, learners integrate the theoretical paradigm supporting the management of risk and risk-based decision making. **Prerequisite(s):** EMG7015, PSL7030.

**EMG7095 - Integrative Project for Emergency Management (4 quarter credits).** In this course, learners demonstrate proficiency in a specific area related to emergency management by applying learning from required and elective courses to develop an original project. Throughout the process, learners select an emergency management theoretical perspective and apply it to best practices and industry-specific approaches and methods. Using their project, learners write a paper to demonstrate knowledge they have gained throughout the program. **For MS in Emergency Management learners only. Prerequisite(s):** Completion of all required and elective coursework. **Cannot be fulfilled by transfer or prior learning assessment.**

**EMG8015 - Risk Management in Emergency Management (4 quarter credits).** Learners in this course integrate the concepts of hazard, risk, and vulnerability with impact assessments to inform the planning of effective and efficient risk-based decision making. Learners examine multiple real-life disaster scenarios, public events, and existing risk assessments then identify the relevant theoretical perspectives that can be applied to each type of context. Learners also develop and implement an assessment of their own creation as a final project. **Prerequisite(s):** EMG7015, EMG7025.

**EMG8025 - Emergency Management Operations and Planning (4 quarter credits).** In this course, learners examine relevant theoretical paradigms related to risk, planning, and resiliency. Throughout the course, learners analyze the interorganizational and intergovernmental roles seen regularly in the emergency management field, and interpret current federal laws and national policies driving the field. The course culminates with the learner selecting a specific community and developing a strategic proposal for enhancing community resilience. **Prerequisite(s):** EMG7035, EMG8015.

**EMG8035 - Response, Continuity, Recovery, and Resilience (4 quarter credits).** This course focuses on an examination of human-made and natural disasters through cross-cultural and historical perspectives. Learners analyze the impact that culture has on disaster response, recovery, and resilience as well as the cultural variation that may

## Course Descriptions, *continued*

be seen across and within communities, including variations within disasters and emergency management systems.

**Prerequisite(s):** EMG8025.

**EMG8045 - Contemporary Issues in Emergency Management (4 quarter credits).** This course introduces learners to the contemporary issues relevant in the emergency management profession today. Learners analyze the intersection of social norms, professional best practices, and emergency management theory as well as their impact on disaster events, policy development, and the administration of emergency management services.

**Prerequisite(s):** EMG8035.

## English

**ENG1000 - English Composition (6 quarter credits).** This course is an introduction to writing research techniques and various forms of writing, including expository writing. Learners strengthen and demonstrate their ability to think critically; to develop and organize writing topics; and to revise their writing for clarity of purpose, readability, and style.

**ENG1100 - Writing Strategies for Criminal Justice (6 quarter credits).** This course introduces learners to professional writing and academic standards for writing, support, and citation specific to the field of criminal justice. Learners inspect various types of reports, professional assessments, and case studies and build foundational knowledge of writing for various audiences and purposes. **For BS in Criminal Justice learners only.**

**ENG1200 - Discover the Writer in You (4 quarter credits).** In this course, learners identify how to harness the power of words in a professional environment. Learners analyze the fundamentals of business and technical writing to understand how to write for a variety of purposes. Learners also gain the skills necessary to craft a clear and targeted message for any audience.

**ENG2200 - The Power of Persuasion (4 quarter credits).** In this course, learners assess how to use writing to understand, influence, and connect with an audience. Learners identify how to use primary and secondary research to support their arguments, as well as how to document their research. Learners develop the skills necessary to research and analyze the writing of others to evaluate credibility.

## Entrepreneurship

**ENTR5412 - New Ventures and Entrepreneurship (4 quarter credits).** This course is an introduction to new ventures and entrepreneurship including entrepreneurial feasibility, research, planning, and funding for new venture opportunities. Learners investigate legal structures of entrepreneurial ventures, examine factors that influence the venture selection process, evaluate the feasibility of a venture concept, identify a customer base and market, and consider funding requirements for the business venture.

## Finance

**FIN5710 - Economic Foundations for Financial Decision Making (4 quarter credits).** This course examines macro and micro economic principles, theories and tools, and their applications to business. Learners analyze economic activities from a national and global perspective, value creation, tools employed by the Federal Reserve System and government to create and implement fiscal and monetary policies, and the importance of these for business. Learners also apply microeconomic theories and market competition considerations to behavior and decision making of firms and individuals.

## Global Operations

**OPS5620 - Supply Chain Foundations and Management (4 quarter credits).** Learners in this course develop a broad understanding of global supply chain management by studying it from a systems theory perspective as a network that provides strategic advantage. Learners consider the role of culture and the changes in scope and scale that globalization has brought to internal business processes. **Prerequisite: MBA5016 or MBA6022.**

**OPS5630 - Strategic Supply Chain Sourcing (4 quarter credits).** This course emphasizes integration of the supply chain as a strategic competitive advantage. Learners identify ways to use strategic resourcing and procurement to achieve consistent quality, thus enabling market share growth and preventing market share erosion. Learners also examine the importance of managing relationships with global suppliers and establishing consistent quality benchmarks and an ethical and legal approach to supply chain sourcing. **Prerequisite: MBA5016 or MBA6022.**

## Graduate Business

**GBUS9919 - Doctoral Comprehensive Examination (3 quarter credits).** This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to register for the first dissertation course. **Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.**

**GBUS9960 - Dissertation Courseroom (3 quarter credits each).** This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. **Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): BMGT9919 or OM9919 or GBUS9919. Cannot be fulfilled by transfer.**

## Health Care Management

**HCM5310 - Decision-Making in the Health Care System (4 quarter credits).** In this course, learners examine the complex and dynamic U.S. health care system, stakeholders, laws, and regulations. Learners develop an understanding of how health care delivery systems are organized and financed and identify the economic, legal, and political factors that influence the management of health care organizations.

**HCM5312 - Analyzing the Health Care Environment (4 quarter credits).** Learners apply regulatory analyses to examine the organization's position within the external environment and develop plans to strengthen the organization's strategy. Learners use evidence-based decision making to support analyses. **Prerequisite(s): MBA5006, HCM5310.**

**HCM5314 - Driving Health Care Results (4 quarter credits).** In this course, learners analyze ways in which health care leaders support the effective access and delivery of quality patient care in a customer-focused

## Course Descriptions, *continued*

and cost efficient manner. Learners address the impact of organizational culture, structure, operations, services, and financing on outcomes to optimize results in a health care organization. **Prerequisite(s): HCM5310, MBA5006.**

### Health Information Management

**HIM4610 - Medical Terminology (6 quarter credits).** Learners in this course develop an understanding of medical terminology used within health care. Learners analyze prefixes, suffixes, word roots, and combining forms, and practice correctly pronouncing, spelling, and using medical terms in the appropriate contexts.

**HIM4620 - Data Management in Health Information Systems (6 quarter credits).** In this course, learners examine the operational and financial principles of managing health data from multiple source systems. Learners gain and demonstrate an understanding of various data integration tools and techniques used to support clinical information systems, including data warehousing, batch processing, and interface engines. Learners also examine and apply network and database design and architecture and their effects on source system development. **Prerequisite(s): HIM4610.**

**HIM4630 - Statistical Analysis for Health Information Management (6 quarter credits).** In this course, learners develop a working knowledge of basic statistical strategies and tools used to analyze and interpret health care data, including pattern recognition; data classification; and data mining, modeling, and sampling. Learners also evaluate the resources that provide health care information and support health information integrity and data quality. **Prerequisite(s): HIM4610.**

**HIM4640 - Electronic Health Records and Health Information Systems (6 quarter credits).** Learners in this course build their knowledge of health data management history and the role of the electronic health record (EHR) in health care organizations. Throughout the course, learners identify the characteristics of the EHR and other clinical systems, develop their skills in using an EHR, and evaluate the standards being developed to encourage EHR interoperability and data sharing. **Prerequisite(s): HIM4610.**

**HIM4650 - Decision Support and Quality Management in Health Information Management (6 quarter credits).** In this course, learners examine decision-support practices and quality-management techniques used to improve the quality of health care. Learners apply decision-modeling techniques and evaluate the impact of clinical information

systems on the quality, safety, and efficiency of health care data. **Prerequisite(s): HIM4610.**

**HIM4660 - Information Security, Privacy, and Ethics in Health Care (6 quarter credits).** Learners in this course gain a legal and ethical overview of the health information industry, including the role of the Health Information Portability and Accountability Act (HIPAA). Learners analyze security and privacy issues related to gathering and sharing health data and examine the legal constraints of transmitting data outside the parameters of treatment, payment, and health operations. **Prerequisite(s): HIM4610.**

**HIM4670 - Health Information Systems and Management (6 quarter credits).** Learners in this course examine health care systems and health information management in the United States. Learners examine organizational relationships, business associations, and market forces that affect the health care system. In particular, learners build knowledge of leadership and management theories for health care systems and health information management.

### History

**HIS1100 - U.S. History: Learn from the Past, Prepare for the Future (4 quarter credits).** In this course, learners investigate key events in U.S. history and make connections to their influence and impact on society today. Learners analyze how knowledge of the past helps to understand the world today and make more informed decisions about the future. In addition, learners critically analyze information and decide what is credible and accurate to draw their own conclusions.

### Humanities

**HUM1100 - Exploring Cultures: Adapting in a Global World (4 quarter credits).** In this course, learners develop critical thinking and innovation skills by examining how the humanities relates to diverse cultures in a globally collected world. Learners explore various cultures from around the world and identify how to maximize diverse perspectives to improve personal and professional interactions.

**HUM1200 - Philosophy of Work (6 quarter credits).** This course emphasizes the nature, history, and ethics of work. Learners investigate different conceptions of the meaning of work by analyzing various kinds of labor; the ways work has changed over the course of history; and the ways work relates to meaning, significance, and dignity in human life. Learners examine the views and practices of work in different cultures. Learners also develop a philosophy of work.

### Human Resource Management

**HRM5002 - Survey of Human Resource Management in Practice (4 quarter credits).**

This course is a survey of contemporary perspectives in the field of human resource management. Learners apply competencies developed by the Society for Human Resource Management (SHRM) in order to support people, the workplace, and an organization. Learners integrate legal and ethical standards into human resource policies and practices. Learners also address the role of the HR practitioner in the alignment of operational and strategic approaches. **Must be taken during the first quarter by learners who have been admitted to the MS in Human Resource Management degree program or Human Resource Management graduate certificate program. Cannot be fulfilled by transfer or prior learning assessment.**

**HRM5045 - Enterprise-Aligned Human Resource Management Strategy (4 quarter credits).** In this course, learners analyze the concept and process of strategic human resource management (HRM). Learners also evaluate how HRM strategy can guide an organization's human resource function through reviewing external employee market conditions and how leveraging internal HRM capabilities support proactive and responsive human capital initiatives. Learners examine HRM strategy using the perspective of human capital management and development and analyze how these components influence an organization's human resource strategy. **Prerequisite(s): HRM5002.**

**HRM5055 - Comprehensive Reward Systems (4 quarter credits).** In this course, learners examine compensation models and their application in organizations, which includes both direct and indirect rewards. Learners also discuss compensation strategies and their link to designing an effective organization. Learners further explore how compensation structures are developed and applied as well as the different strategic roles of rewards in developing an effective workforce. **Prerequisite(s): HRM5002.**

**HRM5060 - Sourcing and Managing Talent in the Workplace (4 quarter credits).**

Learners in this course examine contemporary perspectives in recruiting, talent mobility, workforce planning, and performance management. Learners select and develop approaches which support employee mobility and performance to advance organizational goals. **Prerequisite(s): Completion of or concurrent registration in HRM5002; or HRM5310.**

## Course Descriptions, *continued*

**HRM5065 - Employment Law in the Successful Workplace (4 quarter credits).** In this course, learners gain an understanding of the application of U.S. law and legislation to human resource management theory and practice in the modern workplace. Learners evaluate historical perspectives on law and labor relations and the impact of context on practice. Learners focus on the value of aligning organizational mission, legal compliance, and ethical practices. Learners also assess methods by which the HRM professional can resolve conflict and defuse or mitigate potentially litigious situations while enhancing productivity. **Prerequisite(s): HRM5002.**

**HRM5070 - Workplace Learning in the Digital Age (4 quarter credits).** Learners in this course gain an understanding of the role of the HR professional in talent development, theories and models of learning, learning styles, and ways to design and manage the learning process. Learners apply a strategic approach to workplace learning to align the organization's strategy with learning programs and demonstrate learning strategies and practices which meet the needs of employees and the organization. **Prerequisite(s): HRM5002.**

**HRM5075 - Leading and Influencing for the Human Resource Practitioner (4 quarter credits).** This course helps guide learners through an analysis of their own leadership strengths and capabilities, preparing them to develop skills to become an influential HR practitioner. The course emphasizes understanding the human resource professional choices in leadership theories and models, awareness of the learner's leadership strengths, tools to build trust and relationships, and clarity of the learners continued need to develop as a leader. **Prerequisite(s): HRM5002.**

**HRM5080 - Evidence-Based Decision Making for HR Professionals (4 quarter credits).** In this course, learners apply evidence-based models of decision making to advocate and support HR strategies and practices. Learners use qualitative and quantitative data in HR decision making to influence organizational stakeholders and incorporate storytelling to provide compelling advocacy for HR programs, practices, and projects. **Prerequisite(s): HRM5002.**

**HRM5090 - Retaining and Engaging Employees for the Modern Workforce (4 quarter credits).** In this course, learners apply models of employee motivation, thriving, and engagement in the workplace to create the employee experience. Learners also analyze the ways in which culture, employee and leader behavior impact

strategic retention. Finally, learners assess the influence of technology and evidence-based practices on employee lifecycle, engagement, and positive employee and organizational outcomes. **Prerequisite(s): HRM5002 or HRM5310.**

**HRM5100 - HRM Professional Internship (4 quarter credits).** This course provides learners with an optional, experiential opportunity to complete up to 400 hours of applied service in an industrial or organizational work-related setting of their choosing. Learners may engage in human resource management roles, including recruitment and selection, talent development, employee engagement and retention, and compensation. Throughout the course, learners participate in supervised training at a pre-approved internship site and engage in concurrent online courseroom activities that emphasize increased self-awareness, self-reflection, and self-evaluation of workplace skills and leadership behaviors; application of evidenced-based practice; ability to practice within diverse populations; and practice within professional and ethical standards. **For MS in Human Resource Management learners only. Grading for this course is S/NS. Prerequisite(s): HRM5002, HRM5060, HRM5070, HRM5090, HRM5065. Approval of internship application is required one quarter prior to course start. Cannot be fulfilled by transfer.**

**HRM5110 - Enhancing Business Acumen for Human Resource Management Professionals (4 quarter credits).** In this course, learners develop an understanding of the business principles, functions, and operations of an organization to develop business acumen. Learners analyze case studies and apply business principles and practices to understand the interaction of HRM within an organization. Learners also focus on the HRM business partner role, and how this role functions within a larger organization.

**HRM5112 - Certification Examination Preparation for the aPHR, PHR and SPHR (4 quarter credits).** In this course, learners review the current HRCI® Exam Content Outlines to prepare for the aPHR™, PHR® and SPHR® certification exams. Learners apply their critical thinking skills to scenario-based questions, and develop test-taking strategies for passing these exams. **Cannot be fulfilled by transfer or prior learning assessment.**

**HRM5115 - Certification Examination Preparation for the SHRM-CP and SHRM-SCP (4 quarter credits).** In this course, learners review the current body of competency and knowledge in the HR

management field and prepare for the SHRM-CPSM and SHRM-SCPSM certification exams. Learners apply their critical thinking skills to behavioral competencies in leadership and navigation, ethical practice, business acumen, relationship management, consultation, critical evaluation, and global and cultural effectiveness and communication. Learners also develop test-taking strategies to help aid them in taking these exams. **Learners are encouraged to contact the Society for Human Resource Management (SHRM) prior to registration for specific eligibility requirements for SHRM-CP and SHRM-SCP exams. Cannot be fulfilled by transfer or prior learning assessment.**

**HRM5116 - Human Resource Professionals as Internal Consultants (4 quarter credits).** Learners are introduced to the concept of building consultative relationships with clients through the examination of the theories, models, and tools of organization development and consultation. Learners apply methods for working with clients, which support organizational development, employee engagement, and organizational effectiveness. The course emphasizes ways in which organization development and process consultation strategies can increase organizational performance and productivity.

**HRM5118 - Human Resource Legal Challenges and Solutions (4 quarter credits).** This is an advanced course designed for HR professionals who seek to prepare themselves for the complex challenges of legal employment issues in the workplace. Learners study the nature of and strategies for addressing workplace legal actions in order to create a legally compliant workplace. Learners focus on developing action plans and management strategies for minimizing risk. **Prerequisite(s): HRM5065.**

**HRM5120 - Global Human Resource Practice (4 quarter credits).** In this course, learners navigate the global legal and regulatory environments and their application to HR practices. Learners apply HR principles and models to multiple contexts within the global environment. Learners develop an awareness of global cultures and best practices for working across cultures. **Prerequisite(s): HRM5002.**

**HRM5310 - Strategic Human Resource Management (4 quarter credits).** In this course, learners examine how human resource management (HRM) impacts and supports strategic organizational goals. Using key HRM principles, practices, and data, learners develop well-rounded strategies to address HR related needs and opportunities for a dynamic, multicultural, and global workforce. **For MBA learners only.**

## Course Descriptions, *continued*

**HRM5401 - The Legal, Ethical, and Regulatory Environment of Health Care (4 quarter credits).** Learners in this course study the legal, ethical, and regulatory environment of health care and the impact on human resource management. Learners examine health care delivery systems, revenue sources, laws, regulations, ethics, and compliance requirements, including ways to support and mitigate risk in the complex health care environment. **Prerequisite(s): HRM5002, HRM5065.**

**HRM5402 - Planning, Sourcing, and Developing Talent in Health Care Organizations (4 quarter credits).** In this course, learners examine talent acquisition, employee development, and workforce planning in health care organizations. Learners analyze, develop, and apply models and approaches for the unique needs of health care talent management. **Prerequisite(s): HRM5002, HRM5060, HRM5401.**

**HRM5403 - Transforming the Employee Experience in Health Care (4 quarter credits).** This course focuses on human resource (HR) practices to retain and engage the health care workforce. Learners examine HR's role in organizational transformation and supporting positive patient outcomes by creating a culture of quality, high performing, and engaged employees. Learners also strengthen their understanding on how HR supports employee health and wellness. **Prerequisite(s): HRM5002, HRM5090, HRM5401.**

**HRM5900 - HRM Capstone: Creating an Effective Human Resource Practice (4 quarter credits).** This is an integrative course for learners in the MS in Human Resource Management degree program. Learners synthesize and integrate the knowledge, competencies, and skills acquired throughout the program by developing and implementing a final project that demonstrates critical thinking, creativity, and practical application of program content. Learners create and customize project plans and strategies to achieve desired project outcomes. **Cannot be fulfilled by transfer or prior learning assessment.**

**HRM5960 - HRM Capstone: Improving and Transforming HR Practice (5 quarter credits).** This is an integrative course for learners in the MS in Human Resource Management degree program. Learners synthesize and integrate the knowledge, competencies, and skills acquired throughout the program by developing and implementing a final project that demonstrates critical thinking, creativity, and practical application of program content.

Learners apply models and best practices in human resource management to achieve desired project outcomes. **Prerequisite(s): Completion of all required coursework. Cannot be fulfilled by transfer or prior learning assessment.**

## Human Services

**HS5204 - Human Services Theory and Application (4 quarter credits).** In this course, learners examine human service theories and delivery models to gain a broad understanding of the human services profession. Learners also explore various contemporary social problems relevant to the human services field and practice applying professional expectations associated with ethics, culture, and diversity to address them.

**HS5401 - History of Social Welfare (4 quarter credits).** This course is an advanced historical survey of social services, public policies, social welfare, and the profession of social work in the U.S. from the colonial era to the present. Learners in the course explore the historical social welfare experience of different groups, including women, Asian-Americans, African-Americans, Native Americans, Hispanics, citizens with disabilities, gays and lesbians, and others in the U.S. Some comparisons are made to other social welfare systems, particularly those of England, which greatly influenced early U.S. "poor laws."

**HS5423 - Philosophy of Social Work (4 quarter credits).** Learners in this course review the history, development, and intervention methods of contemporary social work within the framework of social work philosophy. Learners examine issues related to a wide range of families, communities, and systems by conducting analyses of social welfare systems with the objective of improving social conditions.

**HS5436 - Utilization of Community Resources (4 quarter credits).** Learners in this course investigate the influence of larger social systems on human behavior and various methods of organizing and utilizing community resources. The course addresses specific topics such as theories of social organization, community organizing, self-help organizations, use of volunteers, and the use of social policy to influence human behavior.

**HS5518 - Biological and Health Aspects of Aging (4 quarter credits).** Learners in this course analyze the process and issues of human aging, and develop knowledge and skills applicable to a variety of roles in the field of gerontology. Learners also evaluate different theories of aging and delineate

socioeconomic conditions and biological, hereditary, gender, and environmental risk factors that can affect the overall aging process.

**HS5522 - Psychology of Development and Aging (4 quarter credits).** In this course, learners distinguish between primary and secondary aging by identifying age-related changes in cognitive functions, personality, and interpersonal relationships. Learners study the effects of normal age-related physiological changes on an older adult's psychosocial functioning and the impact of various psychological changes upon the daily functioning of the aging individual. Learners also examine the psychological processes involved in death and grieving, and the relationship between formal and informal support services and the psychological well-being of older adults.

**HS5531 - Community Advocacy for Aging Populations (4 quarter credits).** The focus of this course is on the role of the human service and public service leader in an aging society. Learners analyze the principles, practices, and ethical considerations of leadership across the long-term continuum of care for diverse populations. By gathering and summarizing information, learners develop a recommendations proposal, incorporating an action plan that includes organizational, individual, family, and community considerations.

**HS5534 - Leading Across the Continuum of Care (4 quarter credits).** The focus of this course is on the role of the human service and public service leader in an aging society. Learners analyze the principles, practices, and ethical considerations of leadership across the long-term continuum of care for diverse populations. By gathering and summarizing information, learners develop a recommendations proposal, incorporating an action plan that includes organizational, individual, family, and community considerations.

**HS5993 - Human Services Integrative Project (4 quarter credits).** In this course, learners demonstrate proficiency in their specialization area by applying learning from required and elective courses to complete an analysis of a human services organization or system or to propose a new application in their professional field. **For MS in Human Services learners only. Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer.**

**HS8103 - Principles and Practice of Social Work (4 quarter credits).** In this course, learners examine theories, current methods, and practice models that guide

## Course Descriptions, *continued*

the acquisition of knowledge within the social work profession. Learners explore the elaboration of underlying assumptions, intervention methods, and social change in working with clients, families, groups, and communities. Learners also consider factors in effective practice and research, including social worker-client process issues, treatment outcomes, social work interventions and related current research, and ethical issues.

**HS8300 - Diversity in the Workplace (4 quarter credits).** In this course, learners review contemporary workplace diversity issues. In particular, learners compare and contrast inclusion policies; evaluate relevant research findings; apply best practices for a diverse workplace; and integrate professional and ethical codes, standards, and laws in the human services work setting.

**HS8413 - Social Influences of Behavior (4 quarter credits).** Learners in this course explore behavior that is influenced by the presence of others, or behavior that is under the control of society. Topics include culture and society, large and small group behavior, cross-cultural factors, and interpersonal relationships. Learners in this course review the social psychology of decision making, attitude formation, and social attribution and their application to contemporary issues.

**HS8453 - Prevention and Causes of Child Abuse (4 quarter credits).** The focus of this course is on the research and application of evidence-based practice models that support the prevention and early intervention of child abuse and neglect. Learners examine indicators that may identify at-risk and high-risk family situations and analyze the roles and responsibilities of the human service practitioner in child abuse and neglect assessment, prevention, intervention, and reporting. Learners also evaluate the impact of ethical and cultural conflicts, management perspectives, and the implementation of family preservation programs.

**HS8476 - Methods of Family Research (4 quarter credits).** Learners in this course explore the measurement of family variables and the complexities of family research design, data collection, and analysis. Topics include scales of measurement, validity and reliability, experimental and non-experimental designs, and approaches to integrating clinical research with practice.

**HS8478 - The Family in Social Context (4 quarter credits).** Learners in this course examine families from a systems perspective and explore the dynamics and systems influencing family structures. Learners also identify the leadership skills needed to work with diverse family groups and the challenges faced by human services professionals.

**HS8604 - Advanced Communication Skills for the Human Services Leader (4 quarter credits).** In this course, learners analyze the ways communication promotes human services practice and the importance of effective oral, written, and presentation skills to the role of human services leader. Learners focus on developing and strengthening these communication skills and demonstrate their ability to communicate to multiple audiences using a variety of methods. **Prerequisite(s): HMSV8212.**

**HS8745 - Grief and Bereavement Counseling (4 quarter credits).** This course familiarizes learners with the issues of grief, loss, bereavement, and the mourning process. Throughout the course, learners examine grief related to the sudden or prolonged death of adults and children, losses due to natural disaster catastrophes, combat trauma and loss, and physical health trauma. In addition, learners gain an understanding of the psychological stages of grief, the symptoms of grief, and techniques for coping with a range of loss issues, from both the perspective of a provider and that of a leader, supervisor, or manager. **Learners may earn credit for either CST8745 or HS8745, but not both.**

**HS8764 - Contemporary Issues in Compulsive and Addictive Behavior Treatment (4 quarter credits).** Learners in this course examine current research and trends for working with compulsive and addictive behaviors along a continuum of prevention and treatment practices. Topics include changes in practice models based on transition to the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5)* criteria; integration of substance abuse treatment into primary care settings; developments in psychopharmacological and alternative intervention practices; influences of ethics, culture, and public health model practices on intervention and treatment; and the use of Internet resources in the field.

**HS9919 - Doctoral Comprehensive Examination (3 quarter credits).** This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to register for the first dissertation course. **Grading for this course is S/NS. Prerequisite(s):**

**Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.**

**HS9960 - Dissertation Courseroom (3 quarter credits each).** This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. **Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): HS9919. Cannot be fulfilled by transfer.**

## Human Services

**HMSV5002 - Theory and Application in Human Services (4 quarter credits).** This course presents contemporary social problems addressed by human services professionals in the field and familiarizes learners with the community resources available to them. Learners examine the theories behind human services delivery and management in order to gain a broader understanding of the human services profession and the role of human services professionals within diverse delivery settings. **Must be taken during the first quarter by learners who have been admitted to the MS in Human Services degree program. Cannot be fulfilled by transfer.**

**HMSV5314 - Program Development and Evaluation in Human Services (4 quarter credits).** In this course, learners examine needs assessment, program development, and program evaluation as fundamental tools in a variety of organizations. In particular, learners use research-based models and best practices to inform program development and evaluation in for-profit, nonprofit, and government settings. Learners also gain the skills they need to communicate effectively with internal and external stakeholders and address ethical implications of various approaches to program development and evaluation.

**HMSV5316 - The Effective Use of Analytics in Human Services (4 quarter credits).** In this course, learners develop the skills needed to apply the early aspects of the life cycle of human services analytics. Learners examine the various data sources, data models, and algorithms and use basic tools to complete an analysis. Learners also collaborate within teams to evaluate case studies and explore the ways in which stakeholders' needs are met through data analytics.



## Course Descriptions, *continued*

**HMSV5320 - Ethical Practice in Human Services (4 quarter credits).** Learners in this course analyze the ethical standards and expectations required of human services professionals in research and practice. Learners apply an ethical problem-solving framework to solve a variety of ethical dilemmas and issues relevant to the human services field. **Prerequisite(s): HMSV5002.**

**HMSV5334 - Diversity and Inclusion in Human Services (4 quarter credits).** This course is a survey of theories, research, and concepts that highlight the importance of race, culture, socioeconomic status, and ethnicity in individual and group experience. Learners consider the effects of gender, social class, religion, and disability on experience and evaluate the role of the human services and educational professional in addressing the multicultural needs of clients and colleagues in the workforce. Learners also examine community cultural competency and practice applying a variety of theoretical approaches and methodologies to real-life scenarios.

**HMSV5340 - Leading in For-Profit, Nonprofit, and Government Organizations (4 quarter credits).** This course familiarizes learners with the unique expressions of leadership in for-profit, nonprofit, and government organizations. Learners differentiate among the capacities of various types of leaders and stakeholders to ensure continuous leadership and organizational development.

**HMSV5390 - Interpersonal and Leadership Skills for Human Services Professionals (4 quarter credits).** In this course, learners develop the fundamental professional communication, collaboration, problem-solving, and information literacy skills necessary for working with individuals, communities, and agencies. Throughout the course, learners apply techniques for developing goals and recommending strategies and explore appropriate ways for disseminating information to assist stakeholders in achieving those goals. **Cannot be fulfilled by transfer.**

**HMSV5402 - Social Change and Public Policy in Human Services (4 quarter credits).** In this course, learners examine the concepts, principles, and stages of public policy development and analysis in the human services field. Learners gain an understanding of the approaches used by policymakers and policy analysts to evaluate the effects of programs and projects on societal problems in for-profit, nonprofit, and government settings. Other course topics include the policy process, agenda setting, advocacy, analysis, political process

management, policy implementation, and public policy evaluation feedback based on information gained from the field.

**HMSV5410 - Financial Management and Budgeting in Human Service Organizations (4 quarter credits).** In this course, learners examine human service program revenue sources and assess budgeting strategies and expense allocations associated with the management of human services organizations. In particular, learners explore the complexities of financial and budget management in for-profit, nonprofit, and government human services organizations. Learners also examine issues related to voluntarism, hiring, salaries, compensation and benefits, technology upgrades, and operational requirement assessments.

**HMSV5420 - Developing Innovative Human Service Organizations (4 quarter credits).** Learners in this course explore the elements of organizational development, design, and change in human services organizations. Learners evaluate design and change theories; explain creativity and implementation in organizations through innovative practices; and investigate the inclusion of the technological tools needed to lead for future growth in for-profit, nonprofit, and government organizations. In addition, learners analyze the philosophy of an organization, including its purpose and values, and discuss how creative innovation can strongly impact the organization's stakeholders.

**HMSV5430 - Leading Adaptive Organizational Systems in Human Services (4 quarter credits).** In this course, learners analyze emerging theories of leadership in complex and dynamic human services programs that are capable of adapting to significant policy, social, or environmental changes. Throughout the course, learners assess the impact of leadership style, policy changes, and funding sources on organizational operations through adaptive leadership models. Learners also explore their own personal leadership style and philosophy of leadership through various learning exercises and practice incorporating diverse cultural concepts in a problem-solving scenario. **Prerequisite(s): HMSV5420.**

**HMSV5520 - Reporting Solutions in Human Services Analytics (4 quarter credits).** In this course, learners examine reporting solutions that use analytics. Learners also articulate the relevance and importance of data analytics in the practice of human services; analyze, select, and apply reporting solutions to fit an organizational need; and evaluate different reporting frameworks. **Prerequisite(s): HMSV5500.**

**HMSV5530 - Statistical Methods in Human Services Analytics (4 quarter credits).** In this course, learners study the collection, organization, presentation, analysis, and interpretation of data using statistical methods. In particular, learners practice using appropriate technology tools to obtain a result using statistical methods and collaborate with team members to compare processes, techniques, and conclusions in order to understand various perspectives. **Prerequisite(s): HMSV5500.**

**HMSV5993 - Human Services Capstone for Master's Learners (4 quarter credits).** In this course, learners demonstrate proficiency in their specialization area by applying learning from required and elective courses to complete an analysis of a human service organization or system or to propose a new application in their professional field. **For MS in Human Services learners only. Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer.**

**HMSV8002 - Multidisciplinary Practice and Case Analysis for Doctoral Learners (4 quarter credits).** Learners in this course critically analyze theory and research in human services, with an emphasis on contemporary research and application issues. In addition, learners use a multidisciplinary approach to examine the connection between individuals, organizations, and society to construct public value in human services. **Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

**HMSV8110 - Action Research Methods in Human Services (4 quarter credits).** In this course, learners develop and apply skills using data and technology for planning, executing, and assessing the action research process. Learners demonstrate an understanding of the dynamics of the organization; collaborate with stakeholders to develop and implement an intervention for organizational improvement that includes collecting, analyzing, and interpreting both qualitative and quantitative data to assess the intervention and its effects; and share that information with stakeholders to bring about change.

**HMSV8212 - Advanced Ethics and Leadership for Diverse Populations (4 quarter credits).** The focus of this course is the ethical and leadership responsibilities of human service professionals. Learners synthesize ethical principles with leadership roles in public and private settings and evaluate the ways professionals apply ethics and leadership in their work with diverse client and community populations. **Prerequisite(s): HMSV8002.**

## Course Descriptions, *continued*

**HMSV8214 - Funding and Grant Writing Skills for Human Services (4 quarter credits).** This course offers a comprehensive examination of the process of writing grant proposals and managing grant awards for programs or projects in for-profit, nonprofit, and government organizations. Learners research grant opportunities, align the program or project goals to be funded with the purposes of the funder, develop effective communication with prospective funders, analyze components of successful grant proposals, develop a fundable proposal, and plan for grant funding evaluation.

**HMSV8216 - Advanced Program Design in Human Services (4 quarter credits).** Learners in this course focus on program design at the leadership level in the field of human services. In particular, learners evaluate needs-based program design approaches and the models that inform those approaches. Learners also evaluate effective communication strategies to communicate with internal and external stakeholders and to address ethical implications of various approaches to program design.

**HMSV8218 - Advanced Data Analytics and Program Evaluation in Human Services (4 quarter credits).** Learners in this course examine needs assessment and program evaluation as fundamental tools in nonprofit, for-profit, and government organizations. In particular, learners apply needs assessment strategies to evaluate the needs of specific populations in various social and community settings. Learners also explore research-based program evaluation models and focus on developing skills in evaluating program effectiveness at the leadership level.

**HMSV8304 - Strategic Planning and Organizational Effectiveness for Human Services (4 quarter credits).** In this course, learners practice increasing organizational effectiveness through strategic planning. Using a leadership perspective, learners examine the ways an organization's effectiveness is evaluated and use this knowledge to guide strategic planning efforts in such organizational areas as advocacy, fund development, and policy development. In addition, learners apply theoretical approaches to program development and evaluation related to for-profit, nonprofit, and government human services settings.

**HMSV8320 - Effective Negotiation and Mediation Skills for Human Services Leaders (4 quarter credits).** In this course, learners gain an understanding of conflict management as it relates to human services leaders. Learners build and apply

a working knowledge of evidence-based best practices and behaviors that support conflict management in a variety of human services settings. Throughout the course, learners apply strategies in negotiation, conflict management, and mediation and integrate ethical interpersonal communication skills necessary for positive multidisciplinary working relationships. **Prerequisite(s): HMSV8404.**

**HMSV8404 - Leadership Theory and Practice in For-Profit, Nonprofit, and Government Human Services Programs (4 quarter credits).** Learners in this course use a multidisciplinary lens to evaluate leadership theories and practices in diverse cultures from a historical and theoretical basis. Throughout the course, learners develop expanded leadership perspectives and practices that enable them to assure the viability of their organizations in for-profit, nonprofit, and government human services programs.

**HMSV8406 - Community Collaboration and Outreach in Human Services (4 quarter credits).** Learners in this course examine a variety of social and professional situations to build their skills in effective and creative collaboration across organizations. In particular, learners analyze and benchmark best practices from an organizational, team, and individual perspective so that they may create inclusive and collaborative environments. In addition, learners examine conflict management, diversity management, group dynamics, cultural competence, ethical decision making, followership, and social responsibility.

**HMSV8408 - Advanced Financial Management in For-Profit, Nonprofit, and Government Human Services Programs (4 quarter credits).** In this course, learners investigate the strategies, techniques, and requirements needed to effectively manage finances in human services programs. Throughout the course, learners evaluate and apply financial analysis and reporting theories and practices employed by human service leaders. Learners also examine the technology used in financial analysis and gain an understanding of how to appropriately communicate an organization's financial position to boards, stakeholders, and the community.

**HMSV8502 - Organizational Performance and Advanced Program Evaluation (4 quarter credits).** This course presents performance measurement techniques and the advanced methods used to manage organizational performance. In particular, learners examine action research

and evaluation techniques to assess the relationship between program impact and organizational performance. Learners also analyze the ethical and legal implications of data use, collection, evaluation, and integration from internal and external organizational perspectives.

**HMSV8512 - Advanced Leadership for Human Services Analytics (4 quarter credits).** Learners in this course develop and apply leadership skills in the area of human services analytics. Learners evaluate change management theories and models as they relate to analytics and analyze the ethical issues and practices of the analytics field to gain an understanding of how personal ethical frameworks shape the decision-making process. Learners also begin to cultivate the project management skills needed for human services analytics professionals.

**HMSV8516 - Advanced Reporting Solutions in Human Services Analytics (4 quarter credits).** In this course, learners analyze, select, and apply reporting solutions that use analytics to fit an organizational need and evaluate different reporting frameworks. Learners in this course demonstrate advanced practice in the analytic lifecycle.

**HMSV8520 - Information Technology Policies and Processes in Human Services (4 quarter credits).** This course presents key issues related to the implementation of information technology policies and processes as day-to-day operations. In particular, learners consider ethical, cultural, and global issues and their potential effects on internal and external stakeholder needs. Learners also evaluate strategies for implementing different governance models and assess the ways in which those models relate to change management processes and organizational innovation. **Prerequisite(s): HMSV8502.**

**HMSV8524 - Advanced Statistical Methods in Human Services Analytics (4 quarter credits).** In this course, learners study the collection, organization, presentation, analysis, and interpretation of data using statistical methods. In particular, learners practice using appropriate tools to obtain a result using statistical methods and collaborate with team members to compare processes, techniques, and conclusions in order to understand various perspectives. Learners in this course demonstrate advanced practice in the analytic lifecycle. **Prerequisite(s): HMSV8502.**

**HMSV8700 - Keystone: Determining Readiness for the Professional Doctorate Project (4 quarter credits).** In this course, learners focus on synthesizing the knowledge

## Course Descriptions, *continued*

and skills gained during their program. Learners state the case for their planned capstone project to demonstrate their readiness to enter the professional doctorate project process. In addition, learners identify strategies to secure a supervisor/preceptor and project site. **Grading for this course is S/NS. Cannot be fulfilled by transfer.**

**HMSV9971 - Doctoral Capstone (3 quarter credits each).** This course provides learners with resources, guidance, and support as they fulfill the required milestones toward completion of a doctoral capstone. Learners apply scholarly research within a particular professional context to advance their knowledge in the science and practice of the profession and solve organizational, institutional, or community concerns. **Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

### Information Assurance and Security

**IAS5002 - Communication Skills for Today's Information Security Professional (4 quarter credits).** This course establishes foundational knowledge of the methodologies, nomenclature, communication skills, principles, and practices related to information assurance and security. This course also introduces current and future technological tools and practices designed to assess vulnerabilities while protecting information technology assets and intellectual property. **Must be taken during the first quarter by learners who have been admitted to the MS in Information Assurance and Cybersecurity degree program. Cannot be fulfilled by transfer or prior learning assessment.**

**IAS5010 - Information Technology Security Fundamentals (4 quarter credits).** In this course, learners examine the technology and security principles that apply throughout system and product life cycles. Learners identify the basic network components in an information technology system, analyze how they interact, and evaluate their role in system operation. Learners explore the basic role and function of network devices including routers, switches, firewalls, VPNs, and intrusion detection as well as the underlying protocols and controls that contribute to their operation. In addition, learners demonstrate their ability to use network security tools and network analysis.

### IAS5015 - Network Security Fundamentals and Cryptography (4 quarter credits).

Learners apply foundational concepts of cybersecurity and information assurance to select appropriate information security policies, procedures, and controls to defend enterprise information assets from breaches of confidentiality and integrity. Learners identify specific points of vulnerability that may be mitigated through the use of administrative security policies and operational information security tools. Learners also examine principles of cryptography and some of the security controls and methods that use it. **Prerequisite(s): Completion of or concurrent registration in IAS5010 or PM5331.**

### IAS5020 - Information Security Regulatory and Legal Environment (4 quarter credits).

Learners apply cyber-defense and information assurance controls in context of the rules and guidelines that influence them and with an understanding of the security standards, responsibilities, rules, regulations, and issues that impact a particular organization. Learners identify laws and policies related to cyber-defense and how they relate to the storage and transmission of data. Learners also study basic concepts of audit, evidence collection, and chain of custody rules. **Prerequisite(s): Completion of or concurrent registration in IAS5015.**

### IAS5025 - Operating System Defense (4 quarter credits).

Learners in this course explore the fundamental security issues related to operating system (OS) defense. Learners also employ best practices to harden operating systems and associated software applications using various tools as a part of a layered defense-in-depth strategy. **Prerequisite(s): Completion of or concurrent registration in IAS5020.**

### IAS5030 - Identifying and Managing Risk (4 quarter credits).

Learners identify common information security risk analysis methodologies, their characteristics, pros and cons, and applications. Learners examine the sources of risk, including external malicious attackers, intentional and accidental attacks by internal users, and threats from environmental and structural sources. Learners also identify vulnerabilities in hardware, software, locations, and procedures that provide an opening to attackers and create risk to organizations. Learners demonstrate risk assessment techniques through hands-on application of software vulnerability testing tools. **Prerequisite(s): IAS5025.**

### IAS5100 - Data Engineering (4 quarter credits).

Learners in this course gain an understanding of basic abstract data structures and the role that data structures play in secure software development. Learners apply data structure concepts to information security problems and perform reverse engineering of data structures, databases, software, and hardware components to determine their functionality, inputs, outputs, and stored data. **Prerequisite(s): IAS5130.**

### IAS5110 - Digital Forensics Processes (4 quarter credits).

Learners in this course apply forensics tools and techniques to investigate incidents, analyze devices, and conduct forensics reporting. **Prerequisite(s): IAS5030.**

### IAS5120 - Digital Forensics Tools (4 quarter credits).

Learners explore and apply forensics tools and techniques to investigate and analyze digital devices and constructs such as personal digital devices, storage media, and network hosts and traffic.

### IAS5130 - Programming for Security Professionals (4 quarter credits).

Learners in this course examine core programming concepts such as variables, iteration structures, decision structures, data structures (such as arrays), and how to combine these core concepts to write simple scripts and programs. Additionally, learners apply secure coding practices using C and the Python scripting language in their associated integrated development environments. In working with the C language, learners apply defensive coding practices designed to prevent many security vulnerabilities. Using Python, learners write scripts that perform important network administration tasks such as monitoring network traffic.

### IAS5200 - Network Architecture and Cyberoperations (4 quarter credits).

Learners in this course study common security architectures to help identify potential vulnerabilities in architectures, and learn to design secure architectures. Learners identify issues related to the design and implementation of operating system concepts, components and interfaces, and design and implement significant architectural changes to an existing operating system. Learners also examine the authorities, roles, and steps associated with cyber operations, and develop a working knowledge regarding the security issues associated with building complex systems out of third-party components of unknown origin.

## Course Descriptions, *continued*

**IAS5211 - Mobile and Wireless Network Architecture and Security (4 quarter credits).** In this course, learners gain an understanding of core concepts, technologies, components, and security issues related to mobile and wireless networks. Learners also evaluate approaches to digital communication and analyze how mobile systems operate to facilitate secure access and voice. Finally, learners examine wireless and mobile network principles, architectures, and protocols.

**IAS5220 - Network Security Controls and Testing (4 quarter credits).** Learners study cryptographic algorithms, protocols, and how they protect information in various states. Learners apply methodology to detect, analyze, and mitigate vulnerabilities and threats within a network environment, and examine the latest network technologies and security issues involved in network communications. Finally, learners identify and demonstrate ways of exploiting vulnerabilities to gain access to a system through penetration testing and network forensics techniques.

**IAS5230 - Secure Network Design and Engineering (4 quarter credits).** Learners investigate abstract data types and how to address them in solving cybersecurity problems related to network design and engineering. Learners also analyze security requirements while designing network operational systems in order to gain approvals in recognition and compliance with organizational governance and processes. Finally, learners articulate how virtualization and network architecture is implemented, deployed, and used, and describe the implications that interfaces between major components of virtualized systems have for security.

**IAS5310 - Health Care Environment (4 quarter credits).** In this course, learners identify health care organizations and their data management practices, develop an understanding of key health care terminology and acronyms, and identify the sources, types, and classification methods of health care data. Learners also analyze privacy rights and state and federal regulations, to formulate how to protect privacy rights while still meeting the demands for greater efficiency and effectiveness in the provision of health care. Finally, learners examine the codes of conduct required of IT professionals working in health care.

**IAS5320 - Patient Privacy Rights and Health Care Regulatory Requirements (4 quarter credits).** Learners in this course evaluate the differences between health care privacy and health care information security and develop their understanding of the health care

regulatory environment. Learners identify and demonstrate the use of tools and controls used to prevent data breaches, and evaluate the processes for creating forensic evidence of a breach. To help end users comply with data security, learners also develop policies, procedures, and user training, which consists of documentation, communication, and notifications and risk assessment strategies.

**Prerequisite(s): IAS5310.**

**IAS5330 - Third Party Risk Management in Health Care (4 quarter credits).** Learners in this course identify and examine the risks caused by third parties, and the policies and documents required to ensure that they are in compliance with security requirements. Learners evaluate the difference between a third party and a business associate, as well as gain an understanding of the laws, regulations, contracts, and agreements that apply to each. Learners also demonstrate the use of tools and methodologies for auditing and monitoring interactions with third parties and business associates to ensure security compliance. **Prerequisite(s): IAS5310.**

**IAS5900 - IAS Capstone (4 quarter credits).** Learners demonstrate their mastery of the program and specialization objectives through application of information security and assurance tools and methodologies. **For MS in Information Assurance and Cybersecurity learners only. Must be taken during the learner's final quarter. Prerequisite(s): Completion of all required coursework. Cannot be fulfilled by transfer or prior learning assessment.**

## Information Systems and Technology Management

**ISTM5010 - Integration of Information Technology and Business (4 quarter credits).** This course addresses the importance of aligning IT goals and business goals. Learners develop processes used to identify stakeholders, define core processes, and identify and align IT goals with business goals. Learners also demonstrate the necessary skills for partnering with other functional units and communicating the vision necessary to create this alignment in their organizations.

**ISTM5015 - Complex Information Technology Global Enterprise Systems: Planning and Management (4 quarter credits).** Learners in this course examine and apply management processes used for complex project management in today's rapidly changing technology environments. Learners also develop a plan for an enterprise system and analyze the impact of multiculturalism and diversity on planning and management.

**ISTM5020 - Leading a Global Information Technology Enterprise: Systems and Security (4 quarter credits).** In this course, learners build their knowledge of and identify the complexities of managing the integration of hardware and software, focusing on risk management across enterprise systems. Learners analyze the decision-making processes behind buying versus developing the component parts of these systems.

**ISTM5025 - Analytics, Data Management, and Knowledge Management (4 quarter credits).** In this course, learners explore and demonstrate how to better use data as part of the decision-making processes in business. Learners synthesize concepts of data collection, usability, and accessibility in order to identify ways data becomes part of the broader concepts of business intelligence and knowledge management. Topics also include the importance of visualization in the presentation of data to a variety of stakeholders.

**ISTM5030 - Innovation, Leadership, and Ethics (4 quarter credits).** In this course, learners apply their understanding of leadership theory and ethical frameworks to complex business cases that reflect the need for innovative technology solutions in today's workplace. Learners demonstrate the skills needed to leverage the best in their technology operations, understand the need to collaborate with partners, transform the thinking in their organization, and envision ways IT can enable new business strategy.

**ISTM5110 - Strategic Management of Network Technology (4 quarter credits).** In this course, learners focus on corporate network management issues. Learners analyze emerging network technology and trends, especially on the security issues encountered while managing networks. Learners also plan for sourcing and procuring enterprise network technology. **Prerequisite(s): Completion of or concurrent registration in PM5331.**

**ISTM5112 - Global Network Policy, Regulation, and Governance (4 quarter credits).** This course focuses on the impact of laws, policy, and regulations on network operations. Learners analyze methods of aligning network policies that mitigate risk with business needs within the context of policies, laws, and regulations. Learners also create a contingency plan template for responding to possible policy and regulatory changes. **Prerequisite(s): ITEC5060.**

**ISTM5114 - Enterprise Network Analysis, Architecture, and Design (4 quarter credits).** This course familiarizes learners with trends in network architecture and design, enabling learners to better align network

## Course Descriptions, *continued*

architectures to support business processes. Learners in this course compare and contrast various network design solutions, including those for a variety of enterprises, and determine the cost-benefit of the various architecture options. **Prerequisite(s): Completion of or concurrent registration in ISTM5110.**

**ISTM5900 - Information Systems and Technology Management Capstone (4 quarter credits).** In this course, learners demonstrate proficiency in information systems and technology management by developing and executing a project plan that includes a proposed topic, the associated skills and competencies to be exhibited in the project, and an outline of the project deliverables with completion dates. **For MS in Information Systems and Technology Management learners only. Must be taken during the learner's final quarter. Prerequisite(s): Completion of all required coursework. Cannot be fulfilled by transfer or prior learning assessment.**

### Information Technology (Undergraduate)

**IT1006 - Information Technology Concepts and Practices (6 quarter credits).** Learners in this course use fundamental terminology, concept analysis, and practical knowledge of the components of computing systems to develop their understanding of the information technology field. Throughout the course, learners also build, demonstrate, and apply skills needed for professional communication. **For BS in Information Technology learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**IT2230 - Introduction to Database Systems (3 quarter credits).** This course is an introduction to the fundamental concepts of databases and database management systems (DBMS). Learners demonstrate vocabulary, component requirements, sorting and querying, and maintenance of simple databases using the fundamentals of database manipulation. Learners also apply Structured Query Language (SQL) and relational database management systems (RDBMS).

**IT2240 - Introduction to Programming (3 quarter credits).** This course introduces learners to the C programming language. Learners gain knowledge of fundamental procedural programming constructs, algorithms, and basic data structures. Learners apply this knowledge to implement functional requirements in console applications.

**IT2249 - Introduction to Programming with Java (6 quarter credits).** This course introduces learners to the programming discipline and prepares them to serve as Java programmers. Learners study and apply the fundamentals of the Java programming language such as data types, variables, expressions, statements, and methods. Learners also examine and practice the Java-object-oriented features of classes and objects. The course offers numerous opportunities for analyzing, designing, coding, testing, debugging, and evaluating Java programs in an authentic Java development environment.

**IT2250 - Introduction to Network Technology (3 quarter credits).** This course introduces learners to the key concepts underlying Local Area Network (LAN), Metropolitan Area Network (MAN), and Wide Area Network (WAN). Learners examine the layered architecture of the network protocol stack, including the OSI and the TCP/IP models, and apply the principles of designing networks and implementing network protocols. Learners also apply topics of network topologies, cloud computing, networking devices, cabling, and basic network security.

**IT3165 - Ethics for the Information Technology Professional (3 quarter credits).** Learners in this course identify and apply their knowledge of inherent ethical concerns in the information technology profession to cultural and human interaction in global and domestic issues. Learners also show evidence of their understanding of ethical codes related to web technologies, intellectual property, and cybercrime.

**IT3212 - Introduction to Web Development (3 quarter credits).** This course focuses on the development of fundamental web design and development skills. Learners create web pages using HTML5 markup language and apply contemporary design principles to create a W3C compliant website. Learners format the page layout, structure, and visual design elements using CSS3, with emphasis placed on effective coding, visual design, and user experience.

**IT3215 - Introduction to JavaScript (3 quarter credits).** This course introduces JavaScript for interactive web pages. Learners in this course cover the JavaScript scripting language essentials, including flow control, form validation, animation, and Document Object Model (DOM) manipulation. Learners develop client-side, platform independent functionality using JavaScript to enhance user experience with HTML5 and CSS3. This course provides a foundation for other

web technologies such as jQuery and AJAX. **Prerequisite(s): Completion of or concurrent registration in IT3212.**

**IT3225 - Business Goals for the Information Technology Professional (3 quarter credits).** This course focuses on core enterprise organizations, business processes, and information technology infrastructures. Learners display their understanding of the value of information technology in achieving organizational maturity. Learners in this course apply their knowledge of the relationship that exists between an enterprise organization's business and information technology goals with operational models.

**IT3301 - User Experience and Interaction Design (3 quarter credits).** In this course, learners explore the boundary between humans and technology with a focus on the human factors that influence the design of effective interfaces and engaging user experiences. Learners analyze designs for enterprise, mobile, and web interactive environments. Learners also define user characteristics, design for accessibility, and appraise usability. **Prerequisite(s): IT2240 or IT2249.**

**IT3315 - Hardware and Operating Systems (3 quarter credits).** In this course, learners demonstrate their knowledge of hardware and operating systems, focusing on peripherals and file management. Learners use modern operating systems, including Windows, Linux and MacOS to demonstrate their skill with hardware and operating systems.

**IT3318 - Systems Administration (3 quarter credits).** This course provides the opportunity for learners to acquire the foundational skills and knowledge required of a systems administrator. Learners employ tools and procedures to install, configure, administer, troubleshoot, and maintain modern computer systems.

**IT3345 - Software Architecture (3 quarter credits).** In this course, learners demonstrate knowledge and skills related to the fundamentals of software engineering and architecture. During a course-long project, learners create a Software Development Plan (SDP) to use as a foundation for future software development projects within an organization. Other topics include software process models, project definition, project organization, validation plan and version control. **Prerequisite(s): Completion of or concurrent registration in IT2230.**

**IT3348 - Intermediate Programming (3 quarter credits).** In this course, learners use C++ to demonstrate their knowledge and skills with programming. Learners apply their knowledge and skill with the

## Course Descriptions, *continued*

programming language to demonstrate common programming concepts such as design patterns, data abstraction, inheritance, polymorphism, data structures, algorithms, and recursion. **Prerequisite(s): Completion of or concurrent registration in IT2240.**

**IT3349 - Intermediate Java Programming (3 quarter credits).** This course focuses on beyond basic features and techniques of the Java programming language. Learners study and practice advanced object-oriented programming concepts like inheritance, polymorphism, interfaces, and abstract classes. Learners also cover programming Graphical User Interface (GUI) applications with Java and the Java rich library of data structures like lists, stacks, and queues. Learners apply these features and techniques to develop applications of moderate complexity. **Prerequisite(s): IT2249.**

**IT3355 - Network Architecture (3 quarter credits).** Learners in this course demonstrate their knowledge and skills with the fundamentals of network architecture. Learners apply knowledge of network characteristics and network topologies to develop a scope document for a proposed network architecture. **Prerequisite(s): Completion of or concurrent registration in IT2250.**

**IT3358 - Information Security Concepts for the Information Technology Professional (3 quarter credits).** Learners in this course demonstrate their knowledge of information security fundamentals. Learners apply their understanding of the concepts of confidentiality, integrity, and availability to the basics of access control and network security measures.

**IT4070 - Cyber Defense and Countermeasures (6 quarter credits).** Learners in this course examine principles of cyber defense and apply in-depth cyber countermeasure techniques to analyze and secure cyber infrastructure components. Learners also analyze relevant legal, ethical, policy, and risk considerations. **Prerequisite(s): IT3355, IT4803.**

**IT4071 - Cyber Attacks and Ethical Hacking (6 quarter credits).** Learners in this course use techniques, tools, and cybersecurity utilities to develop their understanding of strategies that hackers use to attack computers and networks. Learners investigate security threats and system vulnerabilities exploited by hackers, as well as consequences associated with being hacked. In addition, learners explore Intrusion Detection Systems (IDS), ethical hacking techniques, sniffers, protocols, social engineering, vulnerability analysis, and the use of penetration testing to ensure infrastructure security. **Prerequisite(s): IT3355, IT4803.**

**IT4073 - Organizational Security (6 quarter credits).** In this course, learners analyze the people and process involved in information assurance and security, with particular focus on security life cycle, certification and accreditation, configuration management, employment practices, and security awareness. Learners examine best practices of policy development along with industry-specific standards and interpret industry-specific laws and regulations, such as Health Insurance Portability and Accountability Act (HIPAA), Sarbanes-Oxley (SARBOX), and National Institute of Standards and Technology (NIST). In addition, learners gain and demonstrate knowledge of biometrics and privacy concerns in computing, personnel, and physical security. **Prerequisite(s): IT3355, IT4803.**

**IT4075 - Computer Forensics (6 quarter credits).** Learners in this course scrutinize computer forensics as a discipline that supports law enforcement professionals in investigating white collar crime. Learners use computer forensics tools and techniques, and evaluate crime investigations, incident response and handling, and legal issues. **Prerequisite(s): IT3355, IT4803.**

**IT4076 - Security Management and Policies (6 quarter credits).** In this course, learners increase their knowledge of hands-on security management practices by analyzing security policies and procedures, risk management, and business continuity planning. Topics include security and business need trade-offs, risk assessments, designing security policies and procedures and a business continuity plan, and enforcement of security policies and procedures. **Prerequisite(s): IT3355, IT4803.**

**IT4079 - Python Scripting (6 quarter credits).** This course focuses on the role scripting plays in information security. Learners gain and demonstrate knowledge of the fundamentals of Python scripting by developing a range of security-related scripts. **Prerequisite(s): IT2240, IT4803.**

**IT4080 - Operating Systems and Application Security (6 quarter credits).** Learners in this course use appropriate technologies to identify, investigate, and mitigate vulnerabilities, threats, and risks in operating systems and applications, including mobile and web applications, email, and databases. **Prerequisite(s): IT4803.**

**IT4150 - Internetworking Architectures 1 (3 quarter credits).** Learners in this course develop their understanding of the design and integration of multi-protocol networks (local area networks and wide area networks) to form an enterprise network. Learners

design intranets/internets, virtual local area networks (VLANs), and firewalls using different internetworking devices and media. Learners gain the skills needed to configure Cisco® equipment, and analyze issues associated with designing enterprise networks including cost, compatibility, expandability, security, and future requirements. **Prerequisite(s): Completion of or concurrent registration in IT3355 and IT3358.**

**IT4155 - Internetworking Architectures 2 (3 quarter credits).** This course focuses on the architectural methodologies used in the design and development of computer networks, including the physical structure of internal components of network devices and their interactions in local area networks (LANs) and wide area networks (WANs). Learners evaluate the planning, methods, procedures, and tools necessary to prevent vulnerabilities in networked systems, and examine the procedures used to validate and restore network services following an incident. Learners also strengthen the skills needed to manage, operate, and maintain networked, managed, and linked systems and peripherals. **Prerequisite(s): Completion of or concurrent registration in IT4150.**

**IT4160 - Internetwork Analysis and Design (3 quarter credits).** In this course, learners investigate the internetworking concepts for analyzing, planning, designing, and securing an enterprise network. In particular, learners apply a top-down approach to network design, modular hierarchies, enterprise network considerations, IPv4 and IPv6 addressing, wireless network architectures, and internetworking security lifecycle. **Prerequisite(s): Completion of or concurrent registration in IT4155.**

**IT4165 - Internetwork System Assurance and Security (3 quarter credits).** This course introduces learners to information assurance and security for Cisco® IOS. Learners gain knowledge and skills needed to develop security infrastructures, recognize threats, identify vulnerabilities, and protect an organization from exposure to online dangers. Learners use Cisco hardware and software to incorporate security-conscious designs and test strategies for recognizing and mitigating threats, as well as identifying common layer 2 attacks. Learners also explore hardware filtering, site-to-site VPNs, and authentication and encryption techniques. **Prerequisite(s): Completion of or concurrent registration in IT4155.**

**IT4170 - Wireless Networks (3 quarter credits).** Learners evaluate fundamental wireless networking concepts and tools for planning, installing, configuring, optimizing, securing, and troubleshooting wireless local

## Course Descriptions, *continued*

area networks (WLANs). Learners acquire and demonstrate knowledge of wireless-related technologies, standards, and topologies for network professionals who must design and implement secure wireless network infrastructures. **Prerequisite(s): Completion of or concurrent registration in IT3355 and IT3358.**

**IT4200 - Data Governance and Stewardship (3 quarter credits).** This course covers legal and ethical issues pertaining to information security and privacy. Learners demonstrate an understanding of core organizational processes and workflows and how these factors impact core data processes. **Prerequisite(s): BUS1003 or BUS3006 or BUS3007 or IT2230.**

**IT4210 - Data Architecture and Design (3 quarter credits).** In this course learners identify the role data architects play in data and metadata design and management. Learners explore tools and strategies used by data architects and the importance of data storage solutions to the support of data management. **Prerequisite(s): IT2230.**

**IT4220 - Database Administration (3 quarter credits).** This course focuses on the roles and responsibilities of database administrators and explores how they contribute to data management. Learners determine how database design, administration, regulations, and standards impact effective data management processes. Learners also explore the tools and strategies that allow a database administrator to support data management. **Prerequisite(s): IT2230.**

**IT4230 - Managing Data Integration (3 quarter credits).** Learners in this course study data integration and the role it plays in data management. Topics include evaluation of legal and ethical environments that dictate the strategies and tools available for data integration within the data management context. Learners explore methodologies, tools, and strategies that enhance the ability for data integration to support data management. **Prerequisite(s): IT2230.**

**IT4240 - Data Quality Management (3 quarter credits).** This course focuses on the role data quality plays in the creation of effective data management processes and workflows. Learners research and apply methodologies, strategies, and tools that play a role in measuring and applying data quality and data cleansing as part of an effective data management program. **Prerequisite(s): IT2230.**

**IT4300 - Data Storage Strategies (3 quarter credits).** Learners in this course explore data storage technologies used

within the IT industry, and the impact those technology selections have on data analytics. Topics include the impact of data storage technologies on secondary use of data and how data security and privacy controls within storage technologies constrain or support access to that data. Learners apply data storage technologies and tools to determine how they impact data analytics at a granular level. **Prerequisite(s): IT2230.**

**IT4310 - Data Integration (3 quarter credits).** This course covers the impact data integration has on data analytics and how that impact is managed across the spectrum of data management and data analytics. Learners research technologies common to the IT industry that are used to integrate data from multiple resources. Learners gain an understanding of those data integration tools and techniques and apply them to data analysis. **Prerequisite(s): IT2230.**

**IT4320 - ETL and Data Transformation (3 quarter credits).** Learners in this course focus on the extraction, transformation, and loading (ETL) process, which is used to prepare and provide data that supports the work of data analytics. Learners study how ETL is used to identify, clean, transform, and serve the most effective data for data analytics projects. Learners apply tools and technologies specific to these activities in order to gain an understanding of the alternatives and applications appropriate within different contexts. **Prerequisite(s): IT2230.**

**IT4330 - Data Mining and Analysis in Information Technology (3 quarter credits).** In this course, learners use a data mining project to identify, evaluate, and prepare data appropriate for the project. Learners use Excel spreadsheets and pivot tables to complete an accurate and effective data mining project. **Prerequisites(s): IT2230.**

**IT4340 - Data Interpretation and Statistical Analysis in Information Technology (3 quarter credits).** This course presents an advanced look at the role of statistical analysis in completing effective data analytics projects. Learners apply SAS to a data analytics project to strengthen their experience with Excel spreadsheets and pivot tables. **Prerequisite(s): Completion of or concurrent registration in IT4330.**

**IT4350 - Information Solutions and Delivery Strategies (3 quarter credits).** Learners in this course examine the final phase of an effective data analytics project when the results of the project are shared with the appropriate audience, using the best timing and approach. Learners explore the various options and technologies available as tools to share data with a variety of types of audiences.

Topics include factors that influence how to effectively present data using particular tools in a data analytics project. **Prerequisite(s): BUS1003 or BUS3006 or BUS3007 or IT2230.**

**IT4450 - Data Modeling Standards and Techniques (3 quarter credits).** In this course, learners evaluate the role data models, standards, and techniques play in an effective data management program. Topics include exploration of data structure options and how those options impact the creation of data models. Learners apply tools and techniques to demonstrate how they support data management. **Prerequisite(s): IT2230.**

**IT4460 - Data Distribution and Virtualization (3 quarter credits).** Learners in this course explore the role that distributed, cloud-based, and virtualized environments play on processes and workflows related to the management and analysis of core data. The course focuses on the research and application of tools and strategies that allow effective data management and analysis of core data within the constraints of distributed and virtualized environments. Learners study the impact that subjects of core data projects have on security and privacy. **Prerequisite(s): IT2230.**

**IT4510 - Network Infrastructures Administration (3 quarter credits).** In this course, learners explore fundamental network administration concepts using the latest network operating system (NOS) tools for planning, installing, configuring, optimizing, securing, printing, and troubleshooting an enterprise network. Topics include IPv6, DHCP, DNS, group policy, SNMP, and print services. **Prerequisite(s): Completion of or concurrent registration in IT3355 and IT3358.**

**IT4520 - Advanced Network Infrastructures Administration (3 quarter credits).** In this course, learners examine and apply advanced network administration concepts using the latest network operating system's (NOS) tools for deploying servers and configuring remote access, web services, and network application services within an enterprise network. Learners evaluate virtual machines, integrated services, cluster failover, load balancing, RAID, IIS, SMTP, SAN, and SSL. **Prerequisite(s): Completion of or concurrent registration in IT4510.**

**IT4530 - Enterprise Administration (3 quarter credits).** Learners employ administration concepts related to enterprise networks using the latest network operating system's (NOS) tools for deploying servers and configuring network application services within an enterprise network. Learners also apply concepts such as IP addressing, name resolution, remote access, Terminal

**Course Descriptions, continued**

Services, Active Directory, authentication, and data security to large enterprise networks. **Prerequisite(s): Completion of or concurrent registration in IT4520.**

**IT4541 - Enterprise Server Infrastructure 1 (3 quarter credits).** Learners in this course develop the skills to plan, design, analyze, and implement servers in an enterprise environment. Learners acquire and apply knowledge of implementation strategies specific to server migration, virtualization planning, DHCP design, VPN solutions, deploying file and storage services, and Active Directory configuration. **Prerequisite(s): Completion of or concurrent registration in IT4530.**

**IT4551 - Enterprise Server Infrastructure 2 (3 quarter credits).** Learners investigate and implement advanced topics in the administration and strategic support of enterprise server environments. Learners also develop administrative and monitoring strategies; build an understanding of federated identity solutions, site certificates, failover and clustering, and business continuity; and evaluate technical planning and deployment strategies for virtualized environments. **Prerequisite(s): Completion of or concurrent registration in IT4541.**

**IT4561 - Linux Operating Systems (3 quarter credits).** Learners in this course demonstrate an understanding of the fundamental concepts of the Linux operating system. Learners use command line tools and software packages, and practice hardware configuration, file management, process management, and file editing. **Prerequisite(s): Completion of or concurrent registration in IT3318.**

**IT4571 - Advanced Linux Operating Systems (3 quarter credits).** In this course, learners apply knowledge of advanced topics specific to the Linux operating system. Learners administer the Linux system, script, and implement network configuration and security. **Prerequisite(s): Completion of or concurrent registration in IT4561.**

**IT4580 - RFID Technologies (3 quarter credits).** In this course, learners investigate the fundamentals of RFID technologies and assess the tools for planning, installing, configuring, optimizing, monitoring, and troubleshooting RFID within a network environment. Learners build and demonstrate knowledge of interrogation zones, tag classification, RF propagation, standards and regulations, and RF infrastructure design. **Prerequisite(s): Completion of or concurrent registration in IT3355 and IT3358.**

**IT4711 - Software Requirements (3 quarter credits).** In this course, learners engage in the four foundational steps of software requirements definition: elicitation, analysis, specification, and validation. Topics in this course also include managing stakeholder expectations and the requirements definition process. **Prerequisite(s): Completion of or concurrent registration in IT3345; IT3348 or IT3349.**

**IT4731 - Database Development (3 quarter credits).** This course focuses on managing database development and data requirements and modeling. Learners assess and demonstrate database design and implementation principles, and use the Structured Query Language (SQL) to query and manipulate data, use functions, and create tables and constraints. Topics also include database administration and various uses of databases in contemporary web, traditional, and mobile applications. This course presents learners with a real-world scenario in which they design and deploy data storage strategies. **Prerequisite(s): Completion of or concurrent registration in IT3345; IT3348 or IT3349.**

**IT4733 - Advanced Database Development (3 quarter credits).** This course focuses on the data access layer of an application. Learners explore and demonstrate their knowledge of application objects that interact with an assortment of databases and data repositories, and examine data modeling, connections, queries, data manipulation for contemporary Web, traditional applications, database administration and user security implementation. **Prerequisite(s): Completion of or concurrent registration in IT4731.**

**IT4736 - SQL and NoSQL Programming (6 quarter credits).** In this course, learners examine the differences between relational and non-relational databases and explain big data and non-relational database concepts. Learners apply advanced querying methods to access data from both types of databases for use in applications, as well as explore database design, normalization and database optimization. **Prerequisite(s): IT4733.**

**IT4747 - C# Programming and Application Development (6 quarter credits).** Learners build on prior programming knowledge to learn and apply C# programming language, syntax and constructs to the development of end-user desktop applications that utilize databases. Learners also gain experience with the .NET framework. **Prerequisite(s): IT3349.**

**IT4749 - Advanced Java Application Development (6 quarter credits).** In this course, learners build advanced Java desktop applications that include database and network connectivity, reusable components, multithreading and concurrency, and advanced graphical user interfaces. The course emphasizes construction practices that exhibit sound design and coding. **Prerequisite(s): IT3349.**

**IT4751 - Cloud Computing Development (6 quarter credits).** In this course, learners develop and maintain simple applications on a cloud platform. Learners select cloud services appropriate to the application, create cloud resources for the application, and write or modify the application code. Learners examine cloud applications' performance factors, and explain their security features. Learners also develop simple cloud-based DevOps projects. **Prerequisite(s): IT3215 and IT3349.**

**IT4753 - DevOps Practices for Cloud Computing (6 quarter credits).** In this course, learners implement DevOps best practices for Continuous Integration/Continuous Delivery (CI/CD) of software in the cloud development and delivery platform. Learners explore key principles and practices including source code management, build engineering, automated testing, environment configuration, release management, and deployment. Learners also apply these principles in an automated software delivery pipeline for software projects developed in a cloud platform. **Prerequisite(s): IT4751.**

**IT4772 - Software Design and Modeling (3 quarter credits).** In this course, learners apply design strategies and methods to produce a series of models that depict the internal structure and behavior of a software solution. Learners also evaluate the quality of the design and apply the requirements tracing process. **Prerequisite(s): Completion of or concurrent registration in IT4711.**

**IT4774 - Software Construction (6 quarter credits).** Learners in this course use the output from the software design process to create working software through coding, debugging, and testing. Learners practice construction tasks, as well as learn to minimize complexity, deal with change, and build applications for verification with basic construction standards. **Prerequisite(s): IT4772.**

**IT4776 - Software Testing, Security, and Quality Assurance (6 quarter credits).** This course focuses on software testing, quality assurance, and software security. Learners develop an understanding of testing fundamentals, including terminology and the role of testing in life cycle activities. Learners also apply test levels, testing techniques,



## Course Descriptions, *continued*

test-related measures, testing processes, and testing tools in software testing operations. Finally, learners examine the role of testing in quality assurance and evaluating code security. **Prerequisite(s): IT4772.**

**IT4782 - Mobile Application Development Essentials (3 quarter credits).** Learners in this course build upon their prior knowledge of the Java programming essentials that are involved with basic Android application development, including designing, debugging, implementing, testing, and deploying an application that combines several Android features.

**IT4784 - Advanced Mobile Application Development (3 quarter credits).** Learners in this course identify and apply advanced mobile application development concepts used to effectively integrate Android device features. Learners gain and demonstrate competency in user interface techniques, including animating, structuring and organizing complex applications, accessing web services, and integrating with third-party libraries, in order to take applications from a functional state to a production-ready state. **Prerequisite(s): Completion of or concurrent registration in IT4782.**

**IT4786 - Cross-Platform Mobile Application Development (3 quarter credits).** Learners in this course evaluate concepts, best practices, and tools used in cross-platform mobile application development. Throughout the course, learners design, implement, test, simulate, and deploy cross-platform mobile applications that can be published to iOS and Android. **Prerequisite(s): IT4784.**

**IT4789 - Mobile Cloud Computing Application Development (3 quarter credits).** Learners in this course evaluate and demonstrate using Mobile Backend as a Service (MBaaS) platforms to create secure, modern, and innovative cross-platform mobile applications. Throughout the course, learners practice using some of the commonly available MBaaS services, including cross-platform identity and authentication, user account management, data synchronization, Not only Structured Query Language (NoSQL) data access, and storage services. **Prerequisite(s): IT4784.**

**IT4791 - Fundamentals of Website Design (3 quarter credits).** This course covers the development and design of user-centered websites. Learners demonstrate their understanding of web-based languages such as eXtensible HyperText Markup Language (XHTML), Cascading Style Sheets (CSS), and Javascript. Learners evaluate web design editing tools while creating websites that are effective and functional

across a variety of different platforms and browsers. **Prerequisite(s): Completion of or concurrent registration in IT4731.**

**IT4793 - Advanced Website Design (3 quarter credits).** This course focuses on advanced features of website construction. Learners apply advanced client-side scripting and programming principles to create interactive and complex web pages. Learners employ a variety of sophisticated editing and development tools to aid in the development of complex sites and multimedia components. **Prerequisite(s): Completion of or concurrent registration in IT4791.**

**IT4795 - Web Application Development (3 quarter credits).** This course focuses on developing web applications using an Integrated Development Environment (IDE). Learners apply object-oriented software design and programming tools, and create object-oriented software solutions using a Web 2.0 frontend and a database backend. Learners demonstrate their knowledge of dynamic Internet scripting, standard library packages, AJAX interface elements, dynamic scripting algorithms, and database access algorithms. **Prerequisite(s): Completion of or concurrent registration in IT4731.**

**IT4797 - Advanced Web Application Development (3 quarter credits).** Expanding on previous coursework, learners apply advanced object-oriented development and dynamic Internet programming principles to create advanced, secure, web-based and interface-based applications, data structures, and software solutions. **Prerequisite(s): Completion of or concurrent registration in IT4795.**

**IT4799 - Dynamic Web Development (6 quarter credits).** In this course, learners cover operating systems and related open source software models. Learners set up their own web development platform and interactive web applications using these technologies. **Prerequisite(s): IT4797.**

**IT4803 - System Assurance Security (6 quarter credits).** This course is an overview of information assurance and security topics for network administrators who must implement security strategies to protect their organization from exposure to the Internet; network designers also create security-conscious designs. Learners identify and apply strategies to guard against hackers and forms of viruses, use firewalls and gateways, and build authentication skills and encryption techniques. Learners identify methods for attacking a network system and validate defense against them. Upon successful completion of this course, learners are prepared to take the exam for the Security+ certification. **Prerequisite(s): IT3355.**

**IT4890 - Applied IT Project (6 quarter credits).** In this course, learners apply IT knowledge and skills to address a practical opportunity or problem for real clients in an organization. Learners work on an IT solution or recommendation and collaborate with their stakeholders to develop the deliverables requested by the client. Learners also analyze their own role in the process of developing the solution, consider how the coursework and their background contribute to the endeavor, and identify areas for further learning and professional growth. **Special permission is required for registration. Prerequisite(s): Completion of all core coursework.**

**IT4895 - Special Topics in Web Technology (3 quarter credits).** In this course, learners propose and conduct a study of a special topic in web technology. Learners create an individual learning plan and complete coursework in an area of study that complements past experience and learning objectives. **Special permission is required for registration.**

**IT4896 - Special Topics in Mobile Technology (3 quarter credits).** In this course, learners propose and conduct a study of a special topic in mobile technology. Learners create an individual learning plan and complete coursework in an area of study that complements past experience and learning objectives. **Special permission is required for registration.**

**IT4897 - Special Topics in Network Technology (3 quarter credits).** In this course, learners propose and conduct a study of a special topic in network technology. Learners create an individual learning plan and complete coursework in an area of study that complements past experience and learning objectives. **Special permission is required for registration.**

**IT4898 - Special Topics in Information Technology (3 quarter credits).** In this course, learners propose and conduct a study of a special topic in information technology. Learners create an individual learning plan and complete coursework in an area of study that complements past experience and learning objectives. **Special permission is required for registration.**

**IT4899 - Special Topics in Information Technology (6 quarter credits).** In this course, learners propose and conduct a study of a special topic in information technology. Learners create an individual learning plan and complete coursework in an area of study that complements past experience and learning objectives. **Special permission is required for registration.**

## Course Descriptions, *continued*

**IT4990 - Information Technology Capstone Project (6 quarter credits).** In this course, learners apply knowledge and skills from other courses as they develop a project that benefits an organization, community, or industry. Learners prepare a proposal that includes a project description, deliverables, completion dates, and associated learning. Upon approval from the instructor, learners execute the proposal, record their progress weekly using a project tracking website, and produce a final project report. **For BS in Information Technology learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**IT4993 - Cybersecurity Capstone (6 quarter credits).** Learners in this capstone course demonstrate the use of tools, skills and techniques developed throughout their program by completing an integrated action learning project. Learners identify and analyze complex computing problems and apply principles to identify, design, and implement computing solutions. **Must be taken in the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.**

### Information Technology (Graduate)

**ITEC5002 - Information Technology and System Trends (4 quarter credits).** Learners in this course examine current information technologies and trends, emphasizing the areas of technical focus. Learners gain the strategic underpinnings of contemporary technology and emerging trends, as well as the communication skills and requirements of an IT professional. This course also presents self-assessments and career development activities designed to support lifelong learning and workforce success. **Must be taken during the first quarter by learners who have been admitted to the MS in Information Technology degree program. Cannot be fulfilled by transfer or prior learning assessment.**

**ITEC5010 - Security and Enterprise Networks (4 quarter credits).** In this course, learners develop an understanding of the core security principles that apply throughout networked systems. Learners examine the concepts of enterprise network design, core network infrastructure hardware, configuration, and the architecture of contemporary computing networks and cloud platforms. Learners also gain an understanding of network security and threat vectors in the context of enterprise systems, firewalls, VPNs, and network protocols. Finally, learners explore enterprise network

governance, security risk assessment and development of internal controls, and implementation and management for cloud computing environments. **Prerequisite(s): Completion of or concurrent registration in ITEC5002.**

**ITEC5020 - Application and Database Development (4 quarter credits).** In this course, learners use their knowledge of user requirements, user interface design, program design, programming logic, and testing processes to develop a professional-quality application suitable for front-end and web platforms. Learners apply methods for relational database design, administration, and the use of structured query language (SQL) to store, retrieve, and update information for use in applications. **Prerequisite(s): ITEC5010.**

**ITEC5030 - Emerging Technologies (4 quarter credits).** In this course, learners gain an understanding of new and disruptive technologies that are poised to have a significant impact on individuals, industry, technology, and society. Learners explore strategies for identifying and researching emerging technologies to determine their value-added application to the organization and examine models that help predict technology growth and proliferation. **Prerequisite(s): Completion of or concurrent registration in ITEC5020.**

**ITEC5040 - Predictive Models and Classification Methods (4 quarter credits).** This course focuses on predicting future outcomes based on historical data, as well as identifying patterns in current data that can be used to classify or group future observations. Learners complete their own analytics project through hands-on statistical techniques coupled with a broad understanding of contemporary predictive modeling and analytics classification methods. **Prerequisite(s): ANLT5030.**

**ITEC5050 - Cloud Architecture and Distributed Systems (4 quarter credits).** In this course, learners extend their knowledge of enterprise networking by focusing on distributed systems, and the key characteristics and benefits of cloud computing, including reliability, scalability, and virtualization. Learners examine core cloud technologies and challenges, along with various delivery models, including Software as a Service (SaaS), Platform as a Service (PaaS), and Infrastructure as a Service (IaaS). Additionally, learners explore cloud architecture for platforms and cloud-based solutions and services, with associated cloud computing design patterns. Learners gain

hands-on experience in a cloud environment by building, configuring, and consuming cloud-based architectures to address the needs of an organization. **Prerequisite(s): Completion of or concurrent registration in ISTM5110.**

**ITEC5060 - Cloud Application Deployment and Operations (4 quarter credits).** This course strengthens a learner's understanding of cloud computing concepts, including hybrid cloud deployment models, compound design patterns, and architectures that involve both on-premise and cloud environments. Learners place an emphasis on cloud security and the mechanisms and controls to prevent and respond to threats and attacks. Additionally, learners examine the migration of current applications and data storage infrastructure to the cloud, as well as the identification and provisioning of required cloud services to support cloud-based applications. Finally, learners employ a hands-on experience to explore and demonstrate configuration, automation, and monitoring of cloud applications and services, and their on-going operational support. **Prerequisite(s): ITEC5050.**

**ITEC5900 - Applied Information Technology Project 1 (4 quarter credits).** In this first of a two-course sequence, learners further enhance their professional collaboration and communication skills to identify and select a project that addresses an IT problem or opportunity in an organizational or societal context. Learners apply IT evaluation frameworks and the RFP process to elicit and evaluate requirements and possible technology solutions. Learners also explore IT consulting skills to address technical, product, and related economic factors valuable for in-house and external consulting engagements. **For MS in Information Technology learners only. Prerequisite(s): Completion of or concurrent registration in IAS5030 or ITEC5040 or ITEC5060 or PM5335. Cannot be fulfilled by transfer or prior learning assessment.**

**ITEC5905 - Applied Information Technology Project 2 (4 quarter credits).** In this second of a two-course sequence, learner teams implement their project plan to address an IT problem or opportunity in an organizational or societal context. Teams finalize project requirements and complete tasks associated with the project, including regular status reporting, production of intermediate deliverables, on-going communication with key stakeholders, and developing an optimal IT solution that meets the requirements and solution context. Learners also complete

## Course Descriptions, *continued*

a written report and conduct a final presentation that describes the solution and its implementation. Upon project conclusion, learners review and update their personal, technical, and soft skills development plan created at the beginning of the program. **For MS in Information Technology learners only. Prerequisite(s): ITEC5900 and completion of or concurrent registration in ANLT5100 or IAS5110 or ISTM5112 or PM5336. Cannot be fulfilled by transfer or prior learning assessment.**

### Leadership

**LEAD5120 - Developing as a Leader (4 quarter credits).** This course provides learners the opportunity to develop their leadership abilities by exploring their inner landscape and the perceptions of those they lead. Learners create a personal leadership development plan based on self-reflection, peer feedback, and leadership goals. This course includes an integrated one-on-one leadership coaching experience.

**LEAD5130 - Leading and Developing Others (4 quarter credits).** This course presents models and best practices that are effective for leading and developing individuals within organizations. Learners explore their role as a coaching leader and the influence this has on individuals and teams. Learners also demonstrate their ability to apply coaching theories and strategies to developmental scenarios. This course includes an integrated one-on-one leadership coaching experience.

**LEAD5160 - Developing Innovative Organizations (4 quarter credits).** Learners in this course explore the elements of organization design and change. Learners evaluate design and change theories, the leader's influence on drivers of innovation, and the tools needed to lead for future growth.

**LEAD5170 - Strategies for Sustainability (4 quarter credits).** The focus of this course is the role of the leader as an ethical strategist for sustainable and responsible business practices that embrace the organization and its broader communities. Learners examine sustainability from multiple perspectives to inform responsible strategies of growth, innovation, and change.

**LEAD5210 - Leading Global and Diverse Cultures (4 quarter credits).** In this course, learners analyze aspects of leading and working in global and diverse environments. Learners gain an understanding of the personal and professional role of leadership

in diverse cultures, core strategies used to lead more effectively within those cultures, and their own capacities as global leaders.

**LEAD5220 - Leader as Change Agent (4 quarter credits).** In this course, learners focus on leaders as architects of change in organizations and environments. Learners study the nature of leadership in complex and dynamic settings; theories of change at the individual, group, and organizational level, and leadership practices that guide and sustain complex change.

**LEAD5230 - Leadership Communication and New Media (4 quarter credits).** In this course, learners analyze the ways in which leaders enhance their ability to lead through effective communication. This course emphasizes ways leaders build and deliver influential messages, including the use of storytelling, while considering the needs of the audience. Additionally, the course addresses ways social media and other technology can support leaders' messages in a wide variety of situations and contexts. Finally, learners assess their personal leadership communication capacity and develop and deliver a communications plan to support an organizational scenario.

**LEAD5240 - Leading in Social and Community-Based Organizations (4 quarter credits).** This course familiarizes learners with the unique expressions of leadership in social and community-based organizations. Learners identify the capacities of various types of leaders and the constituents necessary for continuous leadership and organizational development.

**LEAD5260 - Social Entrepreneurship (4 quarter credits).** In this course, learners examine applications of social entrepreneurship to organize, create, and lead social change ventures. Learners explore and assess the ways social entrepreneurs work collaboratively with nonprofit organizations and citizen groups in both private and governmental sectors to influence social change.

**LEAD5300 - Contemporary Leadership Opportunities Capstone (4 quarter credits).** In this course, learners synthesize and integrate the knowledge, competencies, and skills acquired throughout the program by developing and implementing a final project that demonstrates critical thinking, creativity, and practical application of program content. Learners create and customize project plans and strategies to achieve desired project outcomes, focusing on their area of specialization. This course includes an integrated one-on-one leadership coaching

experience. **For MS in Leadership learners only. Must be taken during the learner's final quarter. Prerequisite(s): Completion of all required master's coursework. Cannot be fulfilled by transfer.**

### Marketing

**MKT5410 - Digital Marketing (4 quarter credits).** Learners in this course analyze how the internet and social media have transformed marketing strategy in today's interactive marketplace. Learners explore how companies can extend marketing theories and models to leverage digital marketing tactics such as SEO, lead generation, sales funnels, and social media. Learners also explore how mobile optimization, metrics, and marketing analytics drive strategic business goals and objectives

**MKT5416 - Consumer Insights (4 quarter credits).** This course explores contemporary concepts of consumer behavior, as well as research tools and techniques commonly used to obtain information that informs marketing planning. Learners examine key trends of consumer behavior central to marketing planning and implementation, ever changing consumer perceptions, influences, decision making, and the impact of social media and emerging technologies. Learners gain a foundational understanding of primary and secondary research, critical discernment of information quality, analysis, and application of consumer insights and research findings to marketing planning and implementation.

### Marriage and Family Therapy

**MFT5008 - Foundations of Couple and Family Therapy (4 quarter credits).** This course provides an introduction to the profession of marriage and family therapy and its underlying systemic theoretical framework. Learners evaluate systems theories from a historical perspective and distinguish them from those of other individual-based mental health disciplines. Learners also analyze the history, philosophy, and clinical practice theories of marital and family therapy and examine the fundamental therapeutic concepts and skills needed to work with couples and families. **Must be taken during the first quarter by learners who have been admitted to the MS in Marriage and Family Therapy degree program and the Systemic Couple and Family Therapy graduate certificate. Cannot be fulfilled by transfer.**

## Course Descriptions, *continued*

**MFT5106 - Assessment, Tests, and Measures for Marriage and Family Therapy Practice (4 quarter credits).** Learners in this course examine the assessment process and how to use tests and measures in systemic clinical practice. Learners also analyze the development of assessment methods, testing strategies and interpretation, and fundamental measurement constructs.

**MFT5107 - Psychopathology: Diagnosis and Treatment of Behavior Disorders (4 quarter credits).** Learners in this course apply psychopathology principles and current issues associated with assessing mental disorders within a systemic, relational context. Learners critically evaluate diagnostic models, methods, and approaches used in diagnosing and treating individuals, couples, and families. Learners also assess psychopharmacological considerations and examine the current DSM classifications and diagnostic issues associated with multicultural populations.

**MFT5108 - Impact of Addiction and Addictive Behavior on Family Systems (4 quarter credits).** This course provides learners with fundamental knowledge of addiction from its historical roots through contemporary issues. Learners examine and apply systemic theory and research that guides treatment for substance use disorders and related addictive behaviors, including the diagnosis and treatment of co-occurring mental health issues. In addition, learners analyze empirically supported interventions for individuals, families, groups, and diverse populations from systemic perspectives and assess emerging issues in the field based upon current research. **Prerequisite(s): MFT-R5821.**

**MFT5222 - Professional Ethics in Marriage and Family Therapy (4 quarter credits).** Learners in this course examine the ethical and legal responsibilities framing marriage and family therapy and apply the criteria for state licensure. Learners also analyze the impact of a therapist's values, culture, and ethnicity on clinical practice; identify approaches to protecting clients from one's own potential biases; and assess the role of advocacy in marriage and family therapy.

**MFT5226 - Sexual Issues in Couple and Family Therapy (1 quarter credit).** In this course, learners apply a systemic family therapy model used when working with couples' and families' sexual functioning, attitudes toward sexuality, and sexual orientation. Learners assess effective therapeutic techniques used when working with diverse clients.

**MFT5232 - Systemic Approaches to Sexual and Gender Issues (4 quarter credits).** This course presents historical and contemporary

perspectives of gender and sexuality and their cultural influences. Learners develop a systemic view of gender and sexuality and apply it to the assessment and intervention process with individuals, couples, and families. Learners also examine and challenge their personal beliefs, attitudes, and values associated with gender and sexuality and the ways they may impact the therapeutic process. **Prerequisite(s): MFT5008, MFT5222, MFT5270, MFT-R5821.**

**MFT5270 - Family Therapy Theory and Methods (4 quarter credits).** This course is a comparative study of the prominent schools of thought within the field of marriage and family therapy. Learners demonstrate knowledge of the tenets, therapeutic strategies, and techniques used within the field. Learners also evaluate therapy and counseling approaches to structural, strategic, transgenerational, behavioral, communication, and analytical models in working with couples and families. **Prerequisite(s): MFT5008.**

**MFT5271 - Working with Families Across the Lifespan (4 quarter credits).** In this course, learners build an understanding of families as systems, in particular family development, transitions, assessment, and intervention across the lifespan. Learners also integrate diversity and sociocultural factors in the application of systemic assessment and intervention strategies. **Prerequisite(s): MFT5008.**

**MFT5273 - Couple and Marital Therapy (4 quarter credits).** In this course, learners investigate systemic couples therapy theories, methods, and practices in terms of assessment, treatment planning, and intervention. Learners analyze issues related to diversity and ethical considerations pertaining to systemic couples therapy. Learners also examine contemporary issues in couples therapy as they apply to clinical practice. **Prerequisite(s): MFT5270.**

**MFT5274 - Couples Therapy Models: Contemporary Issues 1 (4 quarter credits).** In this course, learners strengthen their knowledge of the concepts, research, and assumptions associated with two theoretical models of couples therapy: Solution-Focused Brief Therapy and Emotionally Focused Therapy. Learners also identify how their own assumptions and personal values impact the clinical process.

**MFT5275 - Utilizing Systemic Approaches: Infancy Through Adolescence (4 quarter credits).** This course is a comprehensive overview of systemic approaches used to diagnose, assess, and treat children and adolescents experiencing a variety of symptoms. Learners demonstrate an

understanding of standard and systemic best practices, design interventions based on relevant research, and apply an ethical framework that is developmentally informed and culturally sensitive. **Prerequisite(s): MFT5008.**

**MFT5276 - Couples Therapy Models: Contemporary Issues 2 (4 quarter credits).** Learners in this course strengthen their knowledge of the concepts, research, and assumptions associated with two theoretical models of couples therapy: Narrative Therapy and Cognitive Behavioral Couples Therapy. Learners also identify how their own assumptions and personal values impact the clinical process.

**MFT5336 - Diversity and Social Justice in Systemic Family Therapy (4 quarter credits).** This course introduces theory, research, and models that inform ethical, culturally competent clinical work, and social justice advocacy in a variety of settings. Learners use strategies to address the influence of heritage, attitudes, beliefs, and acculturative experiences on the therapeutic process. In addition, learners gain knowledge of effective systemic therapy and advocacy strategies with diverse individuals, couples, families, and groups and determine ways to advocate and promote social justice at multiple levels.

**MFT5600 - Special Topics in Marriage and Family Therapy (1 quarter credit).** Learners in this course investigate a specific topic in clinical practice to enhance their understanding of theory, application, and research in the profession of marriage and family therapy.

**MFT5604 - Family Law and Ethics (1 quarter credit).** In this course, learners analyze divorce; arbitration and mitigation; blended families; children's issues, including neglect, abuse, truancy, foster care, and adoption; emancipation of minors; and the juvenile justice system. Learners examine the ethical codes of the American Association for Marriage and Family Therapy (AAMFT) and complete a final project that demonstrates competence in the areas of family law and ethics.

**MFT5620 - Marriage and Family Therapy Clinical Experience Preparation (1 quarter credit).** This course supports the preparation and application process for learners to attain clinical experience in the MS in Marriage and Family Therapy degree program. Learners investigate their state's licensure requirements, develop a strategy to fulfill the practicum and internship experience portion of those requirements, and finalize their strategy through execution and feedback. **Prerequisite(s): MFT5820, MFT-R5821.**

**Course Descriptions, continued**

**MFT5820 - Marriage and Family Therapy Theory and Practice (4 quarter credits).** In this course, learners gain clinical marriage and family therapy skills needed for the first residency. Learners build and maintain therapeutic relationships, conceptualize cases from a systemic perspective, conduct couple and family sessions, perform therapeutic assessments, apply ethical and legal standards of practice when working with couples and families from diverse backgrounds. **MFT-R5821 must be taken the quarter immediately following MFT5820. Prerequisite(s): MFT5008, MFT5222, MFT5270. Cannot be fulfilled by transfer.**

**MFT5822 - Systemic and Group Interventions for Grief, Loss, and Trauma (4 quarter credits).** In this course, learners continue to develop therapy skills using group and systemic interventions as they apply to grief, loss, and trauma. Learners assess group dynamics, group process, and multicultural issues in relationship to grief, loss, and trauma. **Prerequisite(s): MFT5107, MFT5270, MFT5271, MFT5273, MFT5820, MFT-R5821. Cannot be fulfilled by transfer.**

**MFT5876 - Research Methods in Marriage and Family Therapy (4 quarter credits).** Learners in this course evaluate the measurement of family variables and the complexities of family research design, data collection, and analysis. Learners demonstrate an understanding of scales of measurement, validity and reliability, experimental and non-experimental designs, and approaches to integrating clinical research with practice.

**MFT6231 - Marriage and Family Therapy Clinical Internship 1 (2 quarter credits).** The clinical internship is an online-directed course and a supervised site-based learning experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family therapy setting. Learners use fundamental communication and interviewing principles to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. Learners in the internship courses complete weekly face-to-face contact with site supervisors and weekly synchronous (live) group supervision with faculty supervisors using secure web conferencing solutions. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. Prerequisite(s): MFT5106, MFT5107, MFT5336, MFT-R5823 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**MFT6232 - Marriage and Family Therapy Clinical Internship 2 (2 quarter credits).** The clinical internship is an online-directed course and a supervised site-based learning experience during which learners practice specific and intermediate clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family therapy setting. Learners in this course continue to use fundamental communication and interviewing principles to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. Learners in the internship courses complete weekly face-to-face contact with site supervisors and weekly synchronous (live) group supervision with faculty supervisors using secure web conferencing solutions. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. Prerequisite(s): MFT6231 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**MFT6233 - Marriage and Family Therapy Clinical Internship 3 (2 quarter credits).** The clinical internship is an online-directed course and a supervised site-based learning experience during which learners practice specific and advanced clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family therapy setting. Learners continue to build their knowledge and use fundamental communication and interviewing principles to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. Learners in the internship courses complete weekly face-to-face contact with site supervisors and weekly synchronous (live) group supervision with faculty supervisors using secure web conferencing solutions. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. Prerequisite(s): MFT6232 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**MFT6234 - Marriage and Family Therapy Clinical Internship 4 (2 quarter credits).** The clinical internship is an online-directed course and a supervised site-based learning experience during which learners practice specific and advanced clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family therapy setting. Learners continue to apply the knowledge gained in the previous internships and use fundamental communication and interviewing principles to perform initial assessments and conduct

clinical sessions with individuals, couples, families, and groups. Learners in the internship courses complete weekly face-to-face contact with site supervisors and weekly synchronous (live) group supervision with faculty supervisors using secure web conferencing solutions. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience licensure requirements of their states. Prerequisite(s): MFT6233 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**MFT6235 - Marriage and Family Therapy Clinical Internship 5 (2 quarter credits).** The clinical internship is an online-directed course and a supervised site-based learning experience during which learners practice specific and advanced clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family therapy setting. Learners continue to apply the knowledge gained in the previous internships and use fundamental communication and interviewing principles to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. Learners in the internship courses complete weekly face-to-face contact with site supervisors and weekly synchronous (live) group supervision with faculty supervisors using secure web conferencing solutions. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience licensure requirements of their states. Prerequisite(s): MFT6234 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**MFT-R5821 - Advanced Marriage and Family Therapy Theory and Pre-Clinical Practice: Residency Track 1 (4 quarter credits).** The first residency includes an online coursework and a residency. Learners engage in online courseroom activities to prepare themselves for the face-to-face residency experience, which provides them with the opportunity to practically apply knowledge gained in prior coursework. During the course, learners apply the foundational systemic theories of marriage and family therapy and the application of clinical skills, including building therapeutic relationships, conceptualizing cases from a systemic perspective, conducting couple and family sessions. Learners also demonstrate knowledge of assessment, crisis intervention, professional clinical disposition and identity, diversity, and ethics. In the face-to-face residency experience, learners integrate marriage and family therapy theory with clinical practice. **This course requires travel. MFT-R5821 must be taken the**

**Course Descriptions, continued**

*quarter immediately following successful completion of MFT5820. Prerequisite(s): MFT5008, MFT5270, MFT5820. Cannot be fulfilled by transfer.*

**MFT-R5823 - Advanced Clinical Applications in Family Therapy: Pre-Clinical Residency Track 2 (4 quarter credits).** The second residency includes an online courseroom and a residency experience. Learners engage in online courseroom activities to prepare for residency and assess and reflect on knowledge gained during previous coursework. Throughout the course, learners practice developing advanced clinical marriage and family therapy skills, including building and maintaining a therapeutic systemic relationship, facilitating the group process, and assessing ethical principles used when working with couples, families, and groups. Learners then engage in a face-to-face residency experience that guides them as they integrate systemic marriage and family therapy theories and methods with clinical practice. *This course requires travel. Prerequisite(s): MFT5271, MFT5273, MFT5820, MFT-R5821. Cannot be fulfilled by transfer.*

**Master of Business Administration**

**MBA5002 - MBA Leadership (4 quarter credits).** This course covers contemporary models of leadership and examines behaviors and skills of effective leaders. Learners assess their own leadership strengths and how to lead effectively in their work settings. Learners also analyze ways in which leaders use their skills to support innovation, change, and collaboration within organizations. *For MBA degree and certificate program learners and non-degree learners only. Must be taken during the first quarter by learners who have been admitted to the MBA degree program. Cannot be fulfilled by transfer or prior learning assessment.*

**MBA5006 - Business Strategy (4 quarter credits).** Learners in this course examine ways in which companies formulate and implement strategy to effectively compete in the marketplace. Learners apply strategic models and analysis to address competitive challenges. *For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): Completion of or concurrent registration in MBA5002.*

**MBA5008 - Applied Business Analytics (4 quarter credits).** This course introduces learners to business analytics and its role in evidence-based decision making. Learners examine data and analytics techniques that create relevant, actionable, and meaningful information. *For MBA degree and certificate program learners and non-degree learners only.*

**MBA5010 - Accounting Methods for Leaders (4 quarter credits).** Learners in this course gain an understanding of how methods of financial and managerial accounting are used to analyze business performance and make evidence-based business decisions. Learners examine tax, ethical, and legal implications of accounting methods. *For MBA degree and certificate program learners and non-degree learners only.*

**MBA5012 - Marketing Management (4 quarter credits).** This course covers marketing theories, models, and practices used by businesses. Learners examine the expanded roles of analytics, technology, and social media in marketing strategy and implementation. Learners also use business analytics skills to address marketing problems and apply marketing methods to business challenges. *For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA5008.*

**MBA5014 - Applied Managerial Finance (4 quarter credits).** Learners in this course explore financial concepts and techniques required to evaluate, report, and maximize firm performance and value. Learners analyze environmental and market factors, goals, and constraints; and apply regulatory and ethical principles and business analytics skills to drive data-based decision making. *For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA5008, MBA5010.*

**MBA5016 - Operations Management for Leaders (4 quarter credits).** In this course, learners examine theories and models of business operations and their role in developing and delivering a superior product or service to the marketplace. Learners also apply business analytics skills and use data to evaluate strategic and tactical impact to business functions across the organization. *For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA5008.*

**MBA5801 - Communication and Presentation Skills (1 quarter credit).** This course covers the basics of organizational and interpersonal communication. Learners apply principles from this course to enhance their ability to lead through effective communication. This course also emphasizes the ways learners build and deliver influential messages while considering the needs of the audience. *For MBA learners only. Cannot be fulfilled by transfer or prior learning assessment. Special permission is required for registration.*

**MBA5910 - MBA Capstone Experience (5 quarter credits).** In this course, learners integrate the knowledge and skills gained during the MBA program in an application-based business project. Learners demonstrate their overall ability to identify and recommend evidence-based solutions to business challenges and opportunities. *For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer or prior learning assessment.*

**MBA6006 - Leading Innovation in the Global Organization (3 quarter credits).** In this course, learners research the global leadership models and practices that drive innovation and enhance competitive advantage in complex and diverse environments. Learners also explore and assess the ways global leaders work to shape organizational culture and processes that support innovation and change. *For MBA degree and certificate program learners and non-degree learners only.*

**MBA6008 - Global Economic Environment (3 quarter credits).** This course covers microeconomic and macroeconomic principles, theories, and tools and their applications in business. Learners analyze the national economy, global economy, and comparative advantage; factor inputs used to create value in different industry and market structures; and the tools employed by the Federal Reserve System and the federal government to create and implement fiscal and monetary policies. Learners also explore and demonstrate their knowledge of theories of the firm and the ways in which individuals and firms make economic decisions. *For MBA degree and certificate program learners and non-degree learners only.*

**MBA6012 - Integrated Global Marketing (3 quarter credits).** Learners examine tools, techniques, methods, and emerging marketing thought employed by organizations that market goods, services, and ideas in local and global environments. Topics include fundamental marketing principles, marketing models and practices, marketing information sources and their associated uses, and the integration of marketing with other organizational functions. Learners also explore the link between marketing and business objectives; the environment beyond the firm; and the role of objectives, strategies, and tactics in marketing and demonstrate their competence in understanding and applying marketing concepts. *For MBA degree and certificate program learners and non-degree learners only.*

## Course Descriptions, *continued*

**MBA6014 - Financial Accounting (3 quarter credits).** This course covers the tools, techniques, and methods of financial accounting and their applications in business. In particular, learners explore appropriate techniques for applying financial tools in support of business decisions across local and global organizations. Learners also develop their skills and knowledge of financial statement development, analysis, and control, and the tax, ethical, and legal implications of various accounting decisions. **For MBA degree and certificate program learners and non-degree learners only.**

**MBA6016 - Finance and Value Creation (3 quarter credits).** This course addresses the tools, techniques, and methods of finance and their applications in business. In particular, learners examine the financial tools and methods used to create firm value across local and global organizations. Learners also explore and demonstrate competencies related to the financial structures of firms; global financial markets; and the tax, ethical, and legal implications of various finance decisions. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6014.**

**MBA6018 - Data Analysis for Business Decisions (3 quarter credits).** Learners in this course analyze ways that data analysis informs business decisions and practice applying tools and techniques for converting raw qualitative and quantitative data into information that supports organizational decision making. Other course topics include data acquisition and organization, descriptive and basic inferential statistics, and content analysis. **For MBA degree and certificate program learners and non-degree learners only.**

**MBA6022 - Strategic Operations Management (3 quarter credits).** In this course, learners explore and apply the tools, techniques, and methods used to manage systems that produce the organization's products. In particular, learners develop the ability to apply process design; quality, capacity, and inventory management; and strategic considerations to operations management. Learners also evaluate the decisions for which operations managers are held accountable; the methods used to make those decisions; and the effects of those decisions on an organization's productivity, effectiveness, and efficiency. **For MBA degree and certificate program learners and non-degree learners only.**

**MBA6024 - Organizational Strategy (3 quarter credits).** In this course, learners integrate the theories, practices, and models of strategy with foundational global business knowledge. Learners examine

the competitive local and global business environment, evaluate the core business functions of various organizations, and analyze the information that derives from those functions. Learners then synthesize this information into a comprehensive strategic review that is designed to enhance organizational decision making and leadership. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6008 or MBA6180; MBA6014; MBA6016; MBA6018 or MBA6140. Prerequisites do not apply to Business Management and Management Consulting certificate learners. Cannot be fulfilled by transfer or prior learning assessment.**

**MBA6026 - The Global Leader (3 quarter credits).** This course addresses the purpose, function, and responsibility of leaders in complex global business environments. Learners develop and demonstrate best practices for increasing self-awareness and establishing personal and professional ways to grow in a competitive, complex workplace. Learners also analyze future concerns and challenges related to global leadership. **For MBA degree and certificate program learners and non-degree learners only.**

**MBA6028 - Business Integration Skills (3 quarter credits).** Learners in this course synthesize the theories, practices, and models of foundational business disciplines by participating in a comprehensive business scenario experience. Learners identify, analyze, and apply principles of organizational strategy to a business situation using critical thinking, problem solving, competitive analysis, and the foundational skills learned in previous coursework. Learners gain and demonstrate knowledge of the ethical implications and communication issues inherent in making a variety of complex business decisions. **For MBA degree and certificate program learners and non-degree learners only. MBA6028 and MBA6900 must be taken in sequence. Prerequisite(s): MBA6006 or MBA6020; MBA6008; MBA6012; MBA6014; MBA6016; MBA6018 or MBA6140; MBA6022; MBA6024; MBA6026. Cannot be fulfilled by transfer or prior learning assessment.**

**MBA6112 - Market Research (3 quarter credits).** This course addresses survey research techniques, research design, secondary/primary data collection, data analysis, and ethical implications of marketing research activities. Learners examine methods for gathering and analyzing data and learn how to apply techniques to contemporary marketing problems, market research projects, and effective decision making.

**For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6012; MBA6018 or MBA6140.**

**MBA6114 - Consumer Behavior (3 quarter credits).** This course explores critical contemporary issues related to consumer buying behavior. Learners focus on the ever-changing consumer perceptions, influences, and motivation with an eye on developing successful marketing strategies in a global economy. They examine key trends of consumer behavior that are central to marketing planning and implementation, such as social media and emerging technologies. Finally, learners discuss the ethical implications of decisions related to consumer behavior and apply them to key aspects of marketing leadership. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6012, MBA6112.**

**MBA6116 - New Product Design and Development (3 quarter credits).** This course provides a framework for product planning, implementation, and evaluation and for new product introductions. The course addresses the new product development process from idea generation to commercialization. Learners are introduced to basic concepts and tools to help them understand this process from a managerial perspective. The course emphasizes the process as it relates to the manager in their role as a product manager. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6012.**

**MBA6118 - International Marketing (3 quarter credits).** This course addresses the marketing challenges related to selling products or services in foreign markets. Topics include the impact of cultural differences; variations in market structure; methods of distribution; and issues related to the adaptation of products, pricing, and communications strategy. Learners examine the ethical implications of decisions, identify and synthesize the forces that shape the global business/marketing environment, examine the unique challenges of marketing products and services internationally, and identify issues in a specific organization or industry. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6012.**

**MBA6120 - Sales and Customer Relationship Management (3 quarter credits).** This course focuses on the theory and practice of strategic selling, including the design of evidence-based, sustainable solutions for sales and marketing challenges. Learners identify opportunities for leadership

## Course Descriptions, *continued*

and ways to incorporate technology in a competitive, global sales environment. As they design strategies for sales force development and customer relationship management, learners synthesize concepts and theories with life experiences. Finally, learners develop a personal sales and sales leadership philosophy associated with middle- or senior-level sales management positions. **For MBA degree and certificate program learners and non-degree learners only.**

**MBA6121 - Foundations of Supply Chain Management (3 quarter credits).** Learners in this course study the fundamental concepts of supply chain management from a systems theory perspective and examine the changes in scope and scale that globalization has brought to internal business processes. Learners use this knowledge to develop a broad understanding of management best practices in global markets. **For MBA degree and certificate program learners and non-degree learners only.**

**MBA6123 - Supply Chain Design and Management (3 quarter credits).** In this course, learners examine supply chain management as a logistics network that provides strategic advantage to global managers. Learners consider the role of societal cultural fluency and the logistics of global operations. Learners also study customer relationship management and its effect on the overall supply chain. Throughout the course, learners apply these concepts in a series of case studies. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6121.**

**MBA6125 - Logistics (3 quarter credits).** Learners in this course examine the traditional logistics of the delivery of goods in today's business-to-business environment. Learners identify the cost components of the supply chain, including an efficient and effective logistics system, and analyze their individual and collective effects on organizational performance. Learners also explore five disciplines for top-performing logistics networks. **For MBA degree and certificate program learners and non-degree learners only.**

**MBA6127 - Effective Global Strategic Sourcing (3 quarter credits).** This course emphasizes fully integrating the supply chain to position quality as a strategic competitive advantage. Learners identify ways to use strategic resourcing to achieve consistent quality, thus enabling market share growth and preventing market share erosion. Learners also examine the importance of managing

relationships with global suppliers and establishing consistent quality benchmarks. **For MBA degree and certificate program learners and non-degree learners only.**

**MBA6131 - Statistical Methods (3 quarter credits).** Learners in this course strengthen their understanding and demonstrate knowledge of the statistics and statistical methods used in business analytics. In particular, learners apply multivariate data analysis techniques, including exploratory data analysis (EDA), multiple linear regression, logistic regression, principal components analysis, cluster analysis, and cross-validation techniques. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6018 or MBA6140.**

**MBA6133 - Management Decision Methods (3 quarter credits).** In this course, learners examine and demonstrate their knowledge of analytical modeling tools and techniques and their associated practical applications in business. Learners examine managerial decision theory and analyze business decisions made under conditions of uncertainty. Other course topics include forecasting analysis, decision trees analysis, linear programming modeling, program evaluation and review techniques, and critical path methods. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6018 or MBA6140.**

**MBA6135 - Data Mining and Reporting (3 quarter credits).** This course covers the processes and methods of extracting information from internal databases to support strategic business decision making. Learners focus on developing and applying the skills needed to use industry-standard business analytic tools for data access and management, cleaning, mining, and reporting. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6018, MBA6131, or MBA6140.**

**MBA6137 - Primary Data Collection (3 quarter credits).** This course covers processes and methods of collecting primary qualitative and quantitative data to support business decision making. Learners examine and demonstrate knowledge of various data collection strategies and tools; the process of collecting data using case studies, focus groups, questionnaires, and in-depth interviews; and fundamental qualitative data analysis techniques. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6018 or MBA6140.**

**MBA6141 - Entrepreneurial Ventures (3 quarter credits).** This course is an introduction to historic, current, and emerging thought in entrepreneurial venture feasibility, research, and planning. Learners investigate various legal forms of entrepreneurial ventures and the factors that influence the selection of one over another, and conduct research to determine and support the feasibility of a business idea, customer base, and market. Learners then apply this knowledge to establish a general strategy and plan for an entrepreneurial venture. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6012. Prerequisite does not apply to Entrepreneurship and Management Consulting certificate learners.**

**MBA6143 - Entrepreneurial Leadership (3 quarter credits).** This course focuses on human involvement in entrepreneurial ventures. Learners examine entrepreneurial fact and fiction and consider their suitability as entrepreneurs. Learners also examine the various roles of entrepreneurial leaders and the opportunities and challenges associated with leading and managing entrepreneurial ventures, including work-life balance and risk. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6006 or MBA6020; completion of or concurrent registration in MBA6141. Prerequisites do not apply to Entrepreneurship certificate learners.**

**MBA6145 - Venture Financing (3 quarter credits).** In this course, learners analyze various entrepreneurial venture funding options, including the use of outside partners such as venture capital firms and investors. Learners evaluate and compare the risks and rewards of various funding options and determine their suitability to different business situations, scopes, goals. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6016, MBA6141. Prerequisites do not apply to Entrepreneurship certificate learners.**

**MBA6147 - Entrepreneurial Strategy (3 quarter credits).** In this course, learners research various strategies used in local and global entrepreneurial ventures. Learners analyze how these strategies help facilitate the sustainability of the venture, as well as how different strategies can be administered at different times of the venture's lifecycle. Other course topics include entrepreneurial exit strategies and current topics associated with entrepreneurial social responsibility, including "green"/environmental considerations. **For MBA degree and**



**Course Descriptions, continued**

**certificate program learners and non-degree learners only. Prerequisite(s): MBA6024; MBA6141. Prerequisites do not apply to Entrepreneurship and Management Consulting certificate learners.**

**MBA6151 - Contemporary Financial Reporting (3 quarter credits).** Learners in this course examine domestic and international accounting standards and the current standard implementation process for domestic and global entities. Learners incorporate knowledge and understanding of the financial reporting framework used by business enterprises, not-for-profit organizations, and governmental entities, and apply that knowledge in performing financial reporting and determining the appropriate accounting treatment for complex business situations. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6014.**

**MBA6152 - Advanced Accounting (3 quarter credits).** In this course, learners apply their knowledge of accounting applications to more advanced accounting methods encountered in business operations. Learners focus on specialized areas of accounting, such as accounting for long-term contracts, leases, investments, consolidations, and foreign currency. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6014.**

**MBA6153 - Advanced Auditing Theory (3 quarter credits).** Learners in this course evaluate current audit theory and explore the audit process including the assessment of internal risk, use of audit evidence, and audit documentation. Learners examine auditing standards for public and private organizations, professional responsibilities of CPAs, and skills needed to perform auditing and attestation engagements of organizations. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6014.**

**MBA6154 - Budget Planning and Control (3 quarter credits).** In this course, learners develop their ability to apply a system approach to planning and controlling organizational budgets. Learners demonstrate their competency in preparing budgets, accounting, performance reports, analyzing the impact of budgets on an organization, the function of budgetary systems in organizational planning, and control. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6152.**

**MBA6155 - Corporate Governance and Regulation in Accounting (3 quarter credits).** In this course, learners review current federal income tax regulations and analyze the theories of corporate governance, focusing on best practices for public, private, and not-for-profit organizations. Learners evaluate and strengthen their knowledge in concepts related to the Federal tax law, application of business law concepts and evaluation of the legal structures of an entity to determine applicable laws. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6014.**

**MBA6156 - Audit and Control of Accounting Information Systems (3 quarter credits).** Learners in this course apply analytical procedures to audit and evaluate the control of computerized accounting information systems. Learners analyze auditing and evaluation standards and the effects of auditing on information technology in business operations. The course also covers statistical analyses of accounting control systems. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6152.**

**MBA6157 - Managerial Accounting Theory (3 quarter credits).** In this course, learners examine contemporary accounting theory and managerial accounting practices for planning, directing, and controlling decision making. Learners analyze financial risk management, financial management processes, information systems and communications, strategic planning, and operations management. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6014.**

**MBA6158 - Accounting Information for Decision Making (3 quarter credits).** In this course, learners develop and demonstrate knowledge of the nature and function of accounting information in the decision-making process. Learners also review strategies for integrating accounting systems with financial information from managers and other professionals to facilitate better decisions. Finally, learners gain competency in applying accounting information in functional areas such as finance, management, and marketing. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6152.**

**MBA6161 - Financial Markets and Institutions (3 quarter credits).** This course provides learners with a theoretical foundation for examining the nature and role, structure, and management of financial institutions

in financial markets. Learners study the reactions of banks to changes in interest rates, money supply, and open-market operations. Learners also develop an understanding of identifying and managing financial institution risk and return, such as ethical and regulatory issues, confronting financial institutions, and concepts and principles to fill a variety of functions in the financial sector. This course bridges the gap between financial theory and market practice, reflecting the relationship between the conceptual framework and the management behavior of practitioners. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6016.**

**MBA6162 - Advanced Finance (3 quarter credits).** This course extends the competencies developed in MBA6160: basic theories and techniques related to acquisition of, accounting for, and allocation of an organization's financial resources. Learners in this course examine existing theories and emerging topics in the field in more depth and gain additional insights and techniques for examining financial risk, return, and the capital asset pricing model; dividend policy; financing flexibility; valuation of securities; derivatives and risk management; and capital structure. Learners apply their knowledge to real-world business concerns and issues within their work environment. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6016.**

**MBA6163 - Bank Management (3 quarter credits).** This course begins with an overview of the commercial banking and financial services industries. Topics include bank evaluation and performance; asset and liability management; organizational structure; loan services to businesses and consumers; financial derivatives and tools; capital, profitability, and bank market structure; and regulations, hedging, interest rate risk, and credit risk management. The course covers a growth trend in commercial banking that includes financial services such as investment banking and security underwriting services, e-banking, and e-commerce. Course topics also include ethical behavior. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6016.**

**MBA6164 - International Financial Management (3 quarter credits).** In this course, learners are exposed to international financial management and reporting techniques. The course emphasizes international financial management analysis (an overview) and detailed case analysis and interpretation. Learners examine a

## Course Descriptions, *continued*

multinational capital budgeting process and review cost of capital and long-term financing strategies including assessment of financial markets used by international firms. Other topics include exchange rate systems, methods of government intervention, direct foreign investment, country risk analysis, and global strategy in the context of international finance. Learners apply their knowledge in realistic business situations and synthesize relevant techniques into sound recommendations and conclusions.

**For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6008, MBA6016.**

**MBA6166 - Investment and Portfolio Management (3 quarter credits).** In this course, learners examine the securities market, various types of investment securities, and the risk-return characteristic of each. The course emphasizes tools used by professional money managers for managing investment alternatives including global opportunities. Learners apply investment theories to the management of corporate portfolios; evaluate corporate investment and portfolio management strategies; analyze and evaluate methods of portfolio construction; and analyze current theories, strategies, and methods for their applicability to global opportunities. Learners analyze the issue of international diversification not encountered in domestic markets, such as the presence of exchange rate risk, restrictions on capital flows, and political risk. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6016.**

**MBA6167 - Risk Management (3 quarter credits).** This course exposes learners to practical and theoretical aspects of managing risks in the insurance service industry. Learners study a range of industry risks: insurance risk, market risk, liquidity risk, and asset and liability management risks. The course provides learners with sophisticated tools and analytical techniques to minimize these risks and learn how management of these risks can create shareholder value. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6016.**

**MBA6168 - Corporate Finance Analysis and Decisions (3 quarter credits).** Learners in this course examine the principles of financial administration with applications to problems of financial analysis and control, and planning by firms under changing economic conditions. Learners conduct financial analyses, evaluate a corporation's financial planning and control functions, and assess the ability of corporations to

create wealth. Learners discuss the impact of financing decisions on real asset valuation; managerial incentives; and corporate strategy including mergers/acquisitions, corporate restructuring, real options, and the use of derivatives and other financing tools on deal structure. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6016.**

**MBA6182 - Impact of Advances in Information Technology (3 quarter credits).** Learners in this course examine emerging advances in information technology and select a technological advance to investigate and evaluate for incorporation into an organization. Learners demonstrate ways that the advance helps to solve a business-related problem, build a formal case for justifying introduction of the advance into the organization, and present the case to the organization's management. **For MBA degree and certificate program learners and non-degree learners only.**

**MBA6184 - Techniques for Managing Information Technology Professionals (3 quarter credits).** Learners in this course explore the issues associated with managing information technology professionals (e.g., analysts, developers, technical specialists, project managers, and infrastructure support personnel) responsible for various IT functions, including planning, delivery, and maintenance. Learners also examine contemporary management practices and techniques for IT staff acquisition, development, motivation, retention, and assessment and identify the challenges of organizing effective virtual IT work teams within a global economy. **For MBA degree and certificate program learners and non-degree learners only.**

**MBA6186 - Strategic Information System Planning (3 quarter credits).** Learners in this course choose an organization and identify opportunities to improve the alignment of its business strategies with its IT strategies. Learners then create a plan for improving alignment to systematically support the effectiveness of overall business performance in rapidly changing, increasingly complex environments. Learners also examine ways to build IT capabilities that support and enable business strategies and corresponding IT strategies and other topics, including environmental scanning, strategic alignment, and governance models. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): Completion of or concurrent registration in MBA6024.**

**MBA6231 - Project Planning, Management, and Financial Control (3 quarter credits).** This course focuses on defining management techniques for planning, estimating, and facilitating successful enterprise projects. Learners define a project, develop work breakdown structures, prepare project schedules, and determine ways to coordinate the various resources. Techniques are introduced to help keep projects on track and enhance team motivation. In addition, learners explore and demonstrate planning, time management, and risk management skills that support them throughout their program and professional career. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6016. Prerequisite does not apply to Management Consulting certificate learners.**

**MBA6233 - Assessing and Mitigating Risk (3 quarter credits).** This course addresses the important elements of risk management, such as risk management planning, risk identification, risk analysis, development of appropriate responses, and risk monitoring and control. Learners demonstrate their knowledge of the process of identifying, analyzing, and appropriately responding to project risk by implementing a risk management plan. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6231.**

**MBA6235 - Project Procurement and Solicitation (3 quarter credits).** This course covers the major processes used in project procurement management including planning, solicitation, source selection, contract administration, and contract closeout. Learners analyze and explain the impact of project assumptions and constraints on procurement management, and apply their knowledge of tools and techniques by developing a procurement management plan based on current best practices. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6231.**

**MBA6237 - Advanced Project Management Techniques (3 quarter credits).** This course focuses on advanced project management topics and techniques. Learners examine techniques for balancing scope, time, cost, and quality in managing a project and implement planning, monitoring, and controlling techniques in a project. Learners evaluate the importance of applying quality standards and best practices in developing project management strategies. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6231.**

## Course Descriptions, *continued*

**MBA6241 - Human Resource Management in the 21st-Century Knowledge Organization (3 quarter credits).** This course provides an overview of the human resource management (HRM) function in organizations and the strategic role of HRM in the global business environment. Learners analyze approaches to managing human capital and human resource systems and processes that align to organizational strategy. **For MBA degree and certificate program learners and non-degree learners only.**

**MBA6242 - Building Organizational Effectiveness (3 quarter credits).** In this course, learners gain an understanding of ways in which human resource management practices and programs contribute to organizational effectiveness. Learners examine the impact of HRM practices and programs on increasing employee engagement and commitment, supporting cultural diversity, and complying with laws and regulations. Learners also explore best practices of contemporary organizations for supporting organizational effectiveness and employee engagement. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6241.**

**MBA6247 - Human Capital Management (3 quarter credits).** This course introduces learners to the fundamental practices of human capital management. Learners assess and apply practices associated with workforce development and workforce management from a global perspective. Learners also synthesize and apply the principles and concepts of human capital management to an organization. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6241.**

**MBA6249 - Organizations, Governance, and the Law (3 quarter credits).** This course provides learners with the foundational elements of legal thinking and application needed to understand the role and influence of law on human resource practice. Learners focus on the value of aligning organizational mission, legal compliance, and ethics. The course also provides opportunities for learners to exercise legal knowledge, thought, and practice through experiential activities. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6241.**

**MBA6271 - Strategic Management of Health Care Systems (3 quarter credits).** This course provides an in-depth examination and analysis of strategic management in the health care industry. Learners use strategic management frameworks to

analyze the mission, vision, core values, and goals of an industry facility. Learners then apply this analysis to the internal and external environment to make strategic recommendations that affect operational and financial components. Learners also explore the impact of interdependent actors within the health care system, the consequences of various health care decisions, and decision-making strategies that maximize revenues and decrease cost while providing quality patient care. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6016.**

**MBA6273 - Health Care Financial Management (3 quarter credits).** Learners in this course focus on demonstrating the knowledge and skills required to conduct advanced strategic financial analyses of a health care organization. Learners use financial techniques specific to health care analysis and planning and apply those principles to analyze current health care budgeting and capital and funding decisions. Learners also review frameworks for conducting advanced strategic financial analyses and make innovative organizational recommendations based on those financial analyses. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6271.**

**MBA6275 - Health Care Policy Analysis and Decision Making (3 quarter credits).** Learners in this course analyze the development and implementation of policy in the health care field and its unique role in the industry. Learners articulate the importance of examining health care policies not only from sociological, political, and ethical frameworks but from an economic perspective as well. The course allows learners to apply alternative methods of policy analysis including matrix analysis, decision trees, and cost benefit analysis. Learners explore ways to make decisions in a health care setting and examine the consequences of decisions in the clinical, policy, and management arenas. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6271.**

**MBA6277 - Ethical and Legal Considerations in Health Care (3 quarter credits).** This course introduces ethical principles that managers can apply to understand, analyze, and resolve ethical problems in the health care field. Learners explore ethical dilemmas in the health care industry from several perspectives—managerial, organizational, and economic. Learners analyze the impact of law on the

way health care is delivered in the U.S. and examine the major legal principles and issues relevant to health care administration. **For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6271.**

**MBA6900 - MBA Capstone (3 quarter credits).** In this course, learners integrate the foundational knowledge and skills gained during the MBA program in an application-based business project. Learners propose, plan, and implement a major project that allows them to demonstrate competencies in ethics, business strategy, marketing, communications, collaboration, and more. Their final projects allow learners to demonstrate their overall ability to identify and recommend evidence-based solutions to business challenges and opportunities. **For MBA degree and certificate program learners and non-degree learners only. MBA6900 must be taken immediately following MBA6028. Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer or prior learning assessment.**

## Master of Health Administration

**MHA5006 - Health Care Finance and Reimbursement (4 quarter credits).** Learners in this course gain knowledge of and apply financial management concepts, principles, and processes used in health care organizations. Learners examine accounting, financial statements and ratios, budgeting, capitalization, cost allocation, reimbursement methodologies and processes, and the impact of varying reimbursement structures on health care practice and service delivery. Learners also design, prepare, and manage health care budgets; analyze short- and long-term health care investment decisions; and articulate the ways effective health care finance and accounting processes are used to present operational and strategic financial information to organizational stakeholders.

**MHA5010 - Strategic Health Care Planning (4 quarter credits).** In this course, learners examine strategic orientation, planning, and decision making in health care organizations and environments. Learners analyze the political, legal, regulatory, organizational, demographical, and multicultural implications of strategic planning decisions and how those decisions impact communities and populations, define best practices for health care organization staff development, and balance the prioritization of organizational and regulatory needs with feasible cost-effective solutions. Learners also develop a long-term strategic health care plan that

## Course Descriptions, *continued*

includes information on human resource requirements, technology needs, and financial implications.

### **MHA5012 - Organizational Leadership and Governance (4 quarter credits).**

Learners in this course examine and articulate the fundamental concepts and principles of health care organization management and leadership, including governance, cost-effective decision making, and managing and leading stakeholders and staff. Learners identify best practices for mobilizing, managing, and improving employee, organization, stakeholder, and community commitment and for creating employee-centered organizations that foster professional and organizational accountability. Learners also analyze an organizational leadership structure and governance plan and examine how to apply team leadership skills to initiate change. **Prerequisite(s): Completion of or concurrent registration in MHA5010.**

### **MHA5014 - Health Care Quality, Risk, and Regulatory Compliance (4 quarter credits).**

Learners in this course focus on demonstrating knowledge of concepts, principles, processes, and issues associated with health care quality, risk, and regulatory compliance. Learners examine performance measures associated with quality of care, patient safety, risk management, regulatory standards and compliance, and patient and stakeholder satisfaction and conduct a cost benefit analysis based on these factors. Learners also evaluate the impact of regulatory demands on health care organizations and environments and integrate health care market analysis and scorecard results into formal and informal designs for process improvement and organizational fitness. **Prerequisite(s): MHA5010, NHS6008.**

### **MHA5016 - Introduction to Health Information Systems (4 quarter credits).**

Learners in this course develop the knowledge and skills needed to effectively use health information systems and technology in health care organizations and environments. Learners differentiate between administrative, clinical, management, and decision-support information technology tools; design and evaluate short- and long-term IT management projects; and analyze the budgetary and financial concerns associated with implementing IT management projects. Learners also demonstrate best practices and industry standards of health information systems management into professional practice, with

an emphasis on effective staff management and organizational performance.

**Prerequisite(s): NHS5004, NHS6008.**

### **MHA5017 - Data Analysis for Health Care Decisions (4 quarter credits).**

Learners in this course gain and apply an understanding of how data drives decision making at every level of health care administration, including in value-based reimbursement as well as operations and outcomes. Learners identify ways to use data analysis tools and techniques in the pursuit of value, quality, and safety. Throughout the course, learners use readings, media presentations, and real-world examples to analyze a particular foundational statistical concept and related practical application.

### **MHA5020 - Health Administration Capstone (4 quarter credits).**

In this course, learners demonstrate proficiency in their specialization area by selecting a health care problem in their specific area of interest, conducting a data analysis, and finally, proposing evidence-based recommendations for resolution. Throughout the course, learners practice three key industry-identified competency groups—transformation, execution, and people. **For MHA learners only. Prerequisite(s): Completion of all required and elective coursework. Cannot be fulfilled by transfer.**

### **MHA5022 - Human Capital Management in Health Care (4 quarter credits).**

In this course, learners examine concepts, principles, and processes for human capital management in order to create employee-centered health care organizations. In particular, learners develop a human capital strategy for a health care organization that considers organizational need, budgets, and environmental forces. Specific course topics include employee recruitment, retention, influence, and accountability; staff development; and workforce optimization. **Prerequisite(s): MHA5006, MHA5010, NHS6004, NHS6008.**

### **MHA5026 - Facilities and Capital Asset Management (4 quarter credits).**

In this course, learners examine and apply concepts and processes used to optimize facilities and capital asset management in health care organizations. Learners analyze obsolescence and routine maintenance in facility operations; synthesize formal and informal decision-making structures and power relationships; plan, execute, and evaluate short- and long-term capital projects; and identify ways to incorporate research, communication, and collaboration into professional practice with an emphasis

on targeting the capital needs, including financing of capital and capital budgeting for the health care organization. **Prerequisite(s): MHA5006, MHA5010, NHS6004, NHS6008.**

### **MHA5028 - Comparative Models of Global Health Systems (4 quarter credits).**

In this course, learners identify, analyze, and compare world health care systems and the challenges associated with them. Learners also demonstrate knowledge of the costs and benefits of implementing and measuring quality improvement programs intended to address community and global health system needs. **Prerequisite(s): MHA5006, MHA5010, completion of or concurrent registration in MHA5012, NHS6004, NHS6008.**

### **MHA5040 - Health Administration Change Leadership (4 quarter credits).**

Learners in this course examine evidence-based approaches to change leadership, process management, and organizational design in complex, dynamic health care environments. Learners apply analytical and innovative thinking to complex problems related to guiding change by using knowledge of theory and past trends to develop effective solutions. Learners reflect on their own ability to manage change and identify stretch goals for their future development in change leadership. **Prerequisite(s): MHA5010.**

### **MHA5042 - Team Development and Personal Leadership in Health Care Settings (4 quarter credits).**

In this course, learners receive personalized coaching and apply coaching techniques in a real-world setting. Learners demonstrate their knowledge of talent development, team leadership, professionalism, and interpersonal understanding. Learners also evaluate their own leadership skills through introspective investigation, reflection, and coaching, and then use these skills to construct their own personal leadership plan. **Prerequisite(s): MHA5010.**

### **MHA5062 - Health Care Delivery: New Environments in Health Informatics (4 quarter credits).**

Learners in this course investigate the changing technological environment facing today's hospital leaders. Throughout the course, learners explore the many health information systems and applications now used by health care organizations, as well as examine the myriad rules, regulations, and government influences paramount to health informatics.

### **MHA5064 - Health Care Information Systems Analysis and Design for Administrators (4 quarter credits).**

In this course, learners examine the many aspects of health care information systems, including

## Course Descriptions, *continued*

project management, data, and database concepts as components of systems analysis and design. Learners evaluate, analyze, and classify various systems in order to gain a better understanding of their inner workings. Learners also research and apply current trends in health care informatics.

**Prerequisite(s):** MHA5062.

**MHA5066 - Cornerstones of Health Informatics for Organizational Operations (4 quarter credits).** In this course, learners examine cornerstones of health informatics, including security, confidentiality, and the maximization of organizational operational efficiency, for health care administrators. Learners investigate topics such as workflow, implementation, go-live support, and information management. **Prerequisite(s):** MHA5062.

**MHA5068 - Leadership, Management, and Meaningful Use of Health Care Technology (4 quarter credits).** In this course, learners analyze leadership and management principles used in health informatics. Learners examine the alignment of information technology with clinical operations, as well as the meaningful use of health care technology in effective organizational communications. In addition, learners identify and articulate ethical and legal policies and procedures for end users. **Prerequisite(s):** MHA5062.

### Master of Public Administration

**MPA5014 - Nonprofit Organizational Performance and Program Evaluation (4 quarter credits).** This course presents performance measurement techniques and the methods used to manage organizational performance. In particular, learners examine qualitative, quantitative, and mixed-methods research and evaluation techniques to assess the relationship between program impact and organizational performance. Learners also analyze the ethical and legal implications of data use, collection, evaluation, and integration from internal and external organizational perspectives.

**MPA5400 - Public Administration Theory (4 quarter credits).** In this course, learners analyze foundational theory in public administration and examine select environmental factors that influence practices in the field. In addition, learners assess communication and collaboration strategies and apply cultural competence theory and skills to support and promote effective change as a professional in the public sector.

**MPA5404 - Public Administration Organizational Leadership and Theory (4 quarter credits).** In this course, learners examine the roles of public administration leaders and managers and explore change management, systems theories, and organizational behavior and culture from an applied, theoretical perspective. In particular, learners focus on local, state, federal, elected, appointed, and employed government structures and officials and analyze their respective leadership requirements.

**MPA5408 - Finance and Budgeting in Public Administration (4 quarter credits).** In this course, learners gain knowledge of the broad policies and practices associated with developing and managing budgets and demonstrate the skills needed to be sound stewards of public resources. Learners evaluate the political and economic environment of budgeting and analyze the political process associated with budget development, including identifying ways to optimize differing revenue streams. In addition, learners examine the documentation and auditing of the budget process to ensure funds are spent in an appropriate, legal, and ethical manner.

**MPA5410 - Strategic Management and Planning (4 quarter credits).** Learners in this course explore strategic management and planning concepts and processes, including collaboration, cooperation, and coordination within and among organizations. Learners apply these concepts to real-life situations and organizations, examining their internal and external environments, allocation of resources, and translation of strategic plans into tactical operations.

**MPA5420 - Leadership and Human Resource Management in Public Services (4 quarter credits).** This course presents theories, approaches, and systems of employee acquisition, management, development, and retention in government organizations. Learners review case studies to explore public services topics associated with law and ethics, diversity, performance and conflict management, use of outside contractors, and policy development and implementation.

**MPA5428 - Integrative Public Administration Project (4 quarter credits).** In this course, master's learners demonstrate proficiency in their specialization area by integrating previous theory- and research-related coursework into a project that uses cost-benefit analysis as a tool to evaluate a project, policy, or initiative within a public sector environment at the local level.

**For MPA learners only. Prerequisite(s):** Completion of all required and elective coursework. Cannot be fulfilled by transfer.

**MPA5450 - Implementation of Collaborative Governance (4 quarter credits).** This course presents issues associated with initiating and supporting ongoing collaboration among public and private entities involved in public policy implementation. Learners examine the operational capacity of collaborative organizations, including resource allocation, the scope and availability of discretionary and non-discretionary program resources, and knowledge sharing. Learners also assess the ways various aspects of the collaborative governance structure, such as performance measurements, leadership approaches, and transparent communication with the public, enable collaborations to meet or exceed program initiative goals and objectives.

**MPA6012 - Nonprofit Social Entrepreneurship (4 quarter credits).** In this course, learners investigate opportunities for applying social entrepreneurship intervention methods in nonprofit organizations. Learners analyze the business practices and exemplars exhibited in local and global environments and evaluate those techniques from cultural and organizational perspectives. Learners also identify marketing and co-branding strategies used to maximize social enterprise prospects.

### Master of Public Health

**MPH5100 - Management of Health Service Organizations (4 quarter credits).** This course provides an overview of organizational and managerial principles and practices. Learners study organizational theory and behavior, principles of evidence-based decision making, health problem analysis, intervention strategies, and monitoring and evaluation. Throughout the course, learners further develop their public health practice knowledge and gain a better understanding of specific career opportunities within health service organizations. **Prerequisite(s):** NHS5004, MPH5500, MPH5506.

**MPH5200 - Social and Behavioral Research Methods (4 quarter credits).** Learners in this course develop knowledge of qualitative and quantitative research methods that focus on social and behavioral sciences related to public health. Learners investigate major research methods and techniques and examine how social, behavioral, and public health theories are used to develop research questions and hypotheses. In addition, learners analyze how public health research results are disseminated to appropriate audiences. **Prerequisite(s):** NHS5004, MPH5500, MPH5506, MPH5509, completion of or concurrent registration in MPH5512.

## Course Descriptions, *continued*

**MPH5220 - Social Determinants of Health Equity (4 quarter credits).** Learners in this course examine the social factors contributing to health and health care disparities on a local, regional, national, and global basis, calculating their impact on overall health status and health service use. Learners also develop community-based intervention strategies to address identified disparities.

**MPH5304 - Learning to Lead in Public Health Settings: Personal and Team Development (4 quarter credits).** Learners in this course work with a coach to evaluate their leadership values and vision in order to set goals that support the process of leadership development. Learners also formulate team leadership strategies that facilitate interprofessional team performance, collaboration, and networking, both inside and outside of public health organizations.

**MPH5500 - Introduction to Public Health Administrative Systems (4 quarter credits).** This course provides an overview of the elements of the public health system and reviews the administrative processes that foster integration and managerial effectiveness across the system. Learners study the organizational, financial, and managerial structure and function of the public health system and analyze the impact of health policy on administrative systems, including health insurance and reimbursement policy.

**MPH5503 - Environmental Health Concepts in Public Health (4 quarter credits).** This course surveys the major issues related to environmental and occupational health and health hazards. Learners identify the sources of biological, chemical, and physical agents found in the environment and analyze their effects on water, food, and land resources in community and occupational settings. Learners also examine concepts about climate change, as well as the legal framework, policies, and practices associated with controlling environmental and occupational hazards.

**MPH5506 - Social and Behavioral Foundations in Public Health (4 quarter credits).** Learners in this course explore social and behavioral science theories and concepts applied to population health. Learners identify and increase their understanding of the biological, social, economic, behavioral, and environmental factors that influence the health of individuals, populations, and subgroups. Learners also examine the resources needed to develop social and behavioral policies and public health evidenced-based programs to reduce disparities and improve health.

**MPH5509 - Principles of Biostatistics (4 quarter credits).** This course provides an introduction to the objectives, principles, and methods of biostatistics for health sciences. Topics include statistical vocabulary; methods for descriptive data analysis; fundamentals of probability and sampling distribution; methods for statistical inference and hypothesis testing; and data analysis and linear regression for continuous, binary, and survival data.

**MPH5512 - Principles of Epidemiology (4 quarter credits).** This course provides an overview of epidemiology, including an evaluation of the nature of disease; the interaction among agent, host, and environment; and the chain of transmission. Learners examine epidemiological research methods for identifying and describing variables, evaluate measures of disease occurrence, determine key data sources, and formulate interventions to control disease occurrence and transmission. **Prerequisite(s): MPH5509.**

**MPH5921 - Public Health Practicum 1 (4 quarter credits).** The first in a series of two public health practicum courses, this course is an online-directed, supervised experience during which learners fulfill a minimum of 40 required practicum hours over the course of one academic quarter at an approved public health agency of interest. Learners collaborate with their instructor to develop and complete agreed-upon goals and objectives and demonstrate and apply proficiency in the program's core and CEPH competencies. Learners conclude the experience by preparing a presentation for approval by the instructor and preceptor. **Special permission is required for registration. Grading for this course is S/N/S. Prerequisite(s): NHS5004, MPH5100, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512. Cannot be fulfilled by transfer.**

**MPH5515 - Public Health Advocacy and Social Change (4 quarter credits).** In this course, learners examine issues that impact health and health equity while advocating for political, social, and economic change to improve health in diverse populations. Learners investigate and implement systems improvements to create sustainable change that leads to social justice, and empower others to influence public health outcomes and equality for all. Learners also propose strategies for different audiences and stakeholders while intentionally addressing these issues and measuring the impact on current and future generations. **Prerequisite(s): MPH5500, MPH5503, MPH5506, MPH5509.**

**MPH5922 - Public Health Practicum 2 (4 quarter credits).** The second in a series of two public health practicum courses, this course is an online-directed, supervised experience during which learners fulfill a minimum of 40 required practicum hours over the course of one academic quarter at an approved public health agency of interest. Learners collaborate with their instructor to develop and complete agreed-upon goals and objectives and demonstrate and apply proficiency in the program's core and CEPH competencies. Learners conclude the experience by preparing a presentation for approval by the instructor and preceptor. **Grading for this course is S/N/S. Prerequisite(s): MPH5921. Cannot be fulfilled by transfer.**

**MPH5990 - Public Health Capstone (4 quarter credits).** Learners in this course focus on applying the knowledge, competencies, and skills acquired during their program. Learners demonstrate proficiency in understanding evidence- and practice-based strategies in public health; interpreting biostatistical results and concepts and the fundamentals of epidemiology methods and concepts concerning public health disparities; and analyzing environmental, behavioral, social, and cultural determinants that affect a community's health. **Prerequisite(s): NHS5004, MPH5100, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512, MPH5921. Cannot be fulfilled by transfer.**

**MPH5993 - Public Health Integrative Project (4 quarter credits).** In this course, learners demonstrate proficiency in their specialization area by applying learning from all required courses to complete an analysis of a public health organization or system, or propose a new application in their professional field. **For MPH learners only. Prerequisite(s): NHS5004, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512. Cannot be fulfilled by transfer.**

**MPH5999 - Public Health Professional Collaborative Project (4 quarter credits).** In this course, learners participate in a collaborative project within a public health organization or community health program and demonstrate proficiency in public health competencies. Learners prepare a report of the outcome of the collaborative work for publication in a nationally recognized peer-reviewed public health journal. Though this course requires communication and collaboration with stakeholders in an organization, it is a learner-driven experience that does not involve on-site supervision. **Prerequisite(s): MPH5993. Cannot be fulfilled by transfer.**

## Course Descriptions, *continued*

### Master of Science in Nursing

**MSN5003 - Health Assessment and Promotion for Disease Prevention in Population-Focused Health (4 quarter credits).** In this course, learners apply concepts, frameworks, and models used to foster health promotion and disease prevention, particularly in diverse and vulnerable populations. Learners evaluate individual and population wellness from multicultural, ethnic, traditional, and spiritual perspectives. Learners examine factors that cause disparities in wellness among people in diverse and vulnerable populations. By analyzing effective health assessment methods and communication strategies, learners identify best practices for developing a population-focused approach to health promotion and disease prevention. **For BSN and MSN learners only.**

**MSN5005 - Introduction to Nursing Research, Ethics, and Technology (4 quarter credits).** Learners in this course gain and demonstrate knowledge of nursing research, ethics, and information technology in health care settings. Learners apply the basic principles of nursing research and ways that information systems and patient care technologies contribute to improving patient outcomes. Learners also evaluate ethics in nursing research and scholarship and how evidence-based practice relates to the effective use of information technologies in nursing practice. **For MSN learners only.**

**MSN5007 - Leadership for Nursing Practice (4 quarter credits).** In this course, learners examine and apply theoretical concepts and leadership competencies for nursing practice. Learners evaluate evidence-based best practices and behaviors that support effective nursing leadership in health care settings, and analyze strategies for coordination, delegation, and goal setting and performance improvement. Learners also assess concepts and principles of health care policy, legal and regulatory issues, and quality control in health care and the nursing profession. **For MSN learners only.**

**MSN6011 - Evidence-Based Practice for Patient-Centered Care and Population Health (4 quarter credits).** Learners in this course acquire an understanding of the nature of evidence and its relative value and weight in making clinical decisions that impact patient and population outcomes. In particular, learners assess appropriate methods and analytic approaches in order to investigate, evaluate, and synthesize the best available evidence for potential solutions and innovations. **For BSN and MSN learners only.**

**MSN6013 - Principles of Advanced Nursing Practice (4 quarter credits).** This course provides learners with an overview of the diverse roles and practice credentials of a master's-prepared nurse. Learners gain insight into various aspects of master's-level nursing practice, such as interpersonal collaboration, use of technology, and cultural competency, as well as ethical, regulatory, and legal principles as they relate to advanced nursing practice. Learners also identify the theoretical foundation(s) of current and future practice in nursing. **For MSN and DNP learners only.**

**MSN6014 - Advanced Leadership for Contemporary Nursing (4 quarter credits).** Learners in this course explore the leadership skills necessary for today's nursing leaders. Learners develop and demonstrate the ethical, legal, and critical decision-making skills needed to support organizational and systems change and to promote critical high-quality safe care for the people they serve. Other leadership skills include addressing the needs of diverse populations, providing quality improvement and resource management, bolstering team and interprofessional relationship building, and participating in strategic planning. Throughout the course, learners also evaluate the leadership styles vital to effecting and sustaining change in today's health care system. **For MSN and DNP learners only.**

**MSN6016 - Quality Improvement of Interprofessional Care (4 quarter credits).** In this course, learners develop and demonstrate competence in the design, implementation, and evaluation of interprofessional quality improvement initiatives. Learners investigate models for quality improvement, with an emphasis on outcome identification and measurement. Learners also examine quality within the context of patient safety through adverse event and near-miss analyses. **For BSN and MSN learners only.**

**MSN6021 - Biopsychosocial Concepts for Advanced Nursing Practice 1 (4 quarter credits).** Learners in this course develop the knowledge, skills, and abilities needed to integrate select biopsychosocial concepts into professional processes that promote quality and cost effective patient and systems outcomes, with particular emphasis on the ways in which these concepts impact the National Academy of Medicine's six aims of health care improvement: Safe, Effective, Patient-centered, Timely, Efficient, and Equitable. **For MSN learners only.**

**MSN6025 - MSN Practicum (4 quarter credits).** Learners in this course develop their critical thinking skills and gain advanced

nursing knowledge in preparation for master's-level nursing practice in a designated specialization. Learners create and implement a personalized practicum experience under the supervision of a preceptor at a site of their choice and demonstrate synthesis of professional and academic growth and practice by participating in a community of collaboration, sharing resources, experiences, and practice tips with their fellow learners. Throughout the practicum, learners also develop and maintain an electronic portfolio that includes coursework products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). **For MSN learners only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.**

**MSN6026 - Biopsychosocial Concepts for Advanced Nursing Practice 2 (4 quarter credits).** Learners in this course develop the knowledge, skills, and abilities needed to integrate select biopsychosocial concepts into professional processes that promote quality and cost effective patient and systems outcomes, with particular emphasis on the ways in which these concepts impact population health, as defined by the Institute for Healthcare Improvement. **For MSN learners only.**

**MSN6030 - MSN Practicum and Capstone (6 quarter credits).** Learners in this course develop their critical thinking skills and gain advanced nursing knowledge in preparation for master's-level nursing practice in a designated specialization. Learners create and implement a personalized practicum experience under the supervision of a preceptor at a site of their choice and demonstrate synthesis of professional and academic growth and practice. Throughout the practicum, learners also develop and maintain an electronic portfolio that includes coursework products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). **For MSN learners only. Special permission is required for registration. Cannot be fulfilled by transfer.**

**MSN6038 - Evidence-Based Practice and Technology for Nursing (4 quarter credits).** In this course, learners analyze the diverse frameworks of research and evidence-based nursing practice. Learners differentiate between various types of research strategies,

## Course Descriptions, *continued*

examine ways to search for evidence effectively and efficiently, and propose an evidence-based strategy to solve a clinical problem. Learners also evaluate ethical considerations associated with conducting research. **For MSN and DNP learners only.**

**MSN6103 - The Nurse Educator Role (4 quarter credits).** In the course, learners examine the tripartite faculty role of teaching, service, and scholarship and the responsibilities associated with functioning as a nurse educator in an academic or health care environment. Learners also analyze nurse educator competencies and the professional development activities expected of those who fill this multidimensional role. **For MSN learners only.**

**MSN6105 - Teaching and Active Learning Strategies (4 quarter credits).** In this course, learners examine how the application of educational theory and teaching strategies facilitate learning in the classroom, online, in the laboratory, and in clinical settings. Learners also investigate concepts associated with the domains of learning, learning styles, student engagement, and classroom management techniques. **For MSN learners only.**

**MSN6107 - Curriculum Design, Development, and Evaluation (4 quarter credits).** In this course, learners examine curriculum frameworks and models used in nursing education. Throughout the course, learners demonstrate their understanding of these frameworks by beginning to develop curricula that are designed to reflect professional nursing standards and contemporary health care trends and that are structured to achieve expected student outcomes. Learners also investigate the evaluation process used to assess curriculum design and identify accreditation and regulatory requirements that impact nursing curricula. **For MSN learners only.**

**MSN6109 - Integrating Technology into Nursing Education (4 quarter credits).** In this course, learners examine the integration of current and evolving technology into nursing education. Learners investigate the use of multimedia, social media, computer-based technology, learning management systems, simulation, technology tools for outcomes assessment, and the process for selecting the appropriate technology. Learners demonstrate their ability to integrate technology in an academic or health care environment by developing a relevant project and accompanying evaluation plan. **For MSN learners only.**

### **MSN6111 - Assessment and Evaluation in Nursing Education (4 quarter credits).**

In this course, learners investigate a variety of strategies used to assess and evaluate student learning in the classroom, online, in the laboratory, and in clinical settings, as well as within all domains of learning. Learners develop and demonstrate the skills required to use assessment and evaluation data to improve the teaching-learning process, measure the achievement of learning outcomes, and evaluate program effectiveness. **For MSN learners only.**

### **MSN6210 - Leadership and Management for Nurse Executives (4 quarter credits).**

Learners in this course develop and demonstrate knowledge of contemporary leadership and management concepts and theories relevant to a variety of health care delivery settings. Learners analyze the nurse leader's role in leading high-performing health care teams and examine the skills needed to collaborate with, and create buy-in from, stakeholders, colleagues, constituencies, and interdisciplinary teams. Learners also examine the impact of cultural, ethical, and regulatory considerations on decision making and implement a future-looking strategic vision to ensure sustainable gains in quality and safety. **For MSN learners only.**

### **MSN6212 - Health Care Quality and Safety Management (4 quarter credits).**

Learners in this course examine the nurse leader's role in helping to effectively integrate into health care delivery systems the quality and safety principles that inform evidence-based changes and best practices. Learners demonstrate an understanding of the ways they can measure health care quality and safety; monitor and assess patient safety and outcomes; develop a transparent system for identifying and resolving medical errors and adverse patient outcomes; use data to monitor and improve patient care and outcomes; and support a culture of quality and safety. **For MSN learners only.**

### **MSN6214 - Health Care Informatics and Technology (4 quarter credits).**

Learners in this course gain and demonstrate the knowledge and skills nurse leaders need in order to utilize health information technology to enhance patient care and outcomes. In particular, learners develop a strategy for technological integration and examine the ways in which they can use technology to evaluate patient data to inform patient diagnoses and outcomes. Learners also assess the effective management of technological change within the health care environment and examine issues of consumer

access to information and the privacy and confidentiality of patient information. **For MSN learners only.**

### **MSN6216 - Advanced Finance and Operations Management (4 quarter credits).**

Learners in this course examine the nurse leader's role in establishing and managing an operations and capital budget. In particular, learners develop an understanding of how to incorporate variances or discretionary spending, manage the labor force within budget parameters, examine the availability and appropriate use of equipment and supplies, and apply finance principles to a strategic plan for achieving an organization's fiscal goals. **For MSN learners only.**

### **MSN6218 - Leading the Future of Health Care (4 quarter credits).**

Learners in this course examine the role of the nurse leader in evaluating and responding to health care opportunities and challenges in a rapidly changing local and global environment. Learners develop proactive strategies to drive and lead changes in health care and integrate evidence-based decision making into the culture of the health care organization. Learners also develop the critical-thinking and communication skills needed to positively influence health care redesign and examine the effects of visionary leadership in the field. **For MSN learners only.**

### **MSN6410 - Fundamentals of Nursing Informatics (4 quarter credits).**

Throughout the course, learners analyze the roles, theories, ethical implications, and standards of nursing informatics practice. Learners identify the rules, regulations, and current trends that govern professionals in the field. In addition, learners examine the evolution and perspectives of nursing informatics and apply knowledge and skills needed to lead and support improvements in health care. **For MSN learners only.**

### **MSN6412 - Analysis of Clinical Information Systems and Application to Nursing Practice (4 quarter credits).**

In this course, learners analyze the various aspects of clinical information systems to deliver quality health care. In particular, learners acquire the knowledge and skills needed to effectively plan, design, and implement health/clinical information systems within nursing practice. Learners also apply evidence-based informatics strategies to effect improved clinical outcomes. **For MSN learners only.**



## Course Descriptions, *continued*

### **MSN6414 - Advancing Health Care Through Data Mining (4 quarter credits).**

Learners in this course analyze and validate data and demonstrate the ability to act as key drivers in nursing informatics. Throughout the course, learners develop databases to enhance decision-making capabilities that improve clinical outcomes in multiple health care environments. In addition, learners examine the implications of data use related to responsibility, accountability, and dissemination. **For MSN learners only.**

### **MSN6416 - Managing the Nursing Informatics Life Cycle (4 quarter credits).**

In this course, learners evaluate the typical life cycle of implementation, testing, evaluating, and supporting both hardware and software applications. Learners also apply project and change management principles in relation to the life cycle of a health care information system. **For MSN learners only.**

### **MSN6610 - Introduction to Care Coordination (4 quarter credits).**

In this course, learners examine the importance of nurses' contributions to coordinating patient care and the nurse's role in coordinating care for diverse populations in varied settings. Learners identify essential members of the patient care team needed for interprofessional collaboration and assess how the current health care climate is shaping the future. In addition, learners evaluate care coordination plans and outcomes according to performance measures and professional standards as well as develop patient assessments based on current legislation, policies, and evidence-based research. **For MSN learners only.**

### **MSN6612 - Health Care Models Used in Care Coordination (4 quarter credits).**

Learners in this course examine how health care models are incorporated into the larger framework of clinical care oversight. Learners analyze the role of informatics in nursing care coordination and the ways in which client information is collected and used to influence health outcomes. Learners also identify the ways in which care coordination can support cost efficiency, promote quality of care, and affect positive health outcomes. **For MSN learners only.**

### **MSN6614 - Structure and Process in Care Coordination (4 quarter credits).**

Learners in this course gain and demonstrate knowledge of the various care coordination components, including client selection criteria, communication methodologies, clinical team development, assessment tools, care plan and profile development, cultural considerations, data structuring for reporting, and clinical efficiency. Learners examine the responsibilities of the nurse care coordinator

to the client prior to the implementation of the care plan and during the care coordination process. Learners evaluate successful strategies for interviewing and organizing information around client health, goal setting, efficient clinical oversight, technological support, and data formatting.

**For MSN learners only.**

### **MSN6616 - Ethical and Legal Considerations in Care Coordination (4 quarter credits).**

In this course, learners examine the care coordination process in relation to confidentiality and client privacy, management of consents for health care, client rights in the care coordination process, terminations of care coordination management, and the importance of clinical team collaboration and communication. Learners navigate the process of aligning limited resources with client needs and gain an understanding of the balance required between cost effectiveness and conscious stewardship. Throughout the course, learners demonstrate an understanding of the importance of cultural literacy with regard to client health care considerations. **For MSN learners only.**

### **MSN6618 - Leadership in Care**

**Coordination (4 quarter credits).** Learners in this course propose a project for change in a care coordination setting, aligning care coordination resources with community health care needs. Learners apply project management best practices to affect ethical practice and support positive health outcomes in the delivery of safe, culturally competent care in compliance with applicable regulatory requirements. In addition, learners identify ways in which the care coordinator leader supports collaboration between key stakeholders in the care coordination process.

**For MSN learners only.**

## Math

**MAT1050 - College Algebra (6 quarter credits).** Learners in this course evaluate and perform linear, exponential, logarithmic, and other mathematical functions that include algebraic, graphic, and numeric properties. Learners then apply these concepts to the social and natural sciences, business, and everyday life.

**MAT1100 - Using Math in the Real World (4 quarter credits).** In this course, learners gain an understanding of numbers and how to use and interpret them. Learners examine mathematics using an easily understandable approach for basic math and algebra to connect mathematical concepts and everyday life.

### **MAT2001 - Statistical Reasoning (6 quarter**

**credits).** This course introduces fundamental concepts of elementary statistics, including descriptive statistics, methods of counting, probability distributions, approximations, estimation, and hypothesis testing. Learners use these concepts to apply and interpret statistical results.

### **MAT2051 - Discrete Mathematics (6 quarter**

**credits).** This course presents an overview of mathematical analysis techniques. Learners apply number logic and set theory, functions and sequences, relations equivalence, partial order, digraphs, recurrence relations, counting techniques, logic and techniques of proof, graphs, and algorithms to the fields of business and information technology.

**Prerequisite(s): MAT1050.**

### **MAT2100 - Data-Driven Decisions (4 quarter**

**credits).** In this course, learners examine the applications of statistics to a variety of fields. Learners develop mathematical reasoning, quantitative analysis, and quantitative communication skills to prepare them for future academic coursework and professional life. Learners also gain an understanding of how every day decisions are supported by mathematics.

## Nursing

### **NURS4010 - Leading People, Processes, and Organizations in Interprofessional Practice (6 quarter credits).**

Learners in this course gain the understanding and abilities needed to champion and lead changes in interprofessional health care practice. Learners use management theories and leadership strategies and apply interdisciplinary collaboration skills to improve systems outcomes while reducing the cost of care. **For BSN learners only.**

### **NURS4020 - Improving Quality of Care and Patient Safety (6 quarter credits).**

In this course, learners build and demonstrate the skills necessary to contribute to the quality improvement of health care and patient safety. Learners analyze elements of successful quality improvements as well as factors that lead to patient safety risks. In addition, learners identify organizational interventions to promote patient safety and facilitate quality improvement processes to achieve desired patient, systems, and population outcomes. **For BSN learners only.**

### **NURS4030 - Making Evidence-Based**

**Decisions (6 quarter credits).** Learners in this course interpret research and apply an evidence-based practice model to make informed decisions in care planning. Learners analyze the relevance and effectiveness

## Course Descriptions, *continued*

of evidence in the processes of clinical reasoning and judgement to support interventions that result in desired patient, systems, and population outcomes. **For BSN learners only.**

**NURS4040 - Managing Health Information and Technology (6 quarter credits).** In this course, learners leverage technology to effectively and efficiently achieve desired patient, systems, and population outcomes. Learners develop and demonstrate generalist nursing practices needed to manage health information and patient care technologies. Learner also develop strategies to improve security of patient information. **For BSN learners only.**

**NURS4050 - Coordinating Patient-Centered Care (6 quarter credits).** Learners in this course apply the knowledge and skills needed to respond to the unique biopsychosocial attributes and situational context of each individual patient while recognizing the patient as full partner in all health care decision making. Learners collaborate and adapt practices to support patient-centered care and defend decisions based on the code of ethics for nursing. **For BSN learners only.**

**NURS4060 - Practicing in the Community to Improve Population Health (6 quarter credits).** In this course, learners analyze the community and public health milieu, with emphasis on health promotion and disease prevention for culturally diverse people within a variety of community settings. Learners apply principles of community and public health, health promotion, epidemiology, social determinants of health, and social justice to achieve equity, eliminate disparities, and create environments to improve health and safety. Learners also examine leading health care indicators, health policy, and emergency preparedness. **For BSN learners only.**

**NURS4900 - Capstone Project for Nursing (6 quarter credits).** The capstone course is the culmination of the BSN degree program and provides learners the opportunity to demonstrate the competencies they have gained during their program. Learners integrate new knowledge from the literature into practice via direct practicum hours in a patient, family, or group setting to demonstrate proficiency and create high-quality deliverables to apply in future practice. In the capstone experience, learners also further apply their knowledge of the program outcomes. **For BSN learners only. Must be taken during the learner's final quarter. Prerequisite(s): NURS4010, NURS4020, NURS4030, NURS4040,**

**NURS4050, completion of or concurrent registration in NURS4060. Cannot be fulfilled by transfer or prior learning assessment.**

**NURS8010 - Executive Leadership in Contemporary Nursing (4 quarter credits).** Learners in this course analyze and evaluate interrelationships within complex health care delivery systems, including organizational stakeholders; executive power structures; and population, fiscal, and policy issues. Learners apply this knowledge as well as executive leadership skills to professional practice and recommend policy changes that support system-level strategic priorities. **For DNP learners only. Cannot be fulfilled by transfer.**

**NURS8012 - Nursing Technology and Health Care Information Systems (4 quarter credits).** Learners in this course apply information technology and research methods used within the health care environment. In particular, learners evaluate the use of technology in health care information systems for the purposes of monitoring outcomes of care and assessing quality improvement. **For DNP learners only. Cannot be fulfilled by transfer.**

**NURS8014 - Global Population Health (4 quarter credits).** In this course, learners evaluate global health issues and propose and evaluate culturally sensitive interventions to address global health concerns. Throughout the course, learners build the knowledge and skills necessary to lead the development and implementation of institutional, local, state, national, or international health care initiatives. **For DNP learners only. Prerequisite(s): NURS8010. Cannot be fulfilled by transfer.**

**NURS8035 - Foundations of Evidence-Based Practice in Nursing (4 quarter credits).** In this course, learners apply the steps of the evidence-based practice process to a health care challenge, evaluate qualitative research methods and results, and interpret the results and practical significance of qualitative health care data analyses. Learners also assess their own strengths and weaknesses in relationship to writing as a doctoral professional. **For DNP learners only. Cannot be fulfilled by transfer.**

**NURS8045 - Doctoral Writing and Professional Practice (4 quarter credits).** Learners in this course write as doctoral professionals, including crafting a compelling argument and creating a literature review that supports a possible intervention or process change. Learners also obtain approval for

their practicum site and preceptor and complete the related paperwork. **For DNP learners only. Prerequisite(s): NURS8035, completion of or concurrent registration in NURS8012. Cannot be fulfilled by transfer.**

**NURS9100 - Defining the Nursing Doctoral Project (4 quarter credits).** In this course, learners finalize a project charter to address a clinical or organizational problem or take advantage of an opportunity for improvement within a health care or public health setting. Learners also meet a high standard for ethical, interprofessional practice. Learners begin precepted practicum hours in this course. **For DNP learners only. Special permission is required for registration. Grading for this course is S/NS. Prerequisite(s): A cumulative GPA of 3.0 or better. NHS8040, NHS8070, NURS8010, NURS8012, NURS8014, NURS8035, and NURS8045. Cannot be fulfilled by transfer.**

**NURS9901 - Nursing Doctoral Project 1 (4 quarter credits).** Learners in this course obtain university approval to begin the implementation phase of their project. At the completion of the course, learners associate project outcomes with a quality/performance improvement framework and formalize the project implementation plan. This course requires completion of practicum hours. **For DNP learners only. Grading for this course is S/NS. Prerequisite(s): NURS9100. Cannot be fulfilled by transfer.**

**NURS9902 - Nursing Doctoral Project 2 (4 quarter credits).** In this course, learners implement their projects and reflect on the process and lessons learned. Learners also conduct an exhaustive search of the literature, critically appraise the evidence, and develop a coherent interpretation and synthesis of the main themes and relationships among sources. This course requires completion of practicum hours. **For DNP learners only. Grading for this course is S/NS. Prerequisite(s): NURS9901. Cannot be fulfilled by transfer.**

**NURS9903 - Nursing Doctoral Project 3 (4 quarter credits).** Learners in this course begin the process of documenting their project in a scholarly manner. Throughout the course, learners evaluate data, incorporate evidence, draft analysis, and develop the first part of their report on their doctoral project. This course requires completion of practicum hours. **For DNP learners only. Grading for this course is S/NS. Prerequisite(s): NURS9902. Cannot be fulfilled by transfer.**

## Course Descriptions, *continued*

**NURS9904 - Nursing Doctoral Project 4 (4 quarter credits).** In this course, learners complete the final report and apply knowledge and experience gained during the doctoral project. Learners also create a presentation on the purpose, intervention, and results of their project to develop dissemination skills. This course requires completion of practicum hours. **For DNP learners only. Grading for this course is S/NS. Prerequisite(s): NURS9903. Cannot be fulfilled by transfer.**

**NURS9980 - Doctoral Project Development (4 quarter credits).** This course provides learners with the resources, structure, and faculty support for successful completion of their doctoral project requirements. Learners analyze, critique, and integrate information into the design and implementation of their project. **For DNP learners only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.**

## Nursing and Health Sciences

**NHS4000 - Developing a Health Care Perspective (6 quarter credits).** In this course, learners build and strengthen the knowledge, skills, and abilities needed to succeed in their program and in the workplace. Learners engage in interactive activities that help them develop and demonstrate a health care perspective and expand their academic success strategies including organizational, critical thinking, and problem-solving skills. Learners also develop an understanding of ethics, information literacy, and effective writing. **For School of Nursing and Health Sciences learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**NHS5004 - Communication, Collaboration, and Case Analysis for Master's Learners (4 quarter credits).** This course prepares learners for master's-level course work in the School of Nursing and Health Sciences. Throughout the course, learners analyze how the role of the practitioner-scholar guides leadership in the health care field and determine the ways in which they can effectively use communication strategies expected of health care professionals. In particular, learners examine the attributes that contribute to effective and ethical health care leadership, including professional collaboration, communication, inclusion, and decision making. **Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

**NHS6004 - Health Care Law and Policy (4 quarter credits).** In this course, learners examine the political, legal, and regulatory issues impacting health care organizations and environments. Learners analyze the effects of health care policy on health care practice and service delivery, with particular emphasis on the strategies used to monitor and maintain legal and regulatory compliance. Learners also identify and apply health care policy and law concepts that promote organizational improvement.

**NHS6008 - Economics and Decision Making in Health Care (4 quarter credits).** This course helps learners develop and demonstrate concepts, principles, issues, and trends in health care economics and the economic decision-making practices employed in the health care environment. Learners analyze the political, legal, regulatory, organizational, demographical, and multicultural implications of business decisions on health care economics; explore the ways economic and stakeholder influences affect operational planning and decision making; and practice applying performance monitoring and process management measures as part of the decision-making process. Learners also examine cost-effective problem solving; community- and population-based orientation; and effective use of health care market research, analysis, and assessment.

**NHS8002 - Collaboration, Communication, and Case Analysis for Doctoral Learners (4 quarter credits).** This course prepares learners for doctoral-level coursework in the School of Nursing and Health Sciences. Throughout the course, learners analyze and evaluate how the scholar-practitioner model provides guidance for developing competencies in effective and ethical health care leadership, including professional and interprofessional collaboration, communication, inclusion, and decision making. **Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

**NHS8040 - 21st-Century Health Care Improvement (4 quarter credits).** Learners in this course build foundational knowledge and skills needed to shape the future of health care. Through the lens of a 21st-century health care leader, learners use critical thinking, analysis, and creative insights to examine a problem, gap, or opportunity for improvement within a health care or public health delivery system. Learners also complete a culminating project charter to further develop a coherent quality improvement plan for 21st-century health care. **Cannot be fulfilled by transfer.**

**NHS8050 - Preparing for the Professional Doctorate in Nursing and Health Sciences (4 quarter credits).** In this course, learners prepare for the practice change project that serves as the culmination of the professional doctorate. Learners compare a Doctor of Philosophy (PhD) with a professional doctorate; identify a clinical or organizational problem or opportunity for improvement within a health care or public health setting; and apply literature search techniques to identify research related to the practice/process problem. **For DNP learners only. Cannot be fulfilled by transfer.**

**NHS8051 - Preparing for the Professional Doctorate in Public Health and Health Administration (4 quarter credits).** In this course, learners identify and secure a preceptor and project site for their practicum and complete the research ethics and compliance training required for their doctoral capstone project. Learners also substantiate organizational challenges that present opportunities for improvement interventions and synthesize research evidence to support feasible improvement interventions for an organization. In addition, learners determine the extent to which a prospective capstone project benefits and adds value to an organization. Throughout the course, learners refine their critical thinking and doctoral-level writing skills. **Prerequisite(s): NHS8065. Cannot be fulfilled by transfer.**

**NHS8060 - Scholarly Methods in Nursing and Health Sciences (4 quarter credits).** In this course, learners differentiate between qualitative, quantitative, and mixed methods research approaches as they relate to nursing and health sciences. Throughout the course, learners evaluate research source quality, credibility, bias, and relevance to practice and identify theoretical underpinnings and conceptual frameworks within health care or public health settings. **For DNP learners only. Prerequisite(s): NHS8050. Cannot be fulfilled by transfer.**

**NHS8065 - Foundations of Evidence-Based Practice in Health Care (4 quarter credits).** In this course, learners apply the steps of the evidence-based practice process to a challenge in health care. Learners differentiate among qualitative, quantitative, and mixed research design, methods, and evidence, and evaluate the quality of qualitative research methods and results. Learners also interpret the results and practical significance of health care data analyses and assess their strengths and weaknesses in writing as a doctoral professional. **Prerequisite(s): NHS8070. Cannot be fulfilled by transfer.**

## Course Descriptions, *continued*

### **NHS8070 - Evaluation and Interpretation of Data in Health Care (4 quarter credits).**

In this course, learners examine underlying concepts and reasoning involved in the collection, preparation, and evaluation of qualitative and quantitative data in health care research. Learners apply appropriate analytical techniques using commonly used software and/or best practice guidelines. Learners also interpret and report the analytical results. **For DNP learners only. Cannot be fulfilled by transfer.**

### **NHS8700 - Keystone: Determining Readiness for the Professional Doctorate Project (4 quarter credits).**

In this course, learners focus on synthesizing the knowledge and skills gained during their program. Learners state the case for their planned practice change project to demonstrate their readiness to enter the professional doctorate project process. In addition, learners identify strategies to secure a supervisor/preceptor and project site. **For DNP learners only. Grading for this course is S/NS. Prerequisite(s): NHS8070. Cannot be fulfilled by transfer.**

### **NHS8701 - Keystone: Defining the Doctoral Project (4 quarter credits).**

In this course, learners collect, integrate, and synthesize organizational and research evidence to complete a final draft of the Doctoral Project Prospectus Part 1 (DPP Part 1). Learners also collaborate with leaders at an organization within a health care or public health setting to secure the site and preceptor for their project as well as identify a health care or public health challenge as an opportunity for evidence-based change and improvement. **Grading for this course is S/NS. Prerequisite(s): NHS8051. Cannot be fulfilled by transfer.**

## Nonprofit Leadership

### **NPL7608 - Nonprofit Marketing, Public Policy, and Advocacy (4 quarter credits).**

Learners in this course discuss public policy, marketing, and advocacy in relation to the mission, vision, and values of an individual organization and within the larger nonprofit sector. Learners determine how the nonprofit organization promotes its values within diverse communities and society as a whole. Learners also evaluate opportunities for inter-organization and inter-sector collaboration to promote social justice and social change.

**NPL7704 - Strategy and Performance in Nonprofit Organizations (4 quarter credits).** In this course, learners study strategic thinking and planning in nonprofit

organizations. Learners examine the impact of environment, economics, technology, culture, structure, and function on organizational performance and the policies, practices, and tactics used to support an organization's mission and objectives. Learners also investigate and present innovative and creative solutions for organizational outcomes and performance improvement.

### **NPL8208 - Advanced Fund Development Philosophy and Practice (4 quarter credits).**

In this course, learners gain an understanding of fundraising strategies and tactics by considering social value exchange and its influence on charity and philanthropy. Learners examine issues of communication, economics, technology, society, and cultural and global perspectives as they relate to fund development.

### **NPL8308 - Nonprofit Legal Issues**

**(4 quarter credits).** This course covers regulatory issues, tax implications, and ethics in the nonprofit sector. Learners analyze the historical and current influence of government on nonprofit organizations; the legal issues associated with business, diversity, technology, and globalization as they interact with the nonprofit sector; and the impact of recent and pending legislation on education, health care, and other public service entities.

### **NPL8312 - Program Evaluation and Research Application in the Nonprofit Sector (4 quarter credits).**

This course provides an overview of the research methodologies and program evaluation tools used to determine outcomes for service recipients and organizational impact on the community. In particular, learners develop effective evaluation methods for investigating organizational accountability and communicating the value of program accomplishments to stakeholders and the community. Learners also explore the ways in which technology can be used to gather data, develop information, and evaluate performance as means to garner organizational support, advance social justice, or support societal change.

### **NPL8704 - Innovation and Future Trends in the Social Sector (4 quarter credits).**

This course presents current and predicted issues, trends, and challenges associated with the future of the nonprofit sector. Learners identify the societal changes that influence the balance of power among business, government, religious, and nonprofit organizations; the impact of technology and innovation on organizational mission; and the changing role of the nonprofit leader.

## Nonprofit Management

### **NPM5018 - Fund Development and Management (4 quarter credits).**

Learners in this course explore the role of fund development in nonprofit governance. Learners apply methods and techniques to the areas of philanthropic support, fundraising, grant writing, and grant management. Learners also investigate ethical and legal issues associated with fundraising and donor relations behaviors and activities. Other course topics include data integrity, collection, and retention systems.

### **NPM6008 - Nonprofit Strategic and Operational Planning (4 quarter credits).**

Learners in this course evaluate opportunities for program advancement and revenue enhancement in local and global economic contexts. Learners employ fund development techniques to define the strategic planning process for future nonprofit growth as driven by organizational mission and vision.

## Organization and Management

### **OM-R8930 - PhD Research Seminar Track 1 (non-credit).**

The intensive, six-week PhD Research Seminar Track 1 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to initiate the development of a dissertation research plan. Throughout the course, learners focus on identifying a theory, topic, and research problem appropriate for their specialization. Track 1 learners are encouraged to complete PhD Dissertation Milestone 1 (Research Ethics Education). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. **Learners must register for the residency that corresponds with their program. Cannot be fulfilled by transfer.**

### **OM-R8931 - PhD Research Seminar Track 2 (non-credit).**

The intensive, six-week PhD Research Seminar Track 2 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to develop a research question and to select an appropriate dissertation topic. In Track 2, learners are encouraged to complete PhD Dissertation Milestone 2 (Topic Approval).

## Course Descriptions, *continued*

Following the weekend residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes.

**Prerequisite(s):** *OM-R8930. Cannot be fulfilled by transfer.*

**OM-R8932 - PhD Research Seminar Track 3 (non-credit).** The intensive, six-week PhD Research Seminar Track 3 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to detail a methodological design, sampling plan, and strategy for data analysis. In Track 3, learners are encouraged to complete PhD Dissertation Milestone 5 (Research Plan Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. Learners must complete Track 3 prior to beginning the comprehensive examination phase of the program. **Prerequisite(s):** *OM-R8931. Cannot be fulfilled by transfer.*

## Philosophy

**PHI1000 - Introduction to Philosophy (6 quarter credits).** This course focuses on the nature and main branches of philosophy. Learners use logic as a tool to evaluate important philosophical issues, including the existence of God, the existence of the self, the nature of knowledge, and questions about morality. Learners also analyze philosophical arguments.

**PHI2000 - Ethics (6 quarter credits).** Learners in this course explore major philosophical approaches to evaluating moral actions and apply them to contemporary issues. Learners reflect on their own moral beliefs and the ways these beliefs influence and inform their moral judgments and behavior.

**PHI3200 - Ethics in Health Care (6 quarter credits).** Learners in this course gain a better understanding of the ethical issues associated with the health care profession and the conceptual framework health care professionals use to make ethical decisions. Learners examine current and emerging ethical health care issues related to the various stages of the lifecycle and the quality of life. Learners also explore ethical issues associated with patient care from the perspectives of various health care professionals, including physicians, nurses, and administrators through the use of authentic, real-world examples.

**PHI-H2005 - Honors Seminar: Critical Thinking for the Professional World (3 quarter credits).** This is the first course in the honors pathway. Learners apply critical thinking skills to develop a professionally relevant question in their discipline or program of study to investigate throughout the honors pathway. Learners gain the knowledge and skills necessary to ask questions and solve problems from multiple perspectives. Learners analyze their question from multiple perspectives and engage in enriching discussions with faculty and peers. **For honors pathway learners only. Cannot be fulfilled by transfer.**

## Physical Science

**PHY1000 - Introduction to Astronomy (6 quarter credits).** Learners in this course explore the major concepts associated with understanding the universe and why objects in the universe behave the way they do. In particular, learners examine the history of astronomy and science; the concepts of modern astronomy and cosmology; the earth and the solar system; the sun, stars, and stellar evolution; galaxies and similar objects; and the Big Bang Theory and the origin of the universe. Learners also consider life on earth and the probability of life elsewhere in the universe.

## Project Management

**PM3000 - Principles of Project Management (3 quarter credits).** In this course, learners are introduced to the fundamental basics of project management and gain a broad overview of project management standards and their applicability to both business and IT projects. This course emphasizes management theories, concepts, tools and techniques defined by the Project Management Institute (PMI®) including the Process Groups and Knowledge Areas. This course also introduces other project management methodologies and frameworks, including Agile (Scrum, Lean, DSDM and XP), PRINCE2®, Waterfall, and Six Sigma. Finally, learners study project politics and ethics, collaboration and team building, and leadership.

**PM4010 - Process Groups and Knowledge Areas in Project Management (6 quarter credits).** This course covers the project life cycle and project management processes. This includes initiating, planning, executing, monitoring and control, and closing. Learners analyze the relationship of the process groups to the Project Management Institute (PMI) knowledge areas and develop the documents and deliverables required for each stage of the

project life cycle. Learners are also introduced to the importance of people-oriented skills, such as communications, team building and leadership. Finally, learners apply the knowledge learned in the development and managing of a project. **Prerequisite(s):** *PM3000.*

**PM4020 - Integration and Scope Management (6 quarter credits).** In this course, learners cover integration management and scope management knowledge areas. Learners identify and examine the processes, tools, and techniques used to integrate activities from execution to project completion, and manage the interdependencies among the project management knowledge areas. Learners create the scope management plan component of the project management plan and emphasize a system solutions approach for gathering and defining business requirements and leveraging project change management for controlling project scope. Finally, learners consider the importance of developing strategic business and leadership skills, such as listening, problem solving, team building, market awareness, and customer relationship skills. **Prerequisite(s):** *PM4010.*

**PM4030 - Scheduling, Cost, and Quality Management (6 quarter credits).** This course focuses on project scheduling and cost and quality management in a business or information technology (IT) project context. Learners study project scheduling, costs and quality management processes, including quality planning, quality assurance, and quality control. Learners also monitor project results to evaluate compliance with schedule, costs and quality standards and gain an understanding of the steps involved in planning, performing, and controlling a business or IT project. Learners are introduced to a variety of scheduling, cost and quality tools that can be used independently or conjunctively. Finally, learners explore project management software to help in developing a project schedule. **Prerequisite(s):** *PM4010.*

**PM4040 - Human Resources and Motivation Management (6 quarter credits).** In this course, learners sample strategies for improving creativity, teamwork, and job satisfaction within a project team by creating and developing a project and recruiting team members. Learners study the theories on individual motivation and how it fits in the organizational structure. Learners examine the strengths and weaknesses of organizational development supporting project team member development to gain knowledge of how to effectively motivate project team members. Learners also gain understanding

## Course Descriptions, *continued*

about virtual teams, how to effectively manage them, and evaluate the link between personality traits and resolving team conflicts and how to effectively communicate with your team to manage change. **Prerequisite(s): PM4010.**

**PM4050 - Communication and Stakeholder Management (6 quarter credits).** Learners in this course focus on project communication and stakeholder management knowledge areas. Learners cover the processes, tools, and techniques used to manage project communications and stakeholders across project management process groups and emphasize executive project sponsorship as a strategic tool for project success. Learners also acquire skills in strategic business management and leadership: customer relationship and satisfaction, operational functions, conflict management, negotiation, listening, problem solving, and team building. **Prerequisite(s): PM4010.**

**PM4060 - Risk Management in Project Management (6 quarter credits).** Learners in this course focus on project risk management and examine the processes, tools and techniques used to identify, analyze, prioritize, respond, and control risk on a project. This course emphasizes building a risk management process that can be standardized. Learners also acquire and demonstrate business management and leadership skills such as planning, environmental awareness and conditions, benefits management, brainstorming, listening, negotiation, problem solving, and team building. **Prerequisite(s): PM4010.**

**PM4070 - Procurement Management in Project Management (6 quarter credits).** In this course, learners examine procurement management and investigate the various types of contracts, their terms and conditions, and execution. Learners develop contract specifications, find potential sources, and evaluate bids. Finally, learners examine ethical standards and legal requirements in procurement within the global market. **Prerequisite(s): PM4010.**

**PM4080 - Agile Project Management (6 quarter credits).** This course introduces the concepts of Agile Project Management (APM). Learners gain an understanding of APM's objectives, which are, in part, to deliver customer value earlier in repeated iterations, adapt to changes in a more flexible and timely manner to ultimately gain a result of higher customer satisfaction, and increased team morale, collaboration, and ownership. Learners apply their skills and knowledge to a scenario that requires the development of an APM-based project plan. **Prerequisite(s): PM4010.**

**PM5018 - Project Management Foundations (4 quarter credits).** In this course, learners are introduced to the fundamentals of project management and gain an overview of project management standards and their applicability to managing projects. This course introduces and emphasizes management methodologies and frameworks, including those defined by the Project Management Institute (PMI®). Learners focus on the aspects of effective project management leadership including project politics and ethics, and collaboration.

**PM5331 - Project Management Fundamentals (4 quarter credits).** This course focuses on the processes and knowledge areas found in the project management profession. Learners develop and demonstrate their understanding of the project management concepts as defined by the Project Management Institute's (PMI) A Guide to the Project Management Body of Knowledge (PMBOK® Guide), which includes knowledge of the ten project management knowledge areas, including the domains of initiating, planning, executing, monitoring and controlling, and closing projects, along with professionalism and ethics. **Prerequisite(s): MS in Information Technology learners must have completed ITEC5030.**

**PM5332 - Project Management Planning, Execution, and Control (4 quarter credits).** This course covers the components of project management within the project planning, executing, monitoring, and controlling process groups. Learners identify project requirements and develop a project plan that considers project scope, time, and cost in managing competing project requirements. Learners also demonstrate the application of various project management tools including activity estimation, resource assignment, work breakdown structure (WBS) creation and the development of a project management schedule. **Prerequisite(s): PM5018, or completion of or concurrent registration in PM5331.**

**PM5333 - Project Budgeting, Procurement, and Quality (4 quarter credits).** This course focuses on project cost, quality, and procurement in business or information technology (IT) project context. Learners examine the fundamental concepts and principles of the following project management knowledge areas: project cost management, project quality management, and project procurement management by demonstrating the application of tools, techniques, and methodologies within these areas of study. Learners apply various tools and techniques, in an integrative manner, to manage interdependencies among project

management process groups. **Prerequisite(s): PM5018, or completion of or concurrent registration in PM5332.**

**PM5334 - Project Risk Assessment and Control (4 quarter credits).** Learners in this course examine and demonstrate their knowledge of the components of project risk management including assessing project risk identification and mitigation strategies; evaluation of risk impact analysis methods; and evaluation of risk analysis techniques to ensure project success. Learners also assess project risk management certifications and professional development activities to identify future project risk management professional opportunities. **Prerequisite(s): PM5018, or completion of or concurrent registration in PM5333.**

**PM5335 - Project Leadership and Management (4 quarter credits).** In this course, learners examine the role and skills required of project leaders across organizations by exploring a wide range of leadership roles, including manager, problem solver, facilitator, trainer, communicator, and advocate. Learners analyze how each of these roles affects the ability to create a cohesive project team, and synthesize a step-by-step approach to leadership and team-building. Finally, learners demonstrate an understanding of leadership ethics, leadership and project strategy, and the relationship between leadership and project management politics. **Prerequisite(s): PM5334.**

**PM5336 - Agile Project Management Theory and Practice (4 quarter credits).** In this course, learners apply the Agile Project Management (APM) methodology, which emphasizes an iterative process and adaptation to change in a more flexible and timely manner, achieving higher stakeholder satisfaction, and increasing team morale, collaboration, and results ownership. Learners apply Agile practices to address business needs, project goals, and requirements and use Agile to anticipate and manage project risks to achieve successful projects. **Prerequisite(s): PM5335.**

## Political Science

**POL1000 - The Politics of American Government (6 quarter credits).** Learners in this course study the fundamental workings of the American political system. Learners examine the ways constitutional structure shapes American politics and the ways political institutions and processes connect individuals to the larger political system.

## Course Descriptions, *continued*

### Public Safety (Graduate)

**PSF5604 - Public Safety Leadership (4 quarter credits).** In this course, learners explore the multidisciplinary nature and inherent complexities of public safety leadership. Topics include traditional and contemporary leadership models and theories. Learners also develop effective leadership skills related to major organizational functions and the techniques needed to influence public safety processes.

**PSF5607 - Comprehensive Emergency Management: Mitigation and Preparedness (4 quarter credits).** In this course, learners evaluate the role a modern emergency manager plays during the mitigation and preparedness and techniques used to prepare for disaster, raise hazard awareness, manage hazards, and reduce the potential impact of disasters. Learners also evaluate the role of policy in emergency management and the principles employed for building a resilient and sustainable community.

**PSF5991 - Integrative Project for Public Safety Learners (4 quarter credits).** In this course, learners demonstrate proficiency in their specialization area by applying learning from required and elective courses to complete an analysis of a public safety organization or system, or propose a new application in their professional field. **For MS in Public Safety learners only. Prerequisite(s): Completion of all required and elective coursework. Cannot be fulfilled by transfer or prior learning assessment.**

**PSF8374 - Current Research on Violent Behavior (4 quarter credits).** Learners in this course apply multiple perspectives and methods to the analysis of violent criminal behaviors. Learners assess violence reduction policies, identify best practices, and suggest improvements to current approaches, as well as reflect on their own personal perceptions of violence in relation to social correlates, cultural norms, moral evaluations, and professional and ethical standards. In particular, learners construct a conceptually based research proposal to investigate a specific aspect of criminal violence.

### Public Service Leadership

**PSL5007 - Introduction to Research Methodology (4 quarter credits).** In this course, learners are introduced to the component elements of research. Learners examine existing literature to help them formulate researchable questions and apply sound research methods. Learners also gain insight on becoming intelligent consumers of research and discerning critics and supporters of data within the workplace.

**PSL7010 - 21st-Century Communication and Leadership (4 quarter credits).** This course begins the three-course sequence designed to enhance professional communication, scholarly competencies, and leadership effectiveness. Learners apply theoretical models of leadership and interpersonal relations to practical situations in the workplace. Learners also use contemporary technology to communicate effectively as scholars and professionals in real-world situations. **Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**PSL7020 - Professional Practice and Collaboration in a Diverse and Dynamic World (4 quarter credits).** Learners in this course examine a variety of social and professional situations to build their skills in effective and creative collaboration across an organization. Learners analyze and benchmark best practices from an organizational, team, and individual perspective to create an environment of inclusivity and collaborative results. In addition, learners examine conflict management, diversity management, group dynamics, cultural competence, ethical decision making, followership, and social responsibility. **Prerequisite(s): Completion of or concurrent registration in PSL7010.**

**PSL7030 - Introduction to Critical Analysis and Research (4 quarter credits).** This course reinforces the leadership knowledge and skills gained during previous coursework, and enables learners to be more effective consumers of data and to better utilize research in applied and academic endeavors. Learners develop and demonstrate skills to evaluate source quality, credibility, and relevance to practice; assess research concepts and strengthen their ability to critically analyze; and apply information literacy, research ethics, and methods of inquiry. **Prerequisite(s): PSL7010, completion of or concurrent registration in PSL7020.**

**PSL8106 - Epistemology of Practice Knowledge (4 quarter credits).** Learners in this course examine theories that guide the acquisition of knowledge within human services professions. Learners critically analyze and evaluate the methods used to develop social science theory as a precursor to examining and applying the scientific method. Learners also study theory derivation, the link between research methods and theory, and the ways scholar-practitioners apply the scientific method. Throughout the course learners enhance their

research, statistical, and data analysis skills using the latest version of Statistical Package for the Social Sciences (SPSS) software.

**Cannot be fulfilled by transfer.**

**PSL8110 - Advanced Qualitative Analysis in Public Service Leadership (4 quarter credits).** In this course, learners strengthen and apply their understanding of qualitative research approaches in depth, using books and articles considered to be primary sources within the field. Learners develop a research question and choose a research methodology to conduct the proposed study. In addition, learners evaluate the chosen methodology and use primary sources to collect, analyze, and apply data to the chosen methodology. **Prerequisite(s): RSCH7868.**

**PSL8120 - Multivariate Analysis in Public Service Leadership (4 quarter credits).** Learners in this course use SPSS to conduct multivariate analysis methods, including multivariate regression and ANOVA, and multivariate classification. Learners also examine nonparametric and/or categorical adaptations of traditional multivariate normal analyses, and assess existing datasets to gain and demonstrate knowledge and skills in analyzing, presenting, and interpreting numerical data. **Prerequisite(s): RSCH7868.**

**PSL8130 - Action Research for Public Service Leadership (4 quarter credits).** In this course, learners attain a conceptual understanding of action research methods in public service leadership. Upon successful completion of this course, learners are able to evaluate research methodologies, analyze an action research study, and prepare an action research plan. **Prerequisite(s): RSCH7868.**

**PSL8140 - Program Evaluation for Public Service Leadership (4 quarter credits).** Learners in this course gain knowledge and skills in different types of program evaluation, including needs assessment, formative and summative research, process evaluation, and the design and use of logic model monitoring of outputs and outcomes. Learners build and apply practical experience through the design of a conceptual framework and a logic model, as well as the development of indicators and an evaluation plan to measure impact. **Prerequisite(s): RSCH7868.**

**PSL9919 - Doctoral Comprehensive Examination (3 quarter credits).** This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination

## Course Descriptions, *continued*

questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to register for the first dissertation course. **Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.**

**PSL9960 - Dissertation Courseroom (3 quarter credits each).** This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. **Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): PSL9919. Cannot be fulfilled by transfer.**

**PSL9971 - Doctoral Capstone (3 quarter credits each).** This course provides learners with resources, guidance, and support as they fulfill the required milestones toward completion of a doctoral capstone. Learners apply scholarly research within a particular professional context to advance their knowledge in the science and practice of the profession and solve organizational, institutional, or community concerns. **Department consent is required for registration. Grading for this course is S/NS. DPA learners must register for this course a minimum of four times to fulfill their program requirements. DSW learners must register for this course a minimum of three times to fulfill their program requirements. Prerequisite(s): Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

**PSL-R8910 - Professional Doctorate Residency (non-credit).** The Professional Doctorate Residency is a three-and-a-half-day program during which learners collaborate with faculty, peers, and Capella staff to further develop, refine, and share their dissertation research proposal. Learners engage in pre- and post-residency work and discussions in an online courseroom to prepare for residency experience. The residency and courseroom components provide learners the opportunity to focus on the major facets of research design. Learners also work to complete the Scientific Merit Action Research Template (SMART) Form and become familiar with IRB processes and Capella's resources. **For DPA and DSW learners only. Grading for this**

**course is S/NS. Prerequisite(s): DPA8424 or completion of or concurrent registration in RSCH7868.**

**PSL-R8925 - PhD Dissertation Research Seminar Track 1 (3 quarter credits).** The intensive, ten-week PhD Dissertation Research Seminar Track 1 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to initiate the development of a dissertation research plan. Throughout the course, learners focus on identifying a theory, topic, and research problem appropriate for their specialization. Track 1 learners must also complete PhD Dissertation Milestone 1 (Research Ethics Education). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. **For PhD in Criminal Justice and PhD in Emergency Management learners only. Prerequisite(s): Completion of or concurrent registration in RSCH7860. Cannot be fulfilled by transfer.**

**PSL-R8926 - PhD Dissertation Research Seminar Track 2 (3 quarter credits).** The intensive, ten-week PhD Dissertation Research Seminar Track 2 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to develop a research question and to select an appropriate dissertation topic. In Track 2, learners complete PhD Dissertation Milestone 2 (Topic Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. **For PhD in Criminal Justice and PhD in Emergency Management learners only. Prerequisite(s): Completion of or concurrent registration in RSCH7864. Cannot be fulfilled by transfer.**

**PSL-R8927 - PhD Dissertation Research Seminar Track 3 (3 quarter credits).** The intensive, ten-week PhD Dissertation Seminar Track 3 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to detail a methodological design, sampling plan, and strategy for data analysis. In Track 3, learners complete

PhD Dissertation Milestone 5 (Research Plan Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. Learners must complete Track 3 prior to beginning the comprehensive examination phase of the program. **For PhD in Criminal Justice and PhD in Emergency Management learners only. Prerequisite(s): Completion of or concurrent registration in PSL8110 or PSL8120. Cannot be fulfilled by transfer.**

**PSL-R8941 - Professional Doctorate Research Seminar for Public Service Leadership Track 1 (3 quarter credits).** This intensive, ten-week seminar includes both an online courseroom and a face-to-face residency experience. Learners apply the skills necessary to identify a research problem, develop a research question, and select an appropriate capstone research topic. Learners also use current peer-reviewed articles to begin to develop a literature review, including an appropriate theory of change to support their topic. Upon successful completion of this course, learners achieve Professional Doctorate Capstone Milestone 1 (Topic Approval). **For DPA and DSW learners only. Prerequisite(s): Completion of or concurrent registration in RSCH7864.**

**PSL-R8942 - Professional Doctorate Research Seminar for Public Service Leadership Track 2 (3 quarter credits).** This seminar has both an online courseroom and a face-to-face residency experience. Learners apply the research skills necessary to initiate the development of a capstone research plan; identify and engage stakeholders in order to obtain site permission; and draft a full research plan, including a detailed action plan or program evaluation plan, research design, sampling plan, and strategy for data analysis. Upon successful completion of this course learners achieve Professional Doctorate Capstone Milestone 2 (Research Plan Approval). **For DPA and DSW learners only. Prerequisite(s): Completion of or concurrent registration in PSL8130 or PSL8140; PSL-R8941.**

## Psychology

**PSY5002 - Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits).** In this course, learners acquire the ability to navigate the Capella courseroom and use the resources that support academic success, including the library and writing center. Learners identify and practice the academic requirements (including APA style and formatting)



## Course Descriptions, *continued*

necessary to successfully complete the Master's degree program in their chosen specialization; review their specialization's requirements, associated professional roles and organizations, and ethics and professional standards; and articulate a professional identity based on master's-level psychology training. **For MS in Psychology and MS in Clinical Psychology learners only. Learners may earn credit for either PSY5002 or PSY5005, but not both. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

**PSY5005 - Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits).** In this course, learners acquire the ability to navigate the Capella courseroom and use the resources that support academic success, including the library and writing center. Learners identify and practice the academic requirements (including APA style and formatting) necessary to successfully complete the Master's degree program in their chosen specialization; review their specialization's requirements, associated professional roles and organizations, and ethics and professional standards; and articulate a professional identity based on master's-level psychology or counseling training. **For MS in Psychology and MS in Clinical Psychology learners only. Learners may earn credit for either PSY5002 or PSY5005, but not both. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

**PSY5201 - Integrative Project for Master's Degree in Psychology (5 quarter credits).** In this course, learners demonstrate knowledge, scholarship, and research proficiency in their chosen psychology specialization by developing a research proposal. As they engage with a faculty mentor in the preparation of a five-chapter integrative project, learners develop and demonstrate academic and professional competency in proposing new and original research, writing and applying for grants, adhering to ethical standards, addressing diversity and individual variation in psychology, and explaining psychology concepts. **For MS in Psychology learners only. Must be taken during the learner's final quarter. Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer.**

**PSY5244 - Play Therapy 1: The History and Systems of Play Therapy (5 quarter credits).** In this course, learners examine the historical origins of and rationale for integrating play into the practice of therapy and discuss the core systems of and approaches to play therapy. Learners also review the

contributions of play to child development and well being throughout the lifespan.

**Cannot be fulfilled by transfer.**

**PSY5246 - Play Therapy 2: Theories and Practices of Play Therapy (5 quarter credits).** This course focuses on the major theories and techniques that inform the applications of play in therapy using an interdisciplinary approach and emphasizing related research. Topics include play materials, developmental and multicultural considerations, ethical and legal issues, and play therapy for all ages and populations. **Prerequisite(s): PSY5244. Cannot be fulfilled by transfer.**

**PSY5247 - Child-Centered Play Therapy (5 quarter credits).** In this course, learners examine the historical and theoretical foundations of child-centered play therapy and the ways in which this approach differs from other forms of play therapy. Learners practice and evaluate basic child-centered skills and analyze child-centered play therapy in real-world applications. **Prerequisite(s): PSY5244, PSY5246.**

**PSY5248 - Filial Play Therapy (5 quarter credits).** Learners in this course study the history, theoretical foundations, research, and practical applications of filial play therapy. In particular, learners study and prepare to practice filial therapy in one-on-one situations with caregivers. Learners also evaluate filial therapy from a family systems perspective, exploring outcomes research that emphasizes the ways in which parents who are attuned to and understand their children are more easily able to engage relationally with them in ways that promote the well being of the family as a whole. **Prerequisite(s): PSY5244, PSY5246, PSY5247.**

**PSY5250 - Play Therapy Supervision Practices (5 quarter credits).** This course introduces learners to the theories, models, principles, and practice of play therapy supervision. Learners develop ethical and practical skills about standard practices in supervision and consider their own theoretical orientation in the supervision of play therapy. Learners examine creative, experiential, and playful supervision practices through supervisory sessions with other learners. Learners also develop mentoring and facilitating skills in class and apply them during practice sessions. **Prerequisite(s): PSY5244, PSY5246.**

**PSY5252 - Applications of Play Therapy (5 quarter credits).** Learners in this course study the theoretical foundations, research, and practical applications of play therapy in various environments, including schools,

groups, and families. Learners also examine play therapy with a range of populations and explore associated adaptations of the playroom, therapeutic play therapy models, and play therapy outcomes research.

**Prerequisite(s): PSY5244, PSY5246.**

**PSY6010 - Human Prenatal Development (5 quarter credits).** This course provides learners with an overview of prenatal and postnatal development through the first three months of life. Learners analyze genetic and reproductive technology and articulate its impact on families and society. Learners review and demonstrate their knowledge of the stages of prenatal development (embryonic and fetal), focusing specifically on brain development and fetal life. In addition, learners examine various prenatal illnesses and physical problems resulting from birth complications. The course presents research, theory, and best practices related to promoting healthy newborn and infant development.

**PSY6020 - Topics in Child and Adolescent Development (5 quarter credits).** Learners in this course critically evaluate and apply theory and research to child and adolescent development issues and current topics. Learners analyze the impact of policy and legislation in areas such as education, health, mental health, the military, media, and the economy on child and adolescent developmental outcomes and advocate for issues related to policy and legislation that improve the lives of children and adolescents. **Prerequisite(s): PSY6010; PSY7220 or PSY7230.**

**PSY6091 - Group Counseling (5 quarter credits).** In this course, learners explore group counseling theories and techniques, the dynamics of group facilitation and development, and therapeutic movement within groups. Other course topics include the use of groups across the intervention spectrum (prevention to tertiary), various group-specific issues, and the integration of developmental theory within group counseling and co-facilitation. **For MS in Clinical Psychology learners only. Prerequisite(s): PSY-R6313.**

**PSY6092 - Counseling Skills and Procedures (5 quarter credits).** This course provides an introduction to the fundamental skills and core conditions associated with effective counseling practice, from development of the therapeutic alliance through termination. **For MS in Clinical Psychology learners only.**

**PSY6095 - Theories of Counseling and Psychotherapy (5 quarter credits).** This course provides an overview of foundational counseling and psychotherapy theories and

## Course Descriptions, *continued*

research-based practice. Throughout the course, learners examine various schools of therapeutic intervention; their underlying theoretical assumptions; and their historical, cultural, and ethical context, with an emphasis on the application of current theory in a variety of clinical populations.

**PSY6100 - Introduction to Educational Psychology (5 quarter credits).** Learners in this course identify and describe the principles of learning, motivation, and assessment necessary to teach educational psychology. Throughout the course, learners examine specific strategies used to enhance pedagogy, curriculum design and adaptation, and learner performance. **Prerequisite(s): PSY5002 or PSY5005 or PSY8002.**

**PSY6210 - Introduction to Psychopathology (5 quarter credits).** In this course, learners examine the assessment, diagnosis, and treatment of various forms of psychopathology throughout the lifespan. Learners review the etiology of psychopathology; examine theories and research of psychopathology; and explore current methods of psychological interviewing, assessment, diagnosis, and treatment. Learners also discuss the politics of mental disorders, emerging diagnoses, and ethical and multicultural issues associated with psychopathology.

**PSY6391 - Master's Practicum 1 (5 quarter credits).** This is the first course in a sequence of two required practicum courses during which learners fulfill 600 required practicum hours. Learners receive supervised master's-level training in psychological testing, interviewing, assessment, intervention, consultation, and applied research in a setting chosen by the learner. Learners focus on psychological assessment using the current DSM, treatment planning, case documentation, working with specific clinical populations, and their clinical strengths and limitations. **For MS Clinical Counseling learners only. Prerequisite(s): PSY6091, PSY6095, PSY6210, PSY7210, PSY7543, PSY7610, PSY8162, PSY-R6230, PSY-R6313 with a cumulative GPA of 3.0 or better. Approval of practicum application. All application materials must be received by the first day of the quarter preceding the quarter of the proposed start date. Refer to the current manual for further details. Cannot be fulfilled by transfer.**

**PSY6400–PSY6409 - Master's Internship Series (5 quarter credits each).** The master's internship series is a series of courses learners take to continue fulfilling the minimum of 600 onsite hours of clinical training required of learners in the MS Clinical Counseling

specialization. Learners receive supervised, master's-level professional psychology training at an internship site and engage in concurrent online course activities that monitor their internship experience. Throughout the course, learners engage in an in-depth examination of various psychological disorders, mental health concerns, and treatments and continue to strengthen their knowledge of recent research and practice literature, with particular emphasis on the current *Diagnostic and Statistical Manual of Mental Disorders*. **For MS Clinical Counseling learners only. Prerequisite(s): PSY6391 with a cumulative GPA of 3.0 or better. Approval of practicum and internship application. All application materials must be received by the first day of the quarter preceding the learner's proposed start date. Refer to the current manual for additional requirements and further details. Cannot be fulfilled by transfer.**

**PSY6505 - Principles of Family Psychology (5 quarter credits).** This course is an exploration of family psychology focused on family systems theory, research, and models. Learners examine the emotions, thoughts, and behaviors of individual family members and the structure and function of the family system as a whole. Learners also study styles of family interaction, family boundaries, family roles, and the family lifecycle. **Prerequisite(s): PSY7210.**

**PSY6510 - Family Systems Theories (5 quarter credits).** Learners in this course study family systems from theoretical and research perspectives, examining theoretical models and current research of family development and family transitions. Learners demonstrate an understanding of the different theoretical models of family functioning and the evidence supporting those models, and consider areas for future research in family psychology.

**PSY6540 - Current Issues and Methods in Family Research (5 quarter credits).** In this course, learners examine family variables and the complexities of family research design, data collection, and analysis. In particular, learners explore current scales of measurement, validity, and reliability; experimental, non-experimental, and qualitative research designs; and approaches to integrating clinical research with practice. **For MS in Psychology and MS in Clinical Psychology learners only.**

**PSY7113 - History and Systems of Psychology (5 quarter credits).** Learners in this course explore the historical and contemporary schools of psychology and

gain an understanding of what constitutes the profession of psychology and their chosen specialization. Learners critique primary source material to develop an in-depth understanding of the evolution of various psychological theories and their implications for professional practice.

**PSY7115 - Research Foundations of History and Systems in Psychology (5 quarter credits).** Learners in this course explore historical and contemporary schools of thought such as behavioral, humanistic, and psychodynamic psychology. In particular, learners begin the process of becoming independent researchers by developing a dissertation topic that is appropriate for their specialization and aligned with foundational theories within their chosen school of thought. **For PhD learners in Psychology only. Cannot be fulfilled by transfer.**

**PSY7210 - Lifespan Development (5 quarter credits).** In this course, learners gain and apply knowledge of lifespan development from infancy through adulthood, including human development processes and milestones. Learners evaluate theories and approaches for examining human development and analyze human development processes related to their specialization.

**PSY7220 - Child Psychology (5 quarter credits).** In this course, learners gain and apply knowledge of the developmental stages of children from the prenatal period to adolescence. Learners examine how children develop physically, emotionally, socially, and cognitively, and evaluate and articulate the influences of family, society, and culture on child and adolescent development. Learners also assess children's evolving needs and apply theory and research to recommend appropriate responses to those needs.

**PSY7230 - Adolescent Psychology (5 quarter credits).** In this course, learners gain and apply knowledge of the developmental stages from early adolescence to emerging adulthood. Learners evaluate and articulate the physical, psychosocial, emotional, sexual, moral, and cognitive changes associated with adolescent development and examine the ways in which adolescent development is influenced by family, society, and culture. Learners also assess the evolving needs of adolescents and apply theory and research in order to recommend appropriate responses to those needs.

**PSY7240 - Adult Psychology (5 quarter credits).** Learners in this course analyze major contemporary theories and research on continuity and change from late adolescence through the end of life. Throughout the

## Course Descriptions, *continued*

course, learners apply models and approaches for delivering psychological services to adults in a variety of settings and contexts, including in the workplace, within family, and in social relationships, in order to help those adults negotiate life transitions and increase their psychological well-being and longevity.

**PSY7310 - Biological Basis of Behavior (5 quarter credits).** This course is an introduction to physiological psychology and associated topics, including genetics, functional neuroanatomy, and physiology. Learners develop and demonstrate an understanding of brain functioning; sensory systems; attention, memory, perception, and language mechanisms; and the effects of neurotransmitters on human behavior. Learners also identify the relationship between brain functions and behavioral disorders and analyze current physiological psychology research, ethics, and the implications of culture and diversity on field-related issues.

**PSY7320 - Advanced Biological Psychology (5 quarter credits).** Learners in this course examine the biological factors related to psychopathology. The course emphasizes research problems and methods currently being explored in biological psychology. Topics include the role of genetic factors in psychopathology, the influence of physical and emotional trauma on brain function, biological considerations in treatment planning, addictive phenomena, and other clinically relevant subjects. **Prerequisite(s): PSY7310. Learners in the PsyD in School Psychology degree program are exempt from this prerequisite. Cannot be fulfilled by transfer.**

**PSY7330 - Psychopharmacology (5 quarter credits).** Learners in this course explore the behavioral and therapeutic effects of psychoactive drugs. Course topics include synaptic transmission, behavioral role of specific neuromodulatory systems, pharmacological treatment of mental and neurological disorders, addiction, the various side effects of psychoactive drugs, and how these may interact with key characteristics such as age or general health. Drug effects on learning, creativity, memory, sleep, perception, and sexual functioning receive special attention. Learners also examine the efficacy of treating patients with a combination of psychotherapy and psychotropic medications for a number of diagnosed mental disorders including depression, bipolar disorder, anxiety, obsessive compulsive behavior, schizophrenia, and childhood disorders.

**PSY7340 - Human Sexuality (5 quarter credits).** This course is an exploration of sexuality within the larger context of human experience, emphasizing physical and psychosexual development, cultural diversity, health-related issues, and the application of scientific information to sexual topics and issues. Current issues include sexual deviation, sexual inadequacy, treatment of sexual problems, trauma, sexual identity, gender identity, and reproductive health care. Learners examine scholarly literature related to the implications of these issues and research evidence-based interventions in human sexuality.

**PSY7341 - Introduction to Sex Therapy (5 quarter credits).** Learners in this course gain an understanding of common sexuality concerns including low sexual desire, sexual compulsivity, recovery from sexual abuse, and treatment of sex offenders. Learners analyze strategies for sex therapy and demonstrate competence in cultural elements associated with sex therapy, taking a sex history, and assessment. **Prerequisite(s): PSY7340.**

**PSY7411 - Learning Theories in Psychology (5 quarter credits).** This course focuses on the concepts and principles of learning theory and its sub-processes, especially those associated with cognition. Learners evaluate and articulate major learning theories, practice applying these learning theories and their associated processes to teaching, and analyze the effects of various behavioral and cognitive sub-processes on learning.

**PSY7415 - Treating Substance Use Disorders: An Overview (5 quarter credits).** This course provides an overview of treatment for substance use disorders, including basic assessment and diagnostic issues. Learners study individual, group, and family-based treatments, as well as triage issues related to the use of inpatient, outpatient, and self-help approaches. Learners also examine ways the community and other resources can address substance-related behavior and analyze current trends and changes in service delivery. **Prerequisite(s): PSY6210, PSY7330.**

**PSY7421 - Cognitive/Affective Psychology (5 quarter credits).** Learners in this course apply their knowledge of theoretical foundations and the basic principles and models of cognitive/affective psychology to mental processes, such as how individuals acquire, process, and store information; how they think, perceive, remember, and learn; and how they experience feelings, moods, and emotions. Learners also demonstrate the ways in which the integration of cognition and affect influence an individual's behavior.

**PSY7422 - Motivation (5 quarter credits).** In this course, learners study major motivation theories, principles, and research findings in order to understand the complexities of motivational processes. Learners then use examples of motivational processes as applied in educational settings to propose ways of facilitating motivation within those settings. Learners also examine the role their beliefs, cognitions, emotions, and values play in achievement situations.

**PSY7510 - Psychology of Personality (5 quarter credits).** This course is an examination of personality development from the perspective of several theoretical orientations: psychodynamic, humanistic/existential, dispositional, and learning theory. Learners analyze and evaluate these theories and consider how other factors such as culture and gender contribute to personality development. This course also allows learners to apply personality theory to their professional practice.

**PSY7520 - Social Psychology (5 quarter credits).** This course provides an overview of how behavior is shaped and influenced within a social context. Within this framework, learners analyze interpersonal relationships, social cognition, social inference, emotion, and personality. Learners review and demonstrate their knowledge of the social psychology of decision making, attitude formation, and social attribution as they relate to contemporary issues. Learners also apply social psychological theory and research to various clinical, educational, and organizational settings.

**PSY7530 - Psychology of Group Dynamics (5 quarter credits).** This course provides a foundational understanding of group development, processes, and behaviors. Learners evaluate current group psychology theory and research and identify the elements of effective groups to gain an understanding of the psychology of group dynamics. Topics include group formation and structure, power and influence, performance and decision making, leadership, followership, and conflict in group dynamics.

**PSY7540 - Multicultural Perspectives in Human Behavior (5 quarter credits).** This course is an examination of substantive and theoretical issues concerning the cultural differences of individuals and groups and their influence on the practice of professional psychology. Learners explore the role of culture-specific programming, the needs and values of cultural subgroups, and approaches to providing psychological services to culturally diverse populations. Learners also

## Course Descriptions, *continued*

critically analyze the interactions of multiple dimensions of diversity to better understand the ways in which individual differences contribute to professional psychological practice.

### **PSY7543 - Ethics and Multicultural Issues in Psychology (5 quarter credits).**

In this course, learners analyze multicultural perspectives and factors such as ethnicity, socioeconomic status, and gender, and their influences on the ethical behavior of psychology professionals. Learners evaluate and articulate multicultural issues within the context of different settings and practice applying ethical reasoning principles and standards within their profession.

**Prerequisite(s):** PSY5002 or PSY5005 or PSY8002.

### **PSY7610 - Tests and Measurements (5 quarter credits).**

This course focuses on essential concepts, principles, applications, and social and theoretical issues of psychological testing. Learners gain understanding in the construction of tests; analyze the development and use of tests in measuring aptitudes, achievement, attitudes, interests, and personality; and identify underlying theories of various tests. Learners analyze the characteristics desired in psychological and educational tests, with particular emphasis on reliability and validity, and examine best practices and professional standards for educational and psychological testing, including test bias and fairness. In addition, learners study the role of technology in delivery, administration, scoring, and interpretation of tests.

### **PSY7660 - Survey Construction and Administration (5 quarter credits).**

Learners in this course explore the conceptual and applied aspects of survey construction and administration processes. Course topics include comparative study designs (cross-sections versus panels); sampling techniques; data collection procedures and methods (face-to-face, telephone, paper, and Internet); survey question design that accurately measures behavior, attitude, and personality; data processing and analysis; results reporting; ethics of surveys; causal inference; and survey critiques. **Prerequisite(s):** PSY7864.

**PSY7705 - Ethics for Applied Behavior Analysis (5 quarter credits).** In this course, learners study the ethical guidelines required for conducting applied behavior analysis in a professional manner. Learners gain an understanding of the importance of multiple conduct guidelines such as practicing within one's competency limits, obtaining consent, utilizing research-based methods, and

protecting confidentiality as it relates to the behavior analytic field. Learners also examine essential methods for protecting a client's dignity, health, and safety. **Prerequisite(s):** PSY7701, PSY7702, PSY7703, **completion of or concurrent registration in PSY7704. Cannot be fulfilled by transfer**

### **PSY7706 - Issues in Assessment, Intervention Support, and Related Systems (5 quarter credits).**

In this course, learners expand their foundational knowledge about the concepts, principles, and applications of behavior analysis. Course topics include data-based decision making, intervention selection, behavior change methods and systems, and supervision issues. **Prerequisite(s):** PSY7701, PSY7702, PSY7703, PSY7704, **completion of or concurrent registration in PSY7705. Cannot be fulfilled by transfer.**

### **PSY7708 - Basic Foundations in Applied Behavior Analysis (5 quarter credits).**

In this course, learners gain an understanding of the basic foundations, philosophy, and concepts underlying the science of behavior analysis. Learners differentiate between therapeutic approaches that are behavior-analytic and those that are not. Learners acquire knowledge of the basic principles and analyze behavior and environmental events surrounding the occurrence of behavior. **Cannot be fulfilled by transfer.**

### **PSY7709 - Advanced Concepts in Applied Behavior Analysis (5 quarter credits).**

In this course, learners further examine the concepts underlying the science of behavior analysis. Learners discern the different types of antecedents and consequences that effect behavior. Learners practice speaking in the scientific terminology used in the science of behavior analysis. Learners also gain a basic understanding of Skinner's analysis of verbal behavior. **Prerequisite(s):** **Completion of or concurrent registration in PSY7708. Cannot be fulfilled by transfer.**

### **PSY7710 - Ethics in Applied Behavior Analysis (5 quarter credits).**

In this course, learners gain knowledge about the Professional and Ethical Compliance Code for Behavior Analysts. Learners practice navigating ethical dilemmas commonly encountered in the practice of behavior analysis. Learners gain perspective on how to weight risks and benefits associated with the implementation of behavior change procedures. **Prerequisite(s):** **Completion of or concurrent registration in PSY7709. Cannot be fulfilled by transfer.**

### **PSY7711 - Measurement and Research in Applied Behavior Analysis (5 quarter credits).**

In this course, learners gain knowledge on measurement, data display,

and experimental methods commonly used in applied behavior analysis. Learners distinguish the different types of measurement that may be used and determine the conditions under which certain types should be used. Learners gain knowledge about single-subject design as well as different types of research methods used in behavior analysis. **Prerequisite(s):** PSY7708, PSY7709, **completion of or concurrent registration in PSY7710. Cannot be fulfilled by transfer.**

### **PSY7712 - Behavior Analytic Assessments (5 quarter credits).**

Learners apply and gain knowledge of the full range of assessment based approaches in behavior analysis. Learners gain knowledge on how to assess client's preferences, needs, and skill strengths and deficits. Learners practice conducting functional behavior assessments and analyzing results of these assessments to determine functions of behavior.

**Prerequisite(s):** PSY7710, **completion of or concurrent registration in PSY7711. Cannot be fulfilled by transfer.**

### **PSY7713 - Behavior Analytic Interventions (5 quarter credits).**

In this course, learners apply techniques of behavior change to behaviors of social significance. Learners gain knowledge on how to design behavior change systems given results of behavior assessments. Learners also gain knowledge on how to design these systems to ensure continued maintenance and generalization of skills. **Prerequisite(s):** PSY7711, **completion of or concurrent registration in PSY7712. Cannot be fulfilled by transfer.**

### **PSY7714 - Supervision and Management in Applied Behavior Analysis (5 quarter credits).**

In this course, learners apply evidenced-based supervision practices to the supervision of behavior-analytic programs. Learners gain knowledge on how to apply behavior change procedures. Learners apply Skinner's analysis of verbal behavior to create behavior change programs to address verbal behavior. **Prerequisite(s):** PSY7712, **completion of or concurrent registration in PSY7713. Cannot be fulfilled by transfer.**

### **PSY7715 - Applied Behavior Analysis Capstone (5 quarter credits).**

In this course, learners demonstrate knowledge, scholarship, and research proficiency in Applied Behavior Analysis. Learners demonstrate their understanding of ethical and professional conduct and basic concepts and principles in behavior analysis. Learners apply assessment techniques, implement behavior-analytic methods, and determine their effectiveness. Learners demonstrate their ability to evaluate

**Course Descriptions, continued**

research findings by synthesizing research and drafting an experimental outline around a behavior-analytic topic of their choice.

**Prerequisite(s): PSY7713, PSY7714. Cannot be fulfilled by transfer.**

**PSY7860 - Survey of Research Methods (4 quarter credits).** Learners in this course critically evaluate research in order to gain an understanding of the scientific methods of inquiry and the ethical considerations of research. Learners develop and apply skills needed to become educated consumers and creators of research. Learners also use their research design skills to analyze and apply research methodologies, validity, reliability and other components of scientific research related to their field of interest. **Learners may only earn credit for PSY7860 or RSCH7860.**

**PSY7864 - Quantitative Design and Analysis (4 quarter credits).** In this course, learners investigate the fundamental concepts needed to conduct quantitative research. Learners examine and apply quantitative research techniques; appropriate applications of quantitative research; research design, measurement, and analysis, and their associated interdependencies; variable types and levels of measurement; sampling; descriptive and inferential statistics; and hypothesis testing. Learners define the strengths and limitations of descriptive statistics, analyze the quantitative scales of measurement, review the logic of probability and null hypothesis testing, and leverage technology when applicable. Learners also determine the steps necessary to ensure human subjects protection, and consider methodological adaptations when conducting research with vulnerable and diverse populations. **Learners may only earn credit for PSY7864 or RSCH7864.**

**PSY7868 - Qualitative Design and Analysis (4 quarter credits).** Learners in this course assess the fundamental concepts needed to conduct qualitative research. Learners practice qualitative research techniques; appropriate applications of qualitative research; the strengths and weaknesses of qualitative research design, sampling, and analysis and their associated interdependencies; and leverage technology when applicable. Learners also determine the steps necessary to ensure human subjects protection, and consider methodological adaptations when conducting research with vulnerable and diverse populations. **Learners may only earn credit for PSY7868 or RSCH7868. Cannot be fulfilled by transfer.**

**PSY8001 - Orientation to Professional Psychology (5 quarter credits).** In this course, learners improve their ability to navigate the virtual campus and become

familiar with library, career center, and writing center resources. Learners identify the educational steps necessary for successfully completing the doctoral degree program; review their specialization's requirements, associated professional roles and organizations, and ethics and professional standards; and articulate a professional identity based on doctoral-level psychology training. **For PsyD Clinical Psychology and PsyD School Psychology learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

**PSY8002 - Foundations of Theory and Practice for Doctoral Psychology Learners (5 quarter credits).** In this course, learners improve their ability to navigate the virtual campus and become familiar with library, career center, and writing center resources. Learners identify the educational steps and requirements necessary for successfully completing the doctoral degree program in their chosen specialization; review their specialization's requirements, associated professional roles and organizations, and ethics and professional standards; and articulate a professional identity based on doctoral-level psychology training. **For PhD in Psychology learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

**PSY8100 - Principles of Educational Psychology (5 quarter credits).** This course is an examination of current issues, theories, models, and research design methods in the educational psychology field. Throughout the course, learners evaluate principles of learning, motivation, and assessment design strategies used to create curriculum that is designed to enhance pedagogy, adaptation, and learner performance. **Prerequisite(s): PSY5002 or PSY5005 or PSY8002.**

**PSY8110 - The Psychology of Teaching (5 quarter credits).** Learners in this course examine the psychological basis of post-secondary instruction in psychology and other social sciences. Learners study both face-to-face and online higher education learning environments for students 18 years and older. Topics include evaluation of effective teaching and assessment strategies, and consideration of classroom management practices. Learners analyze how culturally competent teaching practices and instructional decision-making impact student learning. Additionally, learners examine special student populations including adult learners. Learners also assess their own professional skills and self-efficacy.

**PSY8130 - Adult Learner in the Classroom (5 quarter credits).** This course is a critical appraisal of the theories, research, and

fundamental tenets associated with the education of adult learners. In particular, learners examine adult learning theories associated with cognition, intelligence, and motivation; the influences of technology, culture, community, and society on adult learners; effective instructional and assessment methodologies appropriate for adult learners in traditional, distance, and hybrid environments; and strategies for effectively communicating and building positive professional relationships with adult learners.

**PSY8150 - Exceptional Children in the Classroom (5 quarter credits).** In this course, learners examine different disabling conditions in children and adolescents and study their theoretical perspectives, characteristics, etiology, assessment, and remediation. Learners also explore recent trends in the field, research-based interventions, and the predominant special education law that impacts the practice of school psychology.

**PSY8162 - Career Counseling Theory (5 quarter credits).** This course presents a survey of the history of career counseling, the development of career counseling theory, and the basic tenets of current vocational psychology. It covers theories of career development, the relationship between training and vocation, and the application of career counseling interventions in various settings and among diverse populations. Learners are encouraged to participate in experiential exercises and discussion topics that may include disclosing information that is personal.

**PSY8170 - Principles of Instructional Design (5 Quarter Credits).** Learners in this course gain an understanding of core instructional design concepts by applying research-based learning science to effective instructional design in multiple learning contexts. Learners explore the intersection of instructional design and learning theory and assess the effectiveness of the instructional design process to achieve learning outcomes. Learners also make curriculum decisions that incorporate fundamental elements of instructional design across a spectrum of educational environments.

**PSY8212 - Childhood Mental Health, Counseling, and Crisis Intervention/Prevention (5 quarter credits).** This course introduces learners to the diagnostic schema used with children and adolescents in mental health and school psychology professions. Learners examine the DSM-5, focusing on developing mastery of diagnostic criteria for childhood disorders and applying this criteria

## Course Descriptions, *continued*

to case studies, methodology, research, historical, and political aspects of diagnosis. Learners consider alternatives to the current diagnostic system in order to develop comprehensive counseling plans, and identify crisis prevention and intervention models used within the educational setting.

**PSY8220 - Advanced Psychopathology (5 quarter credits).** In this course, learners examine theory and research associated with major psychological disorders, from the most common diagnostic concerns to dual diagnoses, comorbidity, and psycho-medical issues. Learners examine the concepts of psychopathology throughout the lifespan, then transition from studying DSM-5 concepts and terminology to evaluating clinical assessment and treatment situations. In particular, learners familiarize themselves with ways to apply theoretical concepts in a professional clinical setting while displaying sensitivity to ethical and diversity issues. Other course topics include the issues of “empirically validated” versus “evidence based” practice, the interaction of social and biological factors in etiology and treatment, and the interaction between complex Axis I and II disorders. **For PsyD, MS Clinical Psychology, and MS Counseling Psychology learners only. There is a residency requirement associated with this course for PsyD Clinical Psychology learners. Prerequisite(s): PSY6210. Learners in the PsyD in School Psychology degree program are exempt from this prerequisite.**

**PSY8230 - Psychological Testing (5 quarter credits).** Learners in this course apply theories and models of psychological testing to assessment of intelligence, achievement, and adaptive functioning. Learners use clinical interviews and mental status exams; administer, score, and interpret tests of intelligence, achievement, and adaptive functioning; and develop integrated assessment reports. Learners also examine issues of diversity and ethics in intelligence, achievement, and adaptive functioning assessment. **Test kits are required and are available for loan at psytestkits@capella.edu. There is a residency requirement associated with this course for PsyD Clinical Psychology learners. Prerequisite(s): PSY7610.**

**PSY8233 - Psychological Assessments for School Psychologists 1 (5 quarter credits).** In this course, learners develop the skills needed to correctly administer, score, and interpret norm referenced intelligence tests (verbal and non-verbal) while simultaneously considering various diagnostic issues present within multiculturally diverse school

populations and reflecting the established standards of educational and psychological testing. Learners examine measurement and measurement tools, including instruments used to assess cognitive function and intelligence; synthesize norm-referenced assessments with observational assessments to develop recommendations for research-supported interventions; and create audience-appropriate psychological reports. **For PsyD in School Psychology and MS School Psychology learners only. Test kits are required and are available for loan at psytestkits@capella.edu. Prerequisite(s): PSY7610.**

**PSY8234 - Psychological Assessments for School Psychologists 2 (5 quarter credits).** In this course, learners further develop the skills needed to correctly administer, score, and interpret norm-referenced intelligence tests (verbal and non-verbal), achievement tests, and adaptive functioning while simultaneously considering various diagnostic issues present within multiculturally diverse school populations and reflecting the established standards of educational and psychological testing. Learners examine measurement and measurement tools, including instruments used to assess cognitive function and intelligence, achievement, and adaptive functioning; synthesize norm-referenced assessments with observational assessments to develop recommendations for research-supported interventions; and create audience-appropriate psychological reports. **For PsyD in School Psychology and MS School Psychology learners only. Test kits are required and are available for loan at psytestkits@capella.edu. Prerequisite(s): PSY8233.**

**PSY8235 - Psychological Assessments for School Psychologists 3 (5 quarter credits).** Learners in this course demonstrate mastery of the diagnostic skills needed to assess the social emotional functioning and personality of a multiculturally diverse population of school-age children. Learners conduct clinical interviews and behavioral observations; assess data from teachers, students, and parents; score and interpret assessment results into synthesized, written intervention recommendations and psychological reports; and self-report behavior rating scales and objective and projective techniques. **For PsyD in School Psychology learners only. Test kits are required and are available for loan at psytestkits@capella.edu. Prerequisite(s): PSY8234.**

**PSY8240 - Advanced Psychological Testing (5 quarter credits).** Learners in this course build upon competencies in assessing intelligence, achievement,

and adaptive functioning, and integrate these with assessments of personality and psychopathology. Learners apply theories of personality and models of psychopathology assessment, and focus on the administration, scoring, and interpretation of the MMPI-2. Learners further deepen and broaden their skills in interpreting the WAIS-IV and in selecting appropriate assessments to create integrated reports. Learners synthesize information gathered from clinical interviews with assessments of intelligence, achievement, and psychopathology to formulate diagnoses and treatment plans. Throughout the course, learners examine complex issues of diversity and ethics in psychological testing and personality assessment. **Test kits are required and are available for loan at psytestkits@capella.edu. There is a residency requirement associated with this course for PsyD Clinical Psychology learners. Prerequisite(s): PSY7610, PSY8230. Cannot be fulfilled by transfer.**

**PSY8251 - Neuropsychological Assessment (5 quarter credits).** In this course, learners study current theories, research, and methods used in the neuropsychological assessment of various mental disorders in adults, children, and adolescents. Learners review various neuropsychological screening and assessment instruments, clinical interviewing methods, and neuropsychological test batteries that are commonly used in the evaluation and assessment of neuropsychological disorders. Learners are introduced to functional neuroanatomy and neurophysiology, as well as to common syndromes and disease processes that can impair the human brain and central nervous system functioning. In addition, learners investigate the role of emotional functioning and effort within the context of the overall neuropsychological assessment process and gain an understanding of how to write a neuropsychological report. **For PsyD learners only. Prerequisite(s): PSY8230. Cannot be fulfilled by transfer.**

**PSY8301 - Single-Subject Research Design Methods (5 quarter credits).** In this course, learners expand their foundational knowledge about the basic methods of research used in single-subject research. Learners describe the different methodologies within, as well as the strengths and limitations of, single-subject research. Learners expand on their skills in visual analysis to determine research findings. **For PhD Behavior Analysis learners only. Cannot be fulfilled by transfer.**

**Course Descriptions, continued**

**PSY8302 - Behaviorism (5 quarter credits).** Learners in this course expand their knowledge on the basic theories of behavior analysis. Throughout the course, learners evaluate the basic principles described in the theories of behavior analysis science. Learners identify some of the common misconceptions in these basic theories. **For PhD Behavior Analysis learners only. Cannot be fulfilled by transfer.**

**PSY8303 - Experimental Analysis of Behavior (5 quarter credits).** In this course, learners explore the history of, and synthesize the research in, the experimental analysis of behavior. Learners describe the importance of the link between experimental analysis of behavior and the application of the science. **For PhD Behavior Analysis learners only. Cannot be fulfilled by transfer.**

**PSY8304 - Analysis of Verbal Behavior (5 quarter credits).** Learners in this course expand their knowledge of Skinner's analysis of verbal behavior, and examine the verbal operants involved. Learners explore the importance of the analysis of verbal behavior and the implications in the practice of behavior analysis. **For PhD Behavior Analysis learners only. Cannot be fulfilled by transfer.**

**PSY8305 - Organizational Behavior Management (5 quarter credits).** In this course, learners describe the field of organizational behavior management and its relationship to the science of behavior analysis. Learners synthesize research in the field of organizational behavior management. Throughout the course, learners apply basic assessment techniques and develop interventions commonly used in the field of organizational behavior management. **For PhD Behavior Analysis learners only. Cannot be fulfilled by transfer.**

**PSY8306 - Education and Teaching in Applied Behavior Analysis (5 quarter credits).** In this course, learners examine the theories of behavior analysis and how they influence teaching and educational programs. Learners synthesize research related to teaching skills in the field of behavior analysis, and explore how they will use principles from theory and research to inform their teaching. **For PhD Behavior Analysis learners only. Cannot be fulfilled by transfer.**

**PSY8307 - Advanced Single-Subject Research Design for Behavior Analysis (5 quarter credits).** In this course, learners develop advanced skills in the design and analysis of single-subject research. Learners evaluate the use of single-subject design in existing research according to criteria related to design logic; internal, external,

and social validity; and evidence-based practice. Learners develop well-controlled single-subject analyses for a variety of potential research questions, exploring each specific single-subject design in depth and in combination to develop advanced research proposals in preparation for their dissertations. **For PhD Behavior Analysis learners only. Prerequisite(s): PSY8301.**

**PSY8310 - Theories of Psychotherapy (5 quarter credits).** Learners in this course critically analyze the clinical techniques and intervention methods associated with major psychotherapy approaches. Learners examine the historical context, underlying assumptions, and appropriate applications of each approach and investigate current research associated with the therapeutic effectiveness of psychotherapy. Learners also synthesize course concepts to create an integrated model of psychotherapy and explore legal considerations, empirical support, and personal beliefs and attitudes regarding issues of diversity. **For PsyD and PhD in Psychology learners only. There is a residency requirement associated with this course for PsyD Clinical Psychology learners.**

**PSY8316 - Evidence-Based Practice in Psychology (5 quarter credits).** In this course, learners examine historical issues and controversies surrounding the development of evidence-based practice in psychology. Learners locate and critically evaluate research defining evidence-based practices, including review of best available research, clinical expertise, and patient preferences and values to identify and adopt effective psychological treatments and are introduced to various research designs and methods in psychotherapy research. Learners then explore the ways in which these strategies are incorporated in case conceptualization, treatment planning, and ongoing assessment. Learners also study ethical, legal, and financial issues associated with evidence-based practice. Other course topics include diversity, special populations, and culturally sensitive psychotherapies. **There is a residency requirement associated with this course for PsyD Clinical Psychology learners.**

**PSY8330 - Ethics and Standards of Professional Practice (5 quarter credits).** In this course, learners critically analyze the ways the psychology profession relates to and is influenced by ethical principles and codes of conduct and the ways psychologists deliver various aspects of professional services, including psychotherapy, assessment,

supervision, consulting, research, and teaching, in adherence to these principles and codes. Learners evaluate the current APA Ethical Principles of Psychologists and Code of Conduct, and other relevant guidelines, policies, and laws that affect professional psychology practice, including those impacting the provision of services to special populations. Learners also explore current ethical issues in professional psychology and identify effective methods for addressing ethical dilemmas. **For PhD in Psychology, PsyD Clinical Psychology, PsyD in School Psychology, and MS in Clinical Psychology learners only. There is a residency requirement associated with this course for PsyD Clinical Psychology learners.**

**PSY8331 - Principles of School Psychology (5 quarter credits).** This course is an examination of the history and practice of school psychology and its current and evolving trends. Learners review the roles and functions of school psychologists, employment contexts, and professional evaluation and accountability. Learners also explore the practice of school psychology from an international perspective and examine the laws and regulations guiding the future of the profession.

**PSY8332 - Advanced Methods in School Psychology (5 quarter credits).** Learners in this course explore the multitude of ways in which school psychologists work with teachers, students, and families. Throughout the course, learners study the role of school psychologists in enhancing school-family partnerships and examine state and federal laws governing school psychology practice, including the Individuals with Disabilities Education Act (IDEA). In particular, learners study the criteria established by IDEA for how to appropriately diagnose, classify, and develop effective programming for students with disabilities. Learners also evaluate the disability categories identified by IDEA and the classification of students presented for diagnosis. **For PsyD in School Psychology and Specialist Certificate in School Psychology learners only.**

**PSY8335 - Consultation and Collaboration in the School (5 quarter credits).** This course provides an overview of consultation theory, research, and practice in psychology and education. In this course, learners study the rationale and techniques used in consultation and collaboration with teachers, parents, administrators, and other school personnel for the purpose of preventing and remediating the learning and adjustment problems of school-aged children. Learners

## Course Descriptions, *continued*

familiarize themselves with the history and status of consultation, conceptual foundations and models, processes, intervention and evaluation considerations, practice and ethical issues, and training approaches to consultation.

**PSY8337 - Legal and Ethical Issues in the School (5 quarter credits).** In this course, learners apply professional codes of conduct to the practice of school psychology. Learners study federal laws governing school psychology practice and examine legal and ethical considerations of psycho-educational assessments, school-related interventions, and testing. Course topics include privacy, confidentiality, informed consent, duty to inform, and record keeping.

**PSY8338 - Child and Adolescent Development for School Psychologists (5 quarter credits).** This course focuses on the development of children and adolescents from infancy through adolescence. Learners apply a developmental framework to the process of designing, evaluating, and monitoring interventions to address complex school needs and apply information about developmental skills to evidence-based school- and district-level interventions. In addition, learners analyze the impact of multiple complex and challenging family issues on student development and apply an understanding of types of diversity along a developmental continuum to student needs at the school and district level.

**PSY8340 - Psychology and the Law (5 quarter credits).** This course emphasizes the fundamental theoretical, empirical, and ethical bases of forensic psychology and prepares learners for the advanced practical training covered in PSY8350 and PSY8360. Learners focus on developing forensic assessment methodology skills and study psychology's role in the judicial system, the differences between clinical and forensic psychological practice, and parameters of ethical practice in forensic psychology. Other topics include basic functions of forensic practice in civil, criminal, juvenile, and family law contexts and basic principles of testimony. **Prerequisite(s): PSY6210.**

**PSY8350 - Techniques of Forensic Practice (5 quarter credits).** The primary focus of PSY8350 is on the methodology and mechanics for performing different forensic activities including training in methodology. The course also focuses on practical applications and skill-building in different forensic practice areas. The course presents forensic evaluation methodologies including competency to stand trial, insanity defense, child custody, fitness to parent, mitigating

defenses, and recidivism. Evaluating malingering and understanding the guidelines for ethical practice are emphasized throughout the course. **Prerequisite(s): PSY8340.**

**PSY8360 - Current Issues and Trends in Forensic Practice (5 quarter credits).** Learners in this course analyze current forensic psychology issues and examine appropriate application of scientific methods to forensic situations. Topics include eye-witness identification, legal decision making, forensic assessment and reporting, criminal defenses, profiling, polygraphy, risk assessment, jury composition, scientific jury selection, and other selected topics of interest to both the psychology and legal fields. **Prerequisite(s): PSY6210, PSY8340, PSY8350.**

**PSY8362 - Applied Behavior Analysis Practicum 1 (5 quarter credits).** This is the first course in a sequence of three practicum courses during which learners fulfill 1,000 total required contact hours. The practicum consists of a courseroom experience accompanied by a partially supervised experience and provides learners with specific skills in applied behavior analysis, including conducting behavior analytic assessments, as well as the design, implementation, and oversight of behavior analytic treatment plans. During the practicum, learners demonstrate mastery of the various competencies outlined in the Behavior Analyst Certification Board® Fourth Edition Task List. **Department consent is required for registration. Grading for this course is S/NS. Prerequisite(s): PSY7701. Cannot be fulfilled by transfer.**

**PSY8363 - Applied Behavior Analysis Practicum 2 (5 quarter credits).** This is the second course in a sequence of three practicum courses during which learners fulfill 1,000 total required contact hours. The practicum consists of a courseroom experience accompanied by a partially supervised experience and provides learners with specific skills in applied behavior analysis, including conducting behavior analytic assessments, as well as the design, implementation, and oversight of behavior analytic treatment plans. During the practicum, learners demonstrate mastery of the various competencies outlined in the Behavior Analyst Certification Board® Fourth Edition Task List. **Department consent is required for registration. Grading for this course is S/NS. Prerequisite(s): PSY8362. Cannot be fulfilled by transfer.**

**PSY8364 - Applied Behavior Analysis Practicum 3 (5 quarter credits).** This is the third course in a sequence of three

practicum courses during which learners fulfill 1,000 total required contact hours. The practicum consists of a courseroom experience accompanied by a partially supervised experience and provides learners with specific skills in applied behavior analysis, including conducting behavior analytic assessments, as well as the design, implementation, and oversight of behavior analytic treatment plans. During the practicum, learners demonstrate mastery of the various competencies outlined in the Behavior Analyst Certification Board® Fourth Edition Task List. **Department consent is required for registration. Grading for this course is S/NS. Prerequisite(s): PSY8363. Cannot be fulfilled by transfer.**

**PSY8371 - Strategies of Clinical Supervision and Consultation (5 quarter credits).** This course provides an overview of the theories, functions, and methods of clinical supervision, consultation, and advocacy. In particular, learners examine various styles of supervision, consultation, and advocacy; supervisory, consultative, and advocacy relationships; contractual issues; and ethical and legal issues associated with providing these services. Learners also review supervision, consultation, and advocacy research; apply their findings to relevant service delivery topics; and develop their own theories and approaches to clinical supervision. **For PsyD Clinical Psychology and PsyD School Psychology learners only. There is a residency requirement associated with this course for PsyD Clinical Psychology learners.**

**PSY8375 - Professional Development and Supervision of School Psychologists (5 quarter credits).** In this course, learners develop the professional development and supervision skills needed to successfully supervise other school psychologists. Learners evaluate models of supervision and consultation, learn how to assess supervisees' practice to ensure it falls within the profession's ethical and legal standards, identify supervisees' awareness of multicultural issues and promote the need to engage in culturally competent practice, develop a method to observe and evaluate supervisees, and promote ongoing professional development for supervisees to improve and update their skills. **Cannot be fulfilled by transfer.**

**PSY8405 - Practical Psychopharmacology in Addiction Treatment (5 quarter credits).** This course focuses on psychoactive drugs used to treat addiction problems and their behavioral and therapeutic effects. Learners study specific pharmacological addiction treatments and their various side effects, effective use of pharmacologic consultants, safety issues and contraindications, and



## Course Descriptions, *continued*

ways to coordinate care among diverse professionals who are providing adjunctive addiction treatment. **Prerequisite(s): PSY7330.**

**PSY8415 - Substance-Use Program Design (5 quarter credits).** This course presents an overview of various substance-related treatment approaches, including assessment and diagnostic methods, and the ways these methods conform to the criteria that define substance use programs and client placement. Learners also discuss substance-related treatment issues associated with training, staff credentials, working with multidisciplinary staff, and ethics from research and administration perspectives. **Prerequisite(s): PSY7415.**

**PSY8420 - Multicultural Issues in Addiction (5 quarter credits).** In this course, learners examine the ethnic and cultural issues that influence the etiology, perception, and treatment of compulsive and addictive behavior from traditional therapist-client, research, and administration perspectives. Learners also study the impact of racial identity on both client and professional self-perception, various treatment needs of diverse populations, culture-specific treatment methods, and the need for specialized training in treating diverse populations. This course emphasizes applying scientific research and theory to professional practice. **Prerequisite(s): PSY7543.**

**PSY8430 - Issues and Trends in Addiction-Related Treatments (5 quarter credits).** This course presents current addiction research, clinical trends, and substantive field-related issues. Learners use evidence-based practice and practice-based evidence to examine ways of identifying and defining substance-related problems and behaviors with addictive features and to explore pharmacologic and other emerging treatment approaches. Other course topics include managed care, mental health parity, Internet resources used in addiction training and treatment, and the changing role of the counselor in the addiction field.

**PSY8445 - Addiction Research (5 quarter credits).** In this course, learners review various methods used to conduct contemporary addiction research. In particular, learners examine the emerging research practices and perspectives that inform addiction psychology theory and common paradigms for evaluating substance-related treatment programs. Learners also discuss ethical issues unique to addictions research. **Prerequisite(s): PSY7860. Cannot be fulfilled by transfer.**

**PSY8501 - Advanced Research Methods and Statistics for Professional Psychology (5 quarter credits).** In this course, learners expand their knowledge of quantitative research design and methodology by studying the foundations, strategies, and practices of ethical research in the field of professional psychology. Learners engage in scholarly critical analysis and synthesis of current quantitative research and construct their own informal quantitative research proposal. Learners apply advanced statistical concepts and interpretation of statistical analyses to the evaluation and design of quantitative research and exchange critical, constructive project feedback with their peers. Research designs developed during this course may form the basis for the learner's dissertation or School Psychology specialty topic proposal. **For PsyD Clinical Psychology and PsyD School Psychology learners only. Prerequisite(s): PSY7860, PSY7864.**

**PSY8502 - Advanced Research Design and Methodology for Professional Psychology (5 quarter credits).** In this course, learners continue to acquire the knowledge and skills necessary to integrate science and theory into the practice of professional psychology through the study of advanced qualitative research methods, applied theory research, and program development and evaluation. Learners critically analyze a variety of theories, tools, and techniques used in qualitative research, leading to the development of an informal qualitative research proposal. In particular, learners examine the design and development of clinical programs and interventions, with particular emphasis on community needs assessments, program design models, and program evaluation. Learners also practice applying a logic model to program design and evaluation and propose theoretical applications that address diversity issues in the evidence-based practice of psychology. Research designs developed during both this course and PSY8501 may form the basis for the learner's dissertation. **For PsyD Clinical Psychology learners only. Prerequisite(s): PSY8501.**

**PSY8550 - Bereavement and Loss Therapy (5 quarter credits).** This course covers the process of dealing with expected and traumatic losses as well as the impediments to that process. Topics include phases of bereavement, special issues related to suicide survivorship, coping with loss following chronic illness, the role of emotion in the grief process, and the clinical methods of bereavement treatment. Current theory, relevant research, and application to clinical, educational, and organizational settings are considered in this course.

**PSY8610 - Principles of Health Psychology (5 quarter credits).** Learners in this course examine behavioral and biomedical theory and research in order to gain an understanding of the contributions of psychological factors to the prevention, diagnosis, and treatment of disease and illness. Learners evaluate research design and the role of research in health psychology and consider the effect of the patient-physician relationship, the importance of interprofessional work, and theories that predict health behaviors. In particular, learners define and explore adherence and psychoneuroimmunology, examine behavior related to the diseases of cancer and hypertension, assess treatment recommendations, and identify coping strategies for the patient and family. In addition, learners investigate prevention and wellness in the contexts of intentional and unintentional injuries and discuss health, life expectancy, and quality of life.

**PSY8625 - Advanced Inferential Statistics (5 quarter credits).** Learners in this advanced course examine a variety of statistical analyses, including statistical power and effect size in research design, factorial and repeated measures of analysis of variance (ANOVA), analysis of covariance (ANCOVA), selected nonparametric analyses, and bivariate and multiple regression. Learners are expected to have proficiency in the use of statistical software appropriate to dissertation-level research. **Prerequisite(s): PSY7864. Cannot be fulfilled by transfer.**

**PSY8626 - Multivariate Statistics: Theory and Application (5 quarter credits).** This course focuses on the theory and application of multivariate statistics, including discriminant analysis, factor (components) analysis, multiple analysis of variance (MANOVA), and logistic regression. Using SPSS, learners perform and interpret the results of these analyses. Learners also apply multivariate analysis, read and understand research results in peer-reviewed psychology journals, and utilize SPSS to produce output consistent with the correct parameters and assumptions of specific multivariate procedures. In addition, learners have the option of exploring the mathematical aspects of multivariate and inferential statistics theory and application. **Prerequisite(s): PSY8625.**

**PSY8635 - Advanced Qualitative Analysis (5 quarter credits).** This course extends the topics covered in PSY7868 by further exploring the philosophical underpinnings of qualitative research and inquiry and emphasizes effective execution of the six school-approved dissertation research methodologies: ethnography, case study,

**Course Descriptions, continued**

grounded-theory phenomenology, heuristics, and generic qualitative research. Learners examine primary source references, books, and journal articles written by the developers of the six methodologies and gain an understanding of their nuances and applications. This course is designed to prepare learners to develop and conduct their own qualitative study for a dissertation.

**Prerequisite(s): PSY7868.**

**PSY8658 - Quantitative Research Methods in Psychology (5 quarter credits).** In this course, learners synthesize knowledge of quantitative research methodology and use it to develop a quantitative research design that may form the basis of their dissertation research project. Learners compare their quantitative research design to a previously developed qualitative design on a similar topic and identify and justify the methodology most appropriate for investigating their research topic. **For PsyD and PhD in Psychology learners only.** **Prerequisite(s): PSY7860, PSY7868. Cannot be fulfilled by transfer.**

**PSY8711 - Principles of Industrial/Organizational Psychology (5 quarter credits).** In this course, learners identify and confirm theories and research of industrial/organizational psychology. Learners examine and explain the various psychological constructs affecting individuals, groups, teams, and organizations in the workplace and assess diversity and ethical principles as they relate to decision-making processes. Learners also evaluate the differences between industrial and organizational psychology and implement various assessment methods, models, and interventions applicable across workplace settings.

**PSY8720 - Psychology of Leadership (5 quarter credits).** This course provides a comprehensive review of leadership theories and factors, including leader development, leadership styles, and multicultural issues relevant to leadership in various settings. Learners research and evaluate leadership principles and apply leadership theory to clinical, counseling, educational, organizational, and sports settings. Learners examine case studies; investigate and evaluate the processes and best practices of leader development; analyze their own leadership strengths; and relate this knowledge to their professional practice.

**PSY8721 - Introduction to Business Practices for Psychologists (5 quarter credits).** This course focuses on business practices for starting, operating, and maintaining a viable consulting business.

Learners develop an understanding of the knowledge and skills for consulting including preparing for a consulting career, starting and promoting a consulting business, maintaining the business, and learning how to actualize personal values and ethical acumen in their daily work. This course covers the consulting competencies of branding, marketing, and selling, as well as building and maintaining client relationships.

**PSY8730 - Consultation Psychology (5 quarter credits).** Learners in this course evaluate current theories of psychological consultation and analyze the variety of roles and interventions that engage psychological consultants in an applied setting. Learners examine psychological consultants' contributions to clinical, educational, industrial, and organizational settings and demonstrate the competencies required to evaluate and conduct psychological consultative services through applied case work, practice, and self-appraisal. Other course topics include consultation ethics, models of consultation research, and the dynamics of the consultant-client relationship.

**PSY8740 - Industrial/Organizational Psychology Practices in Human Resource Management (5 quarter credits).** Learners in this course analyze psychologically based methods, tools, and practices used in industrial/organizational psychology, including needs assessment, personnel selection, job analysis, performance management and appraisal, organizational functioning, motivation, training, and management, in the context of their application to human resource management. Learners identify the underlying psychological theories, research, and approaches related to human resource management and synthesize these theories and research to develop evidence-based application grounded in science and scholarship. Throughout the course, learners gain and demonstrate a working knowledge of organizational systems and culture.

**PSY8755 - Ethical and Legal Principles of Industrial/Organizational Psychology (5 quarter credits).** This course focuses on ethical and legal responsibilities in the workplace. Learners analyze ethical dilemmas, apply relevant legal standards, and evaluate ways professionals integrate and utilize these standards to resolve workplace issues. Learners build on their foundational work through the development and application of legally sound solutions that are grounded in science and scholarship to these workplace issues.

**PSY8761 - Work Analysis and Selection (5 quarter credits).** This course is a comprehensive review of the major concepts, issues, and practices involved with work analysis and personnel selection. Learners gain and apply knowledge of work analysis methods, legal issues in selection, considerations in evaluating the appropriate use of assessments in selection processes, and strategies for selection decision making. Learners engage in hands-on activities to apply critical work analysis and selection principles. **Prerequisite(s): PSY7610, PSY7864, PSY8711.**

**PSY8763 - Program Evaluation (5 quarter credits).** This course provides an examination of the theories, techniques, methods, and processes of program evaluation. Learners synthesize knowledge and skills gained from prior coursework to design a program evaluation, plan its implementation, and communicate the results in appropriate and effective formats. **Prerequisite(s): PSY7864.**

**PSY8765 - Testing and Assessment in Workplace Psychology (5 quarter credits).** Learners in this course review relevant theories and research methods of workplace psychology, coaching, and consultation assessment. Learners study the assessment process, identify assessment tools and their applications, and examine ways to evaluate and deliver assessment feedback. Topics include individual, group, and organizational assessment; psychometric testing; quantitative/qualitative principles and research methods; and ethical and multicultural issues associated with assessment. **Prerequisite(s): PSY7610.**

**PSY8768 - Theory and Practice of Psychological Coaching (5 quarter credits).** Learners in this course study the psychological underpinnings, theoretical framework, and foundational elements of evidence-based coaching. Learners explore the stages of the coaching relationship and determine an effective coaching framework to apply in different contexts, including positive psychology and Gestalt perspectives. Learners also identify ethical and multicultural issues related to evidence-based coaching. **Prerequisite(s): PSY7610.**

**PSY8770 - Psychology of Motivation and Performance (5 quarter credits).** In this course, learners explore various psychological theories, concepts, and principles of motivation. Learners evaluate the factors of motivation that influence personal and professional performance, success, and satisfaction. Learners also synthesize research in order to identify, assess, and integrate motivational strategies and apply models of performance enhancement.

**Course Descriptions, continued**

**PSY8840 - Principles of Sport Psychology (5 quarter credits).** Learners in this course apply psychological theories to explain and improve sport performance. Learners evaluate the implications of new research for professional practice in sport psychology and explore the ways in which they can meet the unique needs of diverse participants through customized coaching strategies. In particular, learners examine personality, attention, anxiety, arousal and arousal adjustment strategies, cognitive-behavioral intervention, causal attribution, motivation, and self confidence. **Prerequisite(s): PSY7411.**

**PSY8841 - Performance Enhancement in Sports (5 quarter credits).** Learners in this course examine the mechanisms athletes use to exceed their perceived physical and mental limitations. In addition, learners apply performance enhancement theories and techniques to help clients improve athletic performance. Topics include strategies such as visualization, meditation, hypnosis, autogenic training, biofeedback, and progressive relaxation. **Prerequisite(s): PSY8840.**

**PSY8842 - Applied Sport Psychology (5 quarter credits).** Learners in this course acquire and demonstrate the knowledge, skills, and abilities needed to apply fundamental sport psychology concepts to their chosen profession. Learners consider ethical issues, their personal approach to sport psychology practice, and ways to use research to inform their work. Learners also examine the significance of working with diverse populations and expanding their areas of expertise. **Prerequisite(s): PSY8841.**

**PSY8845 - Current Issues in Sport Psychology (5 quarter credits).** In this course, learners critically analyze the research, theories, and practices of sport psychology. Learners examine current issues in sports and determine ways to ethically and professionally apply sport psychology practices to educate sports participants and to improve the performance of athletes. **Prerequisite(s): PSY8842.**

**PSY8951 - PSY8958 - Doctoral Practicum Series (5 quarter credits each).** The doctoral practicum series is a series of courses learners take to fulfill 1,000 required practicum hours. Learners work with their mentors and the director of clinical training to develop goals for the practicum experience that may include assessment, intervention, consultation, diagnosis, case conceptualization, research and evaluation, supervision, teaching, management, and administration. Learners then receive supervised, doctoral-level training at a practicum site and engage in concurrent online course activities that

emphasize self-awareness, self-reflection, and self-evaluation; knowledge and application of evidence-based practice; competence to practice with diverse populations; and ethical and legal professional psychology standards. Work completed during this course will lead to the student's Clinical Competency Examination. **For PsyD Clinical Psychology learners only. Prerequisite(s): PSY8001, PSY7113, PSY7210, PSY7540, PSY8316, PSY8371, PSY8220, PSY8230, PSY8240, PSY8330, and all residency requirements. Approval of practicum application. All application materials must be received by the first day of the quarter preceding the quarter of the proposed start date. Refer to the current manual for further details. Cannot be fulfilled by transfer.**

**PSY8960 - School Psychology PsyD Practicum 1 (5 quarter credits).** The School Psychology Practicum for PsyD learners is the first clinical training experience in their program of studies. Learners complete 400 hours of service in the schools, working 20 hours per week for two 10-week quarters. Learners receive one hour of individual, face-to-face supervision from their on-site supervisor(s) each week. Supervisors and sites are approved by the university through the application process before learners are allowed to begin on-site services. During practicum, learners engage in many school psychologist roles, including conducting assessments (standardized, norm-referenced, curriculum based, and functional behavioral); assisting in the development, implementation, monitoring, and evaluation of interventions designed to address concerns with academics, mental health, and behavioral/social skills; participating in the school's data-based decision making process through collaboration and consultation; and write reports related to cases. School Psychology practicum learners engage in services related to the NASP standards and CAEP expectations. **PsyD in School Psychology learners who have previously completed a master's- or specialist-level practicum and internship course in School Psychology are not required to register for this course. All courses and residencies must be completed prior to enrollment for clinical training. Learners should anticipate meeting all course requirements in two quarters of practicum. If there are any outstanding requirements in either artifacts or service delivery hours, learners will be required to enroll in a third quarter of internship to ensure completion of course requirements. Prerequisite(s): PSY8001, PSY7320, PSY7421, PSY7540, PSY7610, PSY8212, PSY8230, PSY8233, PSY8234, PSY8235, PSY8331, PSY8332, PSY8335,**

**PSY8337, PSY8375, PSY8501, PSY-R6591, PSY-R6592, PSY-R6593, PSY-R6594, PSY-R6595, PSY-R6596, PSY-R6597, PSY-R6599. Cannot be fulfilled by transfer.**

**PSY8961 - School Psychology PsyD Practicum 2 (5 quarter credits).** The School Psychology Practicum for PsyD learners is the first clinical training experience in their program of studies. Learners complete 400 hours of service in the schools, working 20 hours per week for two 10-week quarters. Learners receive one hour of individual, face-to-face supervision from their on-site supervisor(s) each week. Supervisors and sites are approved by the university through the application process before learners are allowed to begin on-site services. During practicum, learners engage in many school psychologist roles, including conducting assessments (standardized, norm-referenced, curriculum based, and functional behavioral); assisting in the development, implementation, monitoring, and evaluation of interventions designed to address concerns with academics, mental health, and behavioral/social skills; participating in the school's data-based decision making process through collaboration and consultation; and write reports related to cases. School psychology practicum learners engage in services related to the NASP standards and CAEP expectations. Learners complete practicum ready to engage in internship, which is the next phase of training. **PsyD in School Psychology learners who have previously completed a master's- or specialist-level practicum and internship course in School Psychology are not required to register for this course. All courses and residencies must be completed prior to enrollment for clinical training. Learners should anticipate meeting all course requirements in two quarters of practicum. If there are any outstanding requirements in either artifacts or service delivery hours, learners will be required to enroll in a third quarter of internship to ensure completion of course requirements. Prerequisite(s): PSY8960. Cannot be fulfilled by transfer.**

**PSY8962 - School Psychology PsyD Internship 1 (5 quarter credits).** The School Psychology Internship for PsyD learners is the final clinical training experience in their specialization. Learners in internship complete 1500 hours of service. While 750 hours of internship must be completed within a school setting, the remaining 750 hours can be completed in a setting other than a school system if approval is granted by the clinical training department. Hours obtained in a setting other than a public school environment must be consistent with

## Course Descriptions, *continued*

the skills and training of the intern. Learners in internship work 40 hours per week for each 10-week quarter of training. Learners are also granted the option of working between quarters if the site and supervisor are available. Supervisors and sites must be approved by the university through the application process before learners are allowed to begin on-site services. Each week, learners receive two hours of individual, face-to-face supervision from their on-site supervisors and during internship engage in face-to-face supervision from their on-site primary supervisor and participate in both direct and indirect services as prescribed by NASP and CAEP standards. Learners exhibit leadership skills; demonstrate a positive impact on students; write comprehensive psychoeducational reports integrating various forms of data collected from many sources, such as assessment instruments, assessment interviews, and observations; engage in developing, implementing, monitoring, and evaluating interventions to be applied school- and district-wide; interact with school system leaders, families, and community members; and actively lead the school system's data-based decision making process. Upon successful completion of internship, learners are ready to engage in independent practice as a leader in a system designed to meet the psycho-educational needs of students. **Prerequisite(s): PsyD in School Psychology learners who have not previously completed a master's- or specialist-level practicum and internship course in School Psychology must take PSY8961.**

**PSY8963 - School Psychology PsyD Internship 2 (5 quarter credits).** The School Psychology Internship for PsyD learners is the final clinical training experience in their specialization. Learners in internship complete 1500 hours (of service. While 750 hours of internship must be completed within a school setting, the remaining 750 hours can be completed in a setting other than a school system if approval is granted by the clinical training department. Hours obtained in a setting other than a public school environment must be consistent with the skills and training of the intern. Learners in internship work 40 hours per week for each 10-week quarter of training. Learners are also granted the option of working between quarters if the site and supervisor are available. Supervisors and sites must be approved by the university through the application process before learners are allowed to begin on-site services. Each week, learners receive two hours of individual, face-to-face supervision from their on-site

supervisors and during internship engage in face-to-face supervision from their on-site primary supervisor and participate in both direct and indirect services as prescribed by NASP and CAEP standards. Learners exhibit leadership skills; demonstrate a positive impact on students; write comprehensive psychoeducational reports integrating various forms of data collected from many sources, such as assessment instruments, assessment interviews, and observations; engage in developing, implementing, monitoring, and evaluating interventions to be applied school- and district-wide; interact with school system leaders, families and community members; and actively lead the school system's data-based decision making process. Upon successful completion of internship, learners are ready to engage in independent practice as a leader in system designed to meet the psycho-educational needs of students. **Prerequisite(s): PSY8962.**

**PSY8964 - School Psychology PsyD Internship 3 (5 quarter credits).** The School Psychology Internship for PsyD learners is the final clinical training experience in their specialization. Learners in internship complete 1500 hours of service. While 750 hours of internship must be completed within a school setting, the remaining 750 hours can be completed in a setting other than a school system if approval is granted by the clinical training department. Hours obtained in a setting other than a public school environment must be consistent with the skills and training of the intern. Learners in internship work 40 hours per week for each 10-week quarter of training. Learners are also granted the option of working between quarters if the site and supervisor are available. Supervisors and sites must be approved by the university through the application process before learners are allowed to begin on-site services. Each week, learners receive two hours of individual, face-to-face supervision from their on-site supervisors and during internship engage in face-to-face supervision from their on-site primary supervisor and participate in both direct and indirect services as prescribed by NASP and CAEP standards. Learners exhibit leadership skills; demonstrate a positive impact on students; write comprehensive psychoeducational on students, reports integrating various forms of data collected from many sources, such as assessment instruments, assessment interviews, and observations; engage in developing, implementing, monitoring, and evaluating interventions to be applied school- and district-wide; interact with school system leaders, families and community members; and actively lead the school

system's data-based decision making process. Upon successful completion of internship, learners are ready to engage in independent practice as a leader in a system designed to meet the psycho-educational needs of students. **Prerequisite(s): PSY8963. Cannot be fulfilled by transfer.**

**PSY8965 - School Psychology PsyD Internship 4 (5 quarter credits).** The School Psychology Internship for PsyD learners is the final clinical training experience in their specialization. Learners in internship complete 1500 hours of service. While 750 hours of internship must be completed within a school setting, the remaining 750 hours can be completed in a setting other than a school system if approval is granted by the clinical training department. Hours obtained in a setting other than a public school environment must be consistent with the skills and training of the intern. Learners in internship work 40 hours per week for each 10-week quarter of training. Learners are also granted the option of working between quarters if the site and supervisor are available. Supervisors and sites must be approved by the university through the application process before learners are allowed to begin on-site services. Each week, learners receive two hours of individual, face-to-face supervision from their on-site supervisors and during internship engage in face-to-face supervision from their on-site primary supervisor and participate in both direct and indirect services as prescribed by NASP and CAEP standards. Learners exhibit leadership skills; demonstrate a positive impact on students; write comprehensive psychoeducational reports integrating various forms of data collected from many sources, such as assessment instruments, assessment interviews, and observations; engage in developing, implementing, monitoring, and evaluating interventions to be applied school- and district-wide; interact with school system leaders, families and community members; and actively lead the school system's data-based decision making process. Upon successful completion of internship, learners are ready to engage in independent practice as a leader in a system designed to meet the psycho-educational needs of students. **Prerequisite(s): PSY8964. Cannot be fulfilled by transfer.**

**PSY8966 - School Psychology PsyD Internship 5 (5 quarter credits).** This course is a continuation in the series of the final clinical training experience for the PsyD in School Psychology program. This course is required for learners who are unable to fully complete and satisfy the required 1500 total hours of internship during the PSY8962–8965 course series. Throughout internship, learners exhibit leadership skills; demonstrate a positive impact

## Course Descriptions, *continued*

on students; write comprehensive psycho-educational reports integrating various forms of data collected from many sources such as assessment instruments, assessment interviews, and observations; engage in developing, implementing, monitoring, and evaluating interventions to be applied school- and district-wide; interact with school system leaders, families, and community members; and actively lead the school system's data-based decision making process. Upon successful completion, learners are ready to engage in independent practice as a leader in a system designed to meet the psycho-educational needs of students. Learners must complete a total of 1500 hours of service over their internship. Of this total, at least 750 hours must be completed within a school setting and the remaining 750 hours may be completed in a setting other than a school system with department approval. Supervisors and sites must be approved by the university. Any hours obtained in a setting other than a public school environment must be consistent with the skills and training of the intern. Each week, learners receive two hours of individual, face-to-face supervision from their on-site supervisors and participate in both direct and indirect services as prescribed by NASP and CAEP standards. **Prerequisite(s): PSY8965.**

**PSY8967 - School Psychology PsyD Internship 6 (5 quarter credits).** This course is a continuation in the series of the final clinical training experience for the PsyD in School Psychology program. This course is required for learners who are unable to fully complete and satisfy the required 1500 total hours of internship during the PSY8962–8966 course series. Throughout internship, learners exhibit leadership skills; demonstrate a positive impact on students; write comprehensive psycho-educational reports integrating various forms of data collected from many sources such as assessment instruments, assessment interviews, and observations; engage in developing, implementing, monitoring, and evaluating interventions to be applied school- and district-wide; interact with school system leaders, families, and community members; and actively lead the school system's data-based decision making process. Upon successful completion, learners are ready to engage in independent practice as a leader in a system designed to meet the psycho-educational needs of students. Learners must complete a total of 1500 hours of service over their internship. Of this total, at least 750 hours must be completed within a school setting and the remaining 750 hours may be completed in a setting other than a school system with department approval. Supervisors and sites must be approved by the university. Any hours obtained in a setting other than a public school environment must

be consistent with the skills and training of the intern. Each week, learners receive two hours of individual, face-to-face supervision from their on-site supervisors and participate in both direct and indirect services as prescribed by NASP and CAEP standards. **Prerequisite(s): PSY8966.**

**PSY8968 - School Psychology PsyD Practicum 3 (5 quarter credits).** The School Psychology Practicum for PsyD learners is the first clinical training experience in their program of studies. Learners complete 400 hours of service in the schools, working 20 hours per week for two 10-week quarters. Learners receive one hour of individual, face-to-face supervision from their on-site supervisor(s) each week. Supervisors and sites are approved by the university through the application process before learners are allowed to begin on-site services. During practicum, learners engage in many school psychologist roles, including conducting assessments (standardized, norm-referenced, curriculum based, and functional behavioral); assisting in the development, implementation, monitoring, and evaluation of interventions designed to address concerns with academics, mental health, and behavioral/social skills; participating in the school's data based decision making process through collaboration and consultation; and writing reports related to cases. School Psychology practicum learners engage in services related to the NASP standards and CAEP expectations. PsyD in School Psychology learners who have previously completed a master's- or specialist-level practicum and internship course in School Psychology are not required to register for this course. All courses and residencies must be completed prior to enrollment for clinical training. Learners should anticipate meeting all course requirements in two quarters of practicum. If there are any outstanding requirements in either artifacts or service delivery hours, learners will be required to enroll in a third quarter of internship to ensure completion of course requirements. **Prerequisite(s): PSY8961. Cannot be fulfilled by transfer.**

**PSY8971–PSY8978 - Doctoral Internship Series (5 quarter credits each).** The doctoral internship series is a series of courses learners take to fulfill a minimum of 2,000 required post-practicum internship hours. Learners receive supervised, doctoral-level professional psychology training at an internship site and engage in concurrent online course activities that monitor their internship experience; emphasize self-awareness, self-reflection, and self-evaluation; support knowledge and application of evidence-based practice; develop competence to practice with diverse populations; and emphasize ethical and legal professional psychology standards.

**For PsyD Clinical Psychology learners only. Prerequisite(s): Completion of all doctoral practicum requirements. Approval of internship application. Refer to the current manual for additional requirements and further details. Cannot be fulfilled by transfer.**

**PSY8990 - Independent Readings (5 quarter credits).** This course provides learners with a deeper understanding of applied psychology in a learner-relevant context. Throughout the course, learners conduct in-depth readings and critical analyses of a selected topic or area in applied psychology, with guidance from their instructor. Learners then synthesize and apply acquired psychology knowledge to create a chosen project. **Special permission is required for registration.**

**PSY8991 - Selected Topics in Psychology (1 quarter credit).** This course focuses on the synthesis and integration of psychological theories and concepts with another course or discipline of the learner's choosing. Learners in this course use coursework completed outside their chosen psychology discipline to develop projects that demonstrate the relevance of the selected topics to their specialization. Learners demonstrate how integrating theories from both disciplines can be used to solve practical problems. **Special permission is required for registration. May be repeated for credit.**

**PSY8992 - Selected Topics in Psychology (2 quarter credits).** This course focuses on the synthesis and integration of psychological theories and concepts with another discipline of the learner's choosing. Learners in this course use coursework completed outside their chosen psychology discipline to develop projects that demonstrate the relevance of the selected topics to their specialization. Learners demonstrate how integrating theories from both disciplines can be used to solve practical problems. **Special permission is required for registration. May be repeated for credit.**

**PSY8993 - Selected Topics in Psychology (3 quarter credits).** This course focuses on the synthesis and integration of psychological theories and concepts with another course or discipline of the learner's choosing. Learners in this course use coursework completed outside their chosen psychology discipline to develop projects that demonstrate the relevance of the selected topics to their specialization. Learners demonstrate how integrating theories from both disciplines can be used to solve practical problems. **Special permission is required for registration. May be repeated for credit.**

## Course Descriptions, *continued*

**PSY9911–PSY9918 - Clinical Dissertation Series (5 quarter credits each).** The clinical dissertation series is a series of courses during which learners integrate scholarly work associated with the goals and competencies of the PsyD Clinical Psychology specialization and demonstrate proficiency in the established accreditation standards for doctoral study in the field of psychology. Dissertations that meet requirements include an applied product or program that is relevant to professional psychology, qualitative research, quantitative research, theoretical development, and program consultation such as a needs assessment. **For PsyD Clinical Psychology learners only. Grading for these courses is R/NS. Courses must be taken in sequence. Learners may take PSY9911–PSY9918 concurrently with or prior to PSY8971–PSY8978. Prerequisite(s): Completion of all coursework, excluding internship courses. Cannot be fulfilled by transfer.**

**PSY9919 - Doctoral Comprehensive Examination (3 quarter credits).** This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes and learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to register for the first dissertation course. **Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.**

**PSY9960 - Dissertation Courseroom (3 quarter credits each).** This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. **Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): PSY9919. Cannot be fulfilled by transfer.**

**PSY9965 - School Psychology Doctoral Learner Comprehensive Examination (5 quarter credits).** This course includes an overview of the comprehensive examination

process, including the university's expectations of academic honesty and integrity, and provides PsyD in School Psychology learners with the opportunity to work with a mentor to develop an applied research specialty topic paper that integrates content across all ten National Association of School Psychologists (NASP) practice domains. Upon completion of the paper, learners develop an initial presentation that fulfills their Oral Specialty Topic Examination requirement. Using feedback received from their mentors, learners then refine their presentations in preparation for the Professional Presentation Examination, which takes place during the learner's sixth residency. **For PsyD in School Psychology learners only. Grading for this course is S/NS. Prerequisite(s): PSY7421, PSY7540, PSY7610, PSY8001, PSY8501, PSY8212, PSY8230, PSY8233, PSY8234, PSY8235, PSY8332, PSY8335, PSY8337, PSY8338, PSY8375.**

**PSY9970 - Doctoral School Psychology Integrative Project (5 quarter credits).** The School Psychology Integrative Project is the final requirement for the PsyD in School Psychology. This course focuses on the expectations of regulators in the field; in particular, NASP (National Association of School Psychologists) and learners integrate their knowledge of interventions, supervision skills, assessment information interpretation, and problem solving. During this course, learners focus on three major projects in which they connect focus topics from their program: the development of a professional portfolio aligned with the NASP domains, a supervision plan for school psychologists in a school district, and a case study requiring several interventions. Course activities provide learners with opportunities to display a variety of skills essential for professional practice at the doctoral level. **Prerequisite(s): Completion of all required coursework, with the exception of PSY8960, PSY8961, PSY8962, PSY8963, PSY8964, and PSY8965. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.**

**PSY-R6230 - Introduction to Psychological Testing (5 quarter credits).** This course includes both an online courseroom and a face-to-face residency experience. Learners engage in preparatory online courseroom activities to prepare themselves for the residency experience, during which they focus on the common psychological instruments (e.g., psychological tests, checklists, and rating scales) used to assess intelligence, achievement, vocational interests, adaptive

and neuropsychological functioning, addiction, and personality traits, and their uses in professional practice. Learners then engage in a face-to-face residency experience that guides them as they study psychological testing instruments appropriate for their level of training and examine effective methods for making referrals to licensed psychologists. Ethical and cultural considerations of testing are embedded throughout the course. **For MS in Clinical Psychology learners only. Test kits are required and are available for loan at psytestkits@capella.edu. Prerequisite(s): PSY7610, PSY-R6313. Cannot be fulfilled by transfer.**

**PSY-R6313 - Clinical Interventions (5 quarter credits).** This course includes both an online courseroom and a face-to-face residency experience. Learners engage in preparatory online courseroom activities to prepare themselves for the residency experience, during which they explore and practice foundational counseling skills, including establishing the therapeutic alliance, conducting clinical interviews, applying psychotherapeutic techniques, and providing feedback. Learners then engage in a face-to-face residency experience that guides them as they study key professional competencies such as psychological assessment, multicultural responsiveness and diversity principles, and ethics in clinical work. **For MS in Clinical Psychology learners only. Prerequisite(s): PSY6090 or PSY6095 or PSY6310 or PSY8310.**

**PSY-R6591 - Assessment (non-credit).** Learners in this residency observe testing sessions, score test results, take notes from faculty presentations, and engage in mock testing sessions. Learners develop skills in conducting standardized academic and intellectual assessments and scoring and interpreting test results. Learners also study the ethical principles associated with the practice of school psychology. **For PsyD in School Psychology learners only. Prerequisite(s): PSY7610, completion of or concurrent registration in PSY8233.**

**PSY-R6592 - Interventions and Response to Interventions (non-credit).** This residency introduces learners to The Individuals with Disabilities Education Act (IDEA 2004), which introduced Response To Intervention (RTI) as an authority in the identification of specific learning disabilities. This residency builds capacity among learners to implement the RTI framework in local and state education agencies. Learners examine the RTI components of screening of students, monitoring student progress,

## Course Descriptions, *continued*

providing evidence-based interventions, and identifying students with special learning needs in a collaborative approach. Learners have the opportunity to practice response to intervention skills within a collaborative framework utilizing various case studies. **For PsyD in School Psychology learners only. Prerequisite(s): PSY-R6591, PSY-R6593, PSY-R6594, PSY-R6595.**

**PSY-R6593 - Assessments: Nonverbal (non-credit).** In this residency, learners continue to develop skills in administering standardized assessment instruments necessary for practicing school psychologists. Learners review previously taught test batteries and report writing skills; engage in supervised observation, mock testing, and scoring activities; study the ethical principles associated with the practice of school psychology; and receive feedback from experienced professional school psychologists and peers. Throughout the residency, learners demonstrate the ability to follow the administration procedures as given in each test manual, to handle the test materials appropriately, to maintain a neutral test environment, and to encourage full “testee” cooperation during a testing session. Learners are also introduced to, and practice through oral presentation, the basic skills needed for interpreting and communicating assessment results to parents, teachers, and other professionals. **For PsyD in School Psychology learners only. Prerequisite(s): Completion of or concurrent registration in PSY-R6591.**

**PSY-R6594 - Counseling (non-credit).** Learners in this residency engage in demonstration and role-play activities to develop and strengthen the skills needed to effectively counsel P–12 children and adolescents, including listening empathically, asking clear and relevant questions, responding in a non-judgmental manner, appropriately summarizing issues, maintaining appropriate records, and establishing and guiding individual and group counseling sessions. Learners also explore ways to determine a child’s level of risk for harming himself or others, appropriately identify parties (e.g., parents, fellow educators) should disclosure be necessary, and respond to various crisis situations. This course includes a review of the ethical implications of providing school psychology services from federal and professional perspectives, with emphasis on ensuring respect for both the child and the parent as the child’s consenting authority. **For PsyD in School Psychology learners only. Prerequisite(s): Completion of or concurrent registration in PSY8212, PSY-R6591 and PSY-R6593.**

**PSY-R6595 - Functional Behavioral Assessment and Assessment Reviews (non-credit).** In this residency, learners recognize appropriate circumstances and steps for conducting a functional behavioral assessment (FBA), developing the behavior intervention plan (BIP) and identifying the individual components of an FBA and BIP. Learners also review important standardized assessment measures administered to children and adolescents. Working in pairs, learners complete functional behavioral assessment and behavior intervention plan forms. Learners gain skills in synthesizing and interpreting case study data, and integrate and summarize—orally and in writing—this data to provide important feedback to school personnel about a student’s challenging behaviors. In addition, learners review the administration and scoring procedures for the most recent versions of the Wechsler Intelligence Scale for Children (WISC), Woodcock-Johnson Tests of Cognitive Abilities (WJ COG), and Woodcock-Johnson Tests of Achievement (WJ ACH). **For PsyD in School Psychology learners only.**

**PSY-R6596 - Personality and Behavior Assessment (non-credit).** In this residency, learners administer and score individual personality and behavior tests, focusing on the most recent versions of the Behavior Assessment System for Children (BASC); Achenbach System of Empirically Based Assessment (ASEBA), including the Child Behavior Checklist (CBCL) and the Teacher Report Form (TRF); Conners (Conners); Kinetic Drawing System for Family and School (KDSFS), House-Tree-Person (H-T-P); Roberts; the Thematic Apperception Test (TAT); and sentence completion tests. Learners work individually and in small groups to provide written interpretation and oral case study presentations of the results gathered. Learners also gain skills in conducting clinical interviews; synthesizing and interpreting data from teacher, parent, and self-report behavior rating scales, as well as objective and projective techniques; and in scoring, interpreting, and integrating test results in order to make recommendations and write psychological reports. **For PsyD in School Psychology learners only. Prerequisite(s): PSY8220, PSY-R6591, PSY-R6593, PSY-R6594, PSY-R6595, completion of or concurrent registration in PSY-R6597 and PSY-R6599.**

**PSY-R6597 - Report Writing and Behavior Interventions (non-credit).** The focus of this residency is report writing, assessment review, and behavior intervention and includes an analysis of Individualized Education Programs (IEPs) and special education

identifications. Learners explore the various sections and characteristics of psychological/psycho-educational reports; examine the principles and skills used to write reports; and engage in report writing practice sessions, individually with the instructor and in small groups. Learners gain experience developing interventions for students with internalizing and externalizing disorders, social skills training programs for preschool and adolescent students, and a training curriculum designed to assist parents in managing their children’s problem behavior. Learners also study the ethical principles associated with the practice of school psychology. **For PsyD in School Psychology learners only. Prerequisite(s): PSY-R6591, PSY-R6593, PSY-R6594, PSY-R6595**

**PSY-R6599 - Treatment Planning and Recommendations (non-credit).** In this residency, learners discuss treatment plan formats and case examples in groups and work on cases individually. Learners examine and practice school-appropriate supervision skills and develop the communication and assertiveness skills needed to facilitate efficient resolution of individual (i.e., student), group (i.e., class), and school challenges. Learners also explore Individualized Education Programs (IEPs) and 504 Plans and special education identifications. **For PsyD in School Psychology learners only. Prerequisite(s): PSY-R6591, PSY-R6593, PSY-R6594, PSY-R6595.**

**PSY-R8301 - Professional Issues in Clinical Psychology (non-credit).** This face-to-face residency course is the first in a series designed to complement online courses and provides learners with the knowledge, skills, and attitudes necessary to begin doctoral-level practicum training. Learners focus on the logistics and progression of the year-in-residence, the importance of time management and effective support, and the necessity of group cohesion and teamwork for the successful completion of the year. Learners also discuss current issues and trends in professional psychology; identify their individual strengths and weaknesses; anticipate potential barriers to completing the residency; and develop a plan, both as individuals and as a group, for successfully progressing to practicum training. **This residency requirement is associated with PSY8330.**

**PSY-R8302 - Intervention: Building Effective Relationships (non-credit).** This face-to-face residency course is focused on the therapeutic relationship and methods of building trust and rapport with clients. Through case discussions, role-plays, and

**Course Descriptions, continued**

group exercises, learners examine skills associated with relationship building and practice establishing ongoing working alliances with clients. Learners also explore diversity and ethical principles as they relate to the foundational components of an effective clinical interview. **This residency requirement is associated with PSY8310.**

**PSY-R8303 - Professional Development and Socialization (non-credit).** This face-to-face residency course is focused on the learner's development as a psychologist-in-training and socialization into the profession of psychology. Learners develop an understanding of program components and requirements; examine appropriate use of program resources to successfully complete the year; explore professional organizations to facilitate their professional growth; begin developing a professional portfolio; and identify and embrace the attitudes and language of professional psychology. **This residency requirement is associated with PSY8330.**

**PSY-R8304 - Assessment: Introduction to Psychological Testing (non-credit).** This face-to-face residency course is the first in a series of assessment-focused courses. Learners explore test selection, psychometric properties such as reliability and validity, and target populations within the context of ethical and effective assessment procedures. Learners also practice administering and scoring commonly used psychological tests. **This residency requirement is associated with PSY8230.**

**PSY-R8305 - Intervention: Diagnostic Interviewing (non-credit).** This face-to-face residency course is focused on diagnostic interviewing and use of the current versions of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)*. Learners examine trust and relationship building as a foundation for gathering the information needed to formulate diagnostic impressions and identify differential diagnoses. Learners also engage in case discussions, role-plays, and group exercises with particular attention given to methods of gathering client information and communicating diagnostic conclusions. **This residency requirement is associated with PSY8220.**

**PSY-R8306 - Intervention: Case Formulation (non-credit).** This face-to-face residency course is focused on forming case conceptualizations using various theoretical approaches. Learners apply theory to better understand a client's current issues and identify how these issues developed and are sustained. Learners also discuss the strengths

and limitations of the various theories when applied to a diverse set of clients and client issues. **This residency requirement is associated with PSY8310.**

**PSY-R8307 - Intervention: Treatment Planning (non-credit).** This face-to-face residency course builds on previous intervention courses, leading to the development of client treatment plans. Learners participate in case discussions, role-plays, and group exercises associated with effective treatment planning and develop treatment plans using empirically supported treatments, knowledge of treatment ethics, and respect for individual differences. Learners also practice presenting and supporting their treatment plans in small and large group settings. **This residency requirement is associated with PSY8310.**

**PSY-R8308 - Intervention: Crisis Intervention and Risk Assessment (non-credit).** This face-to-face residency course is focused on risk assessment and effective crisis intervention, with particular emphasis on single session treatment and evaluation approaches. Through case discussions, role-plays, and group exercises, learners develop the skills necessary to establish trust and rapport with clients in crisis and effectively gather the information necessary to assess a client's risk for dangerous behavior. Learners also identify common crisis situations, discuss and practice different approaches to crisis intervention, and incorporate diversity and ethics into their work with clients in crisis. **This residency requirement is associated with PSY8316.**

**PSY-R8309 - Assessment: Adult Cognitive, Achievement, and Adaptive Functioning (non-credit).** This face-to-face residency course is focused on the administration, scoring, and interpretation of adult cognitive, achievement, and adaptive functioning tests in professional psychology, with particular emphasis on the use of the WAIS-IV. Learners identify commonly used assessments in adult cognitive, achievement, and adaptive functioning evaluations and explore the applicability, strengths, and limitations of each. Learners also administer several adult cognitive, achievement, and adaptive functioning assessments; demonstrate the ability to accurately score and interpret those assessments with respect for individual differences; and support their conclusions at a level appropriate for a beginning practicum student. **This residency requirement is associated with PSY8230.**

**PSY-R8310 - Assessment: Child Cognitive, Achievement, and Adaptive Functioning (non-credit).** This face-to-face residency course is focused on the administration, scoring, and interpretation of child cognitive, achievement, and adaptive functioning tests in professional psychology, with particular emphasis on the use of the WISC-IV. Learners identify commonly used assessments in child cognitive, achievement, and adaptive functioning evaluations and explore the applicability, strengths, and limitations of each. Learners also administer several child cognitive, achievement, and adaptive functioning assessments; demonstrate the ability to accurately score and interpret those assessments with respect for individual differences; and support their conclusions at a level appropriate for a beginning practicum student. **This residency requirement is associated with PSY8230.**

**PSY-R8311 - Assessment: Personality (non-credit).** This face-to-face residency course is focused on the administration, scoring, and interpretation of personality tests in professional psychology, with particular emphasis on the MMPI-2. Learners administer several personality assessments, demonstrate the ability to accurately score and interpret those assessments, and support their conclusions at a level appropriate for a beginning practicum student. **This residency requirement is associated with PSY8240.**

**PSY-R8312 - Assessment: Integrated Report Writing and Case Discussion (non-credit).** This face-to-face residency course is the culmination of previous residency courses and is focused on how information gathered through clinical activities is used to build an integrated psychological report. Learners incorporate client information, assessment results, theory, and research into written psychological reports; discuss their findings and support their conclusions with peers; and practice presenting in a group setting. **This residency requirement is associated with PSY8240.**

**PSY-R8313 - Assessment: Measuring Treatment and Program Effectiveness (non-credit).** This face-to-face residency course focuses on assessment planning for both individual clients and mental health programs. Learners review psychological tests covered during the residency year and explore additional assessment and evaluation methods. Through case discussions, role-plays, and group exercises, learners approach assessment as both an initial and an ongoing process for determining treatment needs, evaluating treatment progress, and assessing treatment outcome at the client and program



**Course Descriptions, continued**

level. Learners also explore ethical, legal, and diversity issues associated with developing the most appropriate methods of evaluation.

**This residency requirement is associated with PSY8316.**

**PSY-R8314 - Intervention: The Practice of Psychotherapy (non-credit).** This face-to-face residency course synthesizes learners' intervention and assessment skills that provide the foundation for the practice of psychotherapy. Learners practice gathering information and assessing clients' treatment needs. In preparation for the practicum experience, learners also begin practicing psychotherapy techniques using various theoretical approaches and common treatment modalities, including individual, couples, family, and group. **This residency requirement is associated with PSY8316.**

**PSY-R8315 - Practicum Readiness Evaluation (non-credit).** This face-to-face residency experience marks the progression from pre-practicum training to practicum readiness and includes the Clinical Skills Demonstration, Clinical Knowledge Assessment, and Professional Portfolio Review. By passing all three parts of this evaluation, learners demonstrate the skills, knowledge, and attitudes necessary for beginning practicum training. **This residency requirement is associated with PSY8371.**

**PSY-R8316 - Residency Capstone: Preparing for Practicum Training (non-credit).** This capstone residency course is the culmination of previous online and residency courses and highlights the supporting skills and knowledge necessary for successful completion of practicum training. Learners participate in case discussions, role-plays, and group exercises related to supervision, client consultation, and client advocacy; develop a plan for incorporating ethical, legal, and culturally sensitive evidence-based practice into their work with clients; assess their individual strengths and weaknesses; and establish appropriate goals for the practicum experience. **This residency requirement is associated with PSY8371.**

**PSY-R8591 - Graduate Teaching Instructor Training 1 (non-credit).** During each of the six PsyD School Psychology residencies, doctoral learners act as graduate teaching instructors at the MS in School Psychology and Specialist Certificate in School Psychology Year-in-Residence. The Year-in-Residence training experiences provide labs and workshops in the basic practice proficiencies of the school psychologist (assessment, ethics, intervention, interviewing, consultation, counseling, report writing, profile analysis, treatment planning,

and supervision skills). The residencies also help master's and certificate learners experience interactive support and build camaraderie and professional development in the attitudes and behaviors appropriate for school psychologists and practitioner-scholars. The PsyD School Psychology graduate teaching instructors assist school psychology faculty in teaching at least two of the School Psychology Master's and Certificate Year-in-Residences each year for three years for a total of six face-to-face residencies that are each 55 hours. PsyD in School Psychology learners earn 330 total hours of face-to-face residency teaching experience.

**PSY-R8592 - Graduate Teaching Instructor Training 2 (non-credit).** During each of the six PsyD School Psychology residencies, doctoral learners act as graduate teaching instructors at the MS in School Psychology and Specialist Certificate in School Psychology Year-in-Residence. The Year-in-Residence training experiences provide labs and workshops in the basic practice proficiencies of the school psychologist (assessment, ethics, intervention, interviewing, consultation, counseling, report writing, profile analysis, treatment planning, and supervision skills). The residencies also help master's and certificate learners experience interactive support and build camaraderie and professional development in the attitudes and behaviors appropriate for school psychologists and practitioner-scholars. The PsyD School Psychology graduate teaching instructors assist school psychology faculty in teaching at least two of the School Psychology Master's and Certificate Year-in-Residences each year for three years for a total of six face-to-face residencies that are each 55 hours. PsyD in School Psychology learners earn 330 total hours of face-to-face residency teaching experience.

**PSY-R8593 - Graduate Teaching Instructor Training 3 (non-credit).** During each of the six PsyD School Psychology residencies, doctoral learners act as graduate teaching instructors at the MS in School Psychology and Specialist Certificate in School Psychology Year-in-Residence. The Year-in-Residence training experiences provide labs and workshops in the basic practice proficiencies of the school psychologist (assessment, ethics, intervention, interviewing, consultation, counseling, report writing, profile analysis, treatment planning, and supervision skills). The residencies also help master's and certificate learners experience interactive support and build camaraderie and professional development

in the attitudes and behaviors appropriate for school psychologists and practitioner-scholars. The PsyD School Psychology graduate teaching instructors assist school psychology faculty in teaching at least two of the School Psychology Master's and Certificate Year-in-Residences each year for three years for a total of six face-to-face residencies that are each 55 hours. PsyD in School Psychology learners earn 330 total hours of face-to-face residency teaching experience.

**PSY-R8594 - Graduate Teaching Instructor Training 4 (non-credit).** During each of the six PsyD School Psychology residencies, doctoral learners act as graduate teaching instructors at the MS in School Psychology and Specialist Certificate in School Psychology Year-in-Residence. The Year-in-Residence training experiences provide labs and workshops in the basic practice proficiencies of the school psychologist (assessment, ethics, intervention, interviewing, consultation, counseling, report writing, profile analysis, treatment planning, and supervision skills). The residencies also help master's and certificate learners experience interactive support and build camaraderie and professional development in the attitudes and behaviors appropriate for school psychologists and practitioner-scholars. The PsyD School Psychology graduate teaching instructors assist school psychology faculty in teaching at least two of the School Psychology Master's and Certificate Year-in-Residences each year for three years for a total of six face-to-face residencies that are each 55 hours. PsyD in School Psychology learners earn 330 total hours of face-to-face residency teaching experience.

**PSY-R8595 - Graduate Teaching Instructor Training 5 (non-credit).** During each of the six PsyD School Psychology residencies, doctoral learners act as graduate teaching instructors at the MS in School Psychology and Specialist Certificate in School Psychology Year-in-Residence. The Year-in-Residence training experiences provide labs and workshops in the basic practice proficiencies of the school psychologist (assessment, ethics, intervention, interviewing, consultation, counseling, report writing, profile analysis, treatment planning, and supervision skills). The residencies also help master's and certificate learners experience interactive support and build camaraderie and professional development in the attitudes and behaviors appropriate for school psychologists and practitioner-scholars. The PsyD School Psychology

## Course Descriptions, *continued*

graduate teaching instructors assist school psychology faculty in teaching at least two of the School Psychology Master's and Certificate Year-in-Residences each year for three years for a total of six face-to-face residencies that are each 55 hours. PsyD in School Psychology learners earn 330 total hours of face-to-face residency teaching experience.

**PSY-R8596 - Graduate Teaching Instructor Training 6 (non-credit).** During each of the six PsyD School Psychology residencies, doctoral learners act as graduate teaching instructors at the MS in School Psychology and Specialist Certificate in School Psychology Year-in-Residence. The Year-in-Residence training experiences provide labs and workshops in the basic practice proficiencies of the school psychologist (assessment, ethics, intervention, interviewing, consultation, counseling, report writing, profile analysis, treatment planning, and supervision skills). The residencies also help master's and certificate learners experience interactive support and build camaraderie and professional development in the attitudes and behaviors appropriate for school psychologists and practitioner-scholars. The PsyD School Psychology graduate teaching instructors assist school psychology faculty in teaching at least two of the School Psychology Master's and Certificate Year-in-Residences each year for three years for a total of six face-to-face residencies that are each 55 hours. PsyD in School Psychology learners earn 330 total hours of face-to-face residency teaching experience.

**PSY-R8925 - PhD Dissertation Research Seminar Track 1 (3 quarter credits).** The intensive, ten-week PhD Dissertation Research Seminar Track 1 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to initiate the development of a dissertation research plan. Throughout the course, learners focus on identifying a theory, topic, and research problem appropriate for their specialization. Track 1 learners must also complete PhD Dissertation Milestone 1 (Research Ethics Education). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. **For PhD in Psychology learners only. Prerequisite(s): PSY7115. Cannot be fulfilled by transfer.**

**PSY-R8926 - PhD Dissertation Research Seminar Track 2 (3 quarter credits).** The intensive, ten-week PhD Dissertation Research Seminar Track 2 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to develop a research question and to select an appropriate dissertation topic. In Track 2, learners complete PhD Dissertation Milestone 2 (Topic Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. **For PhD in Psychology learners only. Prerequisite(s): PSY7868, PSY8625, PSY-R8925. Cannot be fulfilled by transfer.**

**PSY-R8927 - PhD Dissertation Research Seminar Track 3 (3 quarter credits).** The intensive, ten-week PhD Dissertation Research Seminar Track 3 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to detail a methodological design, sampling plan, and strategy for data analysis. In Track 3, learners complete PhD Dissertation Milestone 5 (Research Plan Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. **Learners must complete Track 3 prior to beginning the comprehensive examination phase of the program. For PhD in Psychology learners only. Prerequisite(s): PSY8658, PSY-R8926. Cannot be fulfilled by transfer.**

## Psychology (Undergraduate)

**PSYC1000 - Introduction to Psychology (6 quarter credits).** This course is an introduction to the basic theories and principles of psychology and of the scientific methods of psychologists. Learners build understanding of core psychological theories and research and their application in areas of the brain, learning, memory, personality, social influence, lifespan development, psychopathology, and applied psychology. Learners apply the psychological concepts they learn to everyday situations through discussions and assignments.

**PSYC1003 - Developing Psychology Thinking (6 quarter credits).** Learners in this course begin to build psychology-related skills needed to succeed in their

program. The course introduces learners to critical-thinking, information literacy, and academic writing and research skills in order to develop psychology thinking. Learners explore evidence-based work, APA style, and fundamental principles in psychology. **For BS in Psychology and BS in Psychology Pre-Counseling learners only. Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take PSYC1003 during their first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**PSYC1100 - Smarter Decisions Through Psychology (4 quarter credits).** In this course, learners gain an understanding of why decision-making is influenced by thoughts and behavior. Learners analyze concepts such as learning, motivation, development, emotion, and personality; and assess how they can use this knowledge to make smarter decisions for their future. BS in Psychology learners are not eligible to register for this course.

**PSYC2200 - Educational Psychology (3 quarter credits).** Learners in this course gain knowledge of and explain psychology theories and research as applied to development and learning in educational contexts, including behavioral, cognitive, and constructivist theories. Learners analyze the role of motivation in learning, and through a case study and practice approach, apply their knowledge in educational settings.

**PSYC2210 - Introduction to Psychology of Social Media (3 quarter credits).** In this introductory course, learners apply psychological principles and concepts to the personal and business use of social media. Learners examine trends, motivations, and challenges in the use and abuse of social media and evaluate the psychological rewards and risks of connecting with others, gaining attention, and engagement. Learners also analyze prosocial and antisocial social media uses and the basics of social media marketing.

**PSYC2300 - Introduction to Addiction Theories (3 quarter credits).** Learners in this course examine biological, psychological, and social aspects of addictive behavior and explore causes, prevention, and treatment of addiction. Topics include disease models, relapse prevention, family systems, behavioral addictions, harm reduction, and how to promote motivation for change. Learners also describe how social attitudes and personal perspectives influence their professional development.

**Course Descriptions, continued****PSYC2320 - Introduction to Counseling and Psychotherapy (3 quarter credits).**

This course introduces learners to a variety of mental health disciplines and settings, and presents an overview of the diverse populations with which the disciplines work. Learners build a working knowledge of the communication and psychotherapy skills used in current professional mental health practices, such as addictions counseling, marriage and family therapy, individual counseling, and college counseling. Learners also apply knowledge of psychotherapeutic methods and research findings to problems in living. **Prerequisite(s): PSYC1000.**

**PSYC2330 - Introduction to Forensic Psychology (3 quarter credits).**

This course presents a broad overview of the field of forensic psychology, including applicable work settings, the types of tasks forensic psychology professionals perform, and required training. Learners determine the ways in which psychology intersects with the legal system in both criminal and civil cases, with particular emphasis on how the law takes mental health into consideration. Additional course topics include abnormal behavior and the application of ethics.

**PSYC2700 - Child Development (3 quarter credits).**

In this course, learners examine and apply theory and research in the cognitive, social, and physical domains of human development from prenatal through middle childhood. Learners describe how cultural and societal contexts shape development during childhood, and investigate career options in child development and related fields.

**PSYC2720 - Adolescent Psychology (3 quarter credits).**

This course focuses on the scientific study of the biological, psychological, cognitive, emotional, personality, and social changes that occur during adolescence. Using major theories and research findings, learners evaluate the effects of physical growth, genetics, culture, gender roles, sexuality, and family relationships on adolescent development, and analyze education and vocational factors to build a deeper understanding of adolescent development. Learners also examine how culture and mental health issues can influence values and beliefs about adolescents.

**PSYC2740 - Adult Development and Aging (3 quarter credits).**

This course focuses on aging in the final development period of the human lifespan. Learners examine the experiences of elders in a variety of cultures and identify myths and stereotypes. In addition, learners apply a systemic study

to explore the aging process and adult development period from an interdisciplinary perspective, with particular emphasis on the interaction of psychological, socio-cultural, and biological aspects. Learners also explore diversity and inequality in the aging experience around the world.

**PSYC2800 - Introduction to Human Sexuality (3 quarter credits).**

In this course, learners examine the physical, cognitive, and social-emotional aspects of human sexuality as they relate to current and historical perspectives. Learners analyze social and biological foundations of human sexuality and develop their understanding of sexuality in individuals and their relationships. Learners also apply theory and historical perspectives to their study of human reproduction, contraception and abortion, sexuality and social policy, and sexual behavior and contemporary society. In addition, learners demonstrate their knowledge of ethical practices that guide professional behavior in the field of human sexuality.

**PSYC2900 - Introduction to Psychology of Personality (3 quarter credits).**

In this introductory course, learners gain and demonstrate knowledge of theories of personality psychology. Learners apply these theories to human traits, behaviors, and emotional issues within the field of psychology. **Prerequisite(s): PSYC1000.**

**PSYC3002 - Developing a Psychology Perspective (6 quarter credits).**

This course builds and strengthens learners' academic writing, critical-thinking, problem-solving, research, and organizational skills in relation to psychology, so that they may apply a psychology perspective within their program and the workplace. During the course, learners develop an understanding of ethical principles and standards as they relate to topics in psychology. **For BS in Psychology and BS in Psychology Pre-Counseling learners only. Learners may only earn credit for PSYC3002 or PSYC3003. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**PSYC3003 - Developing a Psychology Perspective (6 quarter credits).**

In this course, learners build and strengthen psychology-related skills needed to succeed in their program and the workplace. Learners expand their critical-thinking, organizational, problem-solving, and research skills in order to demonstrate and apply a psychology perspective. Learners also communicate effectively and exhibit ethical behavior. **For BS in Psychology and BS in Psychology Pre-Counseling learners only. Learners may only earn credit for PSYC3002 or**

**PSYC-FP3002 or PSYC3003. Prerequisite(s): ENG1000, PSYC1000, PSYC1003. Cannot be fulfilled by transfer or prior learning assessment.**

**PSYC3110 - Abnormal Psychology (6 quarter credits).**

The focus of this course is abnormal behavior, which learners investigate using the framework of mental pathology. Learners evaluate scientific, empirically based analyses of mental disorders and deviant behavior. Learners also examine the range of psychological disorders and assess the disorders' biological, psychological, and social consequences. In addition, learners demonstrate their knowledge of abnormal psychology treatment methods. **Prerequisite(s): PSYC1000.**

**PSYC3130 - Criminal Psychology and Behavior (6 quarter credits).**

In this course, learners gain a basic understanding of the impact criminal psychology and criminal behaviors have on the law, police, and communities. Learners also examine the uses of criminal psychology relative to criminal behaviors, and theories surrounding these behaviors. In addition, learners analyze popular criminal defenses relative to criminal psychology and behaviors, and explore examples in well-known criminal cases.

**PSYC3150 - Victimology (3 quarter credits).**

This course introduces victimology and the impact crime has on victims and society as a whole. Learners gain an understanding of the effects and financial costs relative to victimization in the United States. Learners also assess various victims' rights, as well as the issues and social policies that surround victims' rights.

**PSYC3210 - Human Lifespan Development (6 quarter credits).**

This course is a survey of physical, cognitive, emotional, and social development throughout the lifespan as viewed by research and theories, both classical and contemporary. Learners explore the interaction between heredity and the environment, the research methods used by developmental psychologists, and apply stage and non-stage human development theories and research to modern problems and individual experiences. **Prerequisite(s): PSYC1000, PSYC3540.**

**PSYC3500 - Learning and Cognition (6 quarter credits).**

Learners in this course apply theories, research, and methods of human learning and cognition to lifelong learning and development. Learners gain and demonstrate their knowledge of classical and operant learning, perception, attention, memory systems, and encoding and retrieval processes and the role of reasoning, knowledge, and language in learning and cognition. **Prerequisite(s): PSYC1000, PSYC3520.**

**Course Descriptions, continued**

**PSYC3520 - Introduction to Social Psychology (6 quarter credits).** This course is an introduction to the scientific study of the social context on an individual's thoughts, feelings, and behaviors and the three areas of social perception, interaction, and influence in particular. Learners gain and demonstrate knowledge of social cognition; the social self; interpersonal relationships; helping behavior; group behavior; attitude formation; aggression; conformity; obedience; and social perceptions related to gender, race, and culture. **Prerequisite(s): PSYC1000, PSYC3210.**

**PSYC3540 - Culture, Ethnicity, and Diversity (6 quarter credits).** In this course, learners integrate their knowledge of theories and research of culture, ethnicity, diversity, and social interaction with current trends and challenges associated with cultural diversity. Learners analyze social issues related to gender, age, race, religion, sexual orientation, and mental and physical disability and assess the effects of prejudice, discrimination, and institutional oppression. **Prerequisite(s): PSYC1000.**

**PSYC3770 - Psychology of Human Motivation and Performance (6 quarter credits).** Learners apply theory and research findings to understand and solve problems in human motivation and performance. Learners explore theories and concepts central to understanding motivation. Learners examine intrinsic and extrinsic motivation, stress, emotions, optimal challenge, self-regulation, and more. Learners research and apply strategies to analyze how motivation and performance can be improved in areas such as, work, education, sports, addictions, and public health. Learners apply motivation theories and concepts to their own motivation and performance goals. **Prerequisite(s): PSYC1000.**

**PSYC4001 - Applied Behavior Analysis Foundations (6 quarter credits).** In this course, learners gain an understanding of the applied behavior analysis field, including its history, purpose, and careers. Learners acquire foundational knowledge of the major applied behavior analysis theories, concepts, and terminology and apply that knowledge to the process of developing and evaluating behavioral interventions.

**PSYC4002 - Applied Behavior Analysis Ethics and Supervision (6 quarter credits).** Learners in this course build foundational knowledge of ethical practices that guide professional behavior in the applied behavior analysis field. Learners develop a working knowledge of ethical principles and standards in the field by analyzing cases from an ethical perspective and applying ethical principles

and standards to each case example. Learners also demonstrate their understanding of ethics as they develop multicultural competence in applied behavior analysis practice.

**Prerequisite(s): PSYC4001.**

**PSYC4003 - Applied Behavior Analysis Research and Interventions (6 quarter credits).** In this course, learners examine research methods and designs used in applied behavior analysis. Learners conduct literature reviews to explore research-based practices in the field and practice selecting research-supported treatment designs. In particular, learners develop their knowledge and skills in designing single-subject experiments, identifying and selecting measurement systems, collecting and interpreting data, and conducting research with integrity. **Prerequisite(s): PSYC4002.**

**PSYC4004 - Applied Behavior Analysis Assessment (6 quarter credits).** In this course, learners apply knowledge gained in PSYC4001 to the assessment of challenging behaviors. Learners examine assessment techniques in applied behavior analysis and basic applications in applied behavior analysis. Learners apply assessment techniques based on theory and principles of applied behavior analysis. Learners also identify behaviors for change, select assessment techniques, and analyze outcomes of assessment results.

**Prerequisite(s): PSYC4003.**

**PSYC4005 - Applied Behavior Analysis Behavior-Change Procedures and Interventions (6 quarter credits).** Learners in this course develop skills related to behavior-change procedures. Learners select and implement intervention strategies to change clients' behavior through the practice of applied behavior analysis. **Prerequisite(s): PSYC4004.**

**PSYC4006 - Applied Behavior Analysis Capstone 1 (6 quarter credits).** In this course, learners demonstrate knowledge of applied behavior analysis concepts and principles, ethics, supervision and research, assessment techniques, and behavior change procedures with the Behavior Development Solutions (BDS), Certified Behavior Analyst (CBA) learning module series. Through the BDS/CBA learning module series, learners prepare for the types of questions they may encounter on their certification exam. This course provides learners with faculty and peer support, as well as classroom resources, to help them successfully complete the designated modules. **PSYC4007 must be taken the quarter immediately following PSYC4006.** **Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer.**

**PSYC4007 - Applied Behavior Analysis Capstone 2 (6 quarter credits).** In this course, learners further demonstrate knowledge of applied behavior analysis concepts and principles, ethics, supervision and research, assessment techniques, and behavior change procedures with the Behavior Development Solutions (BDS), Certified Behavior Analyst (CBA) learning module series. Through the BDS/CBA learning module series, learners prepare for the types of questions they may encounter on their certification exam. This course provides learners with faculty and peer support, as well as classroom resources, to help them successfully complete the designated modules. **PSYC4007 must be taken the quarter immediately following PSYC4006.** **Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer.**

**PSYC4100 - History and Modern Systems of Psychology (6 quarter credits).** Learners in this course build and demonstrate their knowledge of the history of psychology as an academic discipline, with an emphasis on the lives of various significant psychologists and the historical and social events that shaped the development of the field as a science. Learners also identify the evolution of the field's ideas of the mind, paradigmatic approaches influencing the discipline, and various psychology systems that have developed as a result of rapid social and technological change. **Prerequisite(s): PSYC1000, PSYC3520.**

**PSYC4110 - Positive Psychology (6 quarter credits).** In this course, learners apply theory, research, and evidence-based practices in the scientific study of optimal human functioning. Learners evaluate the development of positive emotional, cognitive, and behavioral states and traits such as happiness and well-being, self-efficacy, optimism, hope, wisdom, courage, mindfulness, flow, spirituality, empathy, altruism, gratitude, forgiveness, and love and articulate how they influence flourishing relationships. Learners also assess and employ positive psychology principles in personal and professional settings from a strengths perspective. **Prerequisite(s): PSYC1000.**

**PSYC4200 - Foundations of Industrial and Organizational Psychology (6 quarter credits).** In this course, learners gain and demonstrate foundational knowledge of industrial and organizational psychology and human behavior in the workplace. Learners identify and evaluate influences on individual and team workplace behavior. Learners also analyze individual differences, employee attitudes and motivation, job analysis and

## Course Descriptions, *continued*

performance, training and development, and leadership as they affect an organization.

**Prerequisite(s):** PSYC1000.

**PSYC4210 - Cyberpsychology (6 quarter credits).** In this course, an introduction to the fundamentals of cyberpsychology, learners apply their knowledge of the evolution and theory of cyberpsychology to cognition, perception, emotion, motivation, and human behavior. Learners also evaluate the physical and psychosocial impacts of cyberpsychology and identify the procedures, methods, and techniques used to conduct empirical cyberpsychological research.

**PSYC4300 - Introduction to Addiction Treatment (6 quarter credits).** In this introductory course, learners gain and demonstrate knowledge and application of models of addiction, principles of effective addiction treatment, and evidence-based treatment methods. Learners also apply an understanding of motivational interviewing, cognitive and behavioral treatment, 12-step theory and treatment, family therapy, neurobiology of addiction, pharmacotherapy, assessment strategies, ethical issues, and case management. **Prerequisite(s):** PSYC2300.

**PSYC4310 - Biological Psychology (6 quarter credits).** In this course, learners synthesize theories of mind-body connection with the biological bases of behavior. Learners demonstrate their knowledge of the structure and functions of the nervous system; brain evolution and plasticity; methodology of physiological psychology; and the neurological bases of sensation, perception, motivation, emotion, and higher cortical functions. **Prerequisite(s):** BIO1000, PSYC1000, PSYC3520.

**PSYC4320 - Theories of Counseling and Psychotherapy (6 quarter credits).** Learners distinguish between various theories of counseling and psychotherapy and develop a personal philosophy of counseling. Learners apply evidence-based practices to concerns presented in counseling settings and analyze practices for diverse populations. **Prerequisite(s):** PSYC1000, PSYC2320.

**PSYC4600 - Research Methods in Psychology (6 quarter credits).** Learners in this course demonstrate their knowledge of fundamental research methods and tools used in psychology. Learners use research methods and designs to show how the scientific method can be applied to the study of human behavior and thought, including ethical considerations for conducting research with human participants. **Prerequisite(s):** PSYC1000, PSYC4700. **Cannot be fulfilled by transfer or prior learning assessment.**

**PSYC4650 - Experiential Learning in Psychology (3 quarter credits).** Learners in this course engage in a minimum of 20 hours of hands-on experiential opportunity in an applied setting of their choosing. In the setting, they apply psychological theories, research, and ethical standards to real world problems and situations. Learners also complete concurrent online courseroom activities with a culminating presentation that includes a reflection, analysis, and synthesis of their experiences. Learners are encouraged to contact their advisor for assistance in securing a site prior to registering for the course. **For BS in Psychology learners only. Learners are encouraged to contact their advisors for information on the types of sites appropriate for the experience prior to registering for the course. Prerequisite(s):** PSYC1000. **Experiential Learning Orientation Seminar required. Cannot be fulfilled by transfer.**

**PSYC4651 - Experiential Learning in Psychology (3 quarter credits).** Learners in this course engage in a minimum of 20 hours of a hands-on experiential opportunity in an applied setting of their choosing. In the setting, they apply psychological theories, research, and ethical standards to real world problems and situations. Learners also complete concurrent online courseroom activities with a culminating presentation that includes a reflection, analysis, and synthesis of their experiences. **For BS in Psychology learners only. Prerequisite(s):** PSYC1000, PSYC4650. **Cannot be fulfilled by transfer.**

**PSYC4700 - Statistics for the Behavioral Sciences (6 quarter credits).** In this course, learners apply quantitative statistics to the study of human behavior. Learners systematically examine and test hypotheses and relationships using statistical software; interpret, display, and present statistical data; and analyze the validity of arguments based on statistics. In particular, learners gain and demonstrate skills required to conduct statistical sampling, define statistical assumptions and requirements, test statistical differences between and among groups, evaluate correlations, calculate effect size and confidence intervals, and determine practical and statistical significance. **Prerequisite(s):** MAT2001, PSYC1000, PSYC3520. **Cannot be fulfilled by transfer or prior learning assessment.**

**PSYC4900 - Psychology Capstone Project (6 quarter credits).** The capstone project is the culmination of the bachelor's degree program in Psychology and provides learners the opportunity to demonstrate the research, analysis, writing, and communication skills they've gained during their program. Throughout the course, learners examine

real-life implications of psychology and how practicing the principles of the field may optimally contribute to society. During the capstone experience, learners also explore how this degree can support their next steps, both professionally and personally. **For BS in Psychology and BS in Psychology Pre-Counseling learners only. Must be taken during the learner's final quarter. Prerequisite(s):** PSYC4600. **Cannot be fulfilled by transfer or prior learning assessment.**

## Public Administration

**PUAD7011 - Issues and Innovations in Human Resource Management (4 quarter credits).** In this course, learners examine and practice innovation, advocacy, organizational transformation, and change management. Learners investigate the foundational elements of human resource management and demonstrate their knowledge of current issues related to human resource management.

**PUAD7012 - Project Management Framework (4 quarter credits).** In this course, learners gain and demonstrate knowledge of project management roles, project scope, time management, and organizational structures. Learners assess various theories as well as communication and collaboration strategies. In addition, learners examine and apply the foundational elements of project management and identify current issues related to project management.

**PUAD7015 - Theories and Concepts in Public Administration (4 quarter credits).** Learners in this course investigate the structures, practices, and theoretical underpinnings of public administration. Learners acquire and demonstrate public administration knowledge and skills to provide high-quality professional services to the communities they serve. **Prerequisite(s):** PSL7020, **completion of or concurrent registration in PSL7030. Cannot be fulfilled by transfer.**

**PUAD7021 - Employee Relations in Human Resource Management (4 quarter credits).** Learners in this course develop the skills to effectively coach, mentor, and resolve conflict. Learners examine and apply the foundational elements and skills for human resource management development, intervention strategies, employee empowerment, and strategic change.

**PUAD7022 - Project Management Principles and Practices (4 quarter credits).** Learners in this course analyze project management within public administration, private sector organizations that provide public services, nonprofit organizations, and

**Course Descriptions, continued**

government agencies. Learners apply project management skills across varied sectors and demonstrate their understanding of project design, planning, and innovation.

**PUAD7025 - Ethics in the Public Sector (4 quarter credits).** In this course, learners examine and apply the theoretical and conceptual foundations of various ethical models and use them to analyze and evaluate practices in public administration. Learners also identify ways to ensure public sector agencies act in an ethical and legal manner, while ensuring the integrity of all public sector practices. **Prerequisite(s): PSL7030, completion of or concurrent registration in PUAD7015.**

**PUAD7031 - Labor and Employment Relations (4 quarter credits).** In this course, learners analyze labor relations and issues in employment relations that involve sectors of union employees and non-union employees. Learners develop and implement resolution methods for labor and employment disputes, job analysis and evaluation, compensation, and benefits policy.

**PUAD7032 - Project Management Risks, Changes, and Challenges (4 quarter credits).** In this course, learners develop their knowledge of project management roles as well as identify and prioritize project risks, communication and change management for project scope, and industry challenges.

**PUAD7035 - Public Sector Policy Analysis (4 quarter credits).** Learners in this course gain knowledge of differing theories associated with organizational structure, organizational environments, and organizational leadership in public sector settings. Learners also determine ways to effectively apply theories and skills needed to collaborate with diverse populations; manage human, technological, information, financial, political, and networking resources; analyze and formulate appropriate responses to public administration, public health, and public safety issues; communicate clearly and effectively; and maintain professional ethics and integrity. **Prerequisite(s): PSL7030 and PUAD7015; or PSY8002.**

**PUAD7041 - Human Resource Information Systems and Communications (4 quarter credits).** Learners in this course analyze the principles of information systems and resources with an emphasis on communication. Learners investigate current information systems and how these can impact project management.

**PUAD7042 - Project Management Quality and Control (4 quarter credits).** Learners in this course analyze quality assurance concepts, planning, control systems, and tools and techniques. Learners also apply

their knowledge of the project management process and how it ensures effective communication and collaboration as well as high quality projects.

**PUAD7045 - Public Sector Budgeting (4 quarter credits).** In this course, learners gain and implement skills needed to be sound stewards of public resources. Learners examine revenue streams used to fund government agencies. Learners also apply practices used to develop budgets that mirror public priorities and processes used to ensure funds are appropriately allocated. **Prerequisite(s): PSL7030, PUAD7015.**

**PUAD7095 - Integrative Project for Public Administration (4 quarter credits).** In this course, learners apply the collective materials from their program into a facilitated research project. Learners conduct a cost-benefit analysis of a specific policy, project, or program in the public sector and demonstrate their mastery of the knowledge and skills necessary to succeed in a real-world environment. **For MS in Public Administration learners only. Prerequisite(s): Completion of all required and elective coursework. Cannot be fulfilled by transfer or prior learning assessment.**

**PUAD8015 - Operational Strategic Management and Planning (4 quarter credits).** Learners in this course build their understanding of operational strategic management and planning concepts. Learners analyze processes as well as collaboration, cooperation, and coordination practices within and among organizational operations. Learners apply these concepts to real-life situations and organizational operations through the examination of their internal and external environments, the allocation of resources, and the translation of strategic plans into tactical operations. **Prerequisite(s): PUAD7015, PUAD7025.**

**PUAD8025 - Organizational Leadership and Theory Within Public Administration (4 quarter credits).** In this course, learners examine the roles of public administration leaders and managers. Learners analyze operational change management, systems theories, organizational behavior, and culture from applied and theoretical perspectives. Learners evaluate local, state, federal, elected, appointed, and employed government structures to gain a further understanding of the respective leadership and operational requirements. **Prerequisite(s): Completion of or concurrent registration in PUAD7035; PUAD8015.**

**PUAD8035 - Diversity Within the Global Society (4 quarter credits).** Learners in this course analyze the cultural values and styles of effective communication, reasoning, and decision-making across various cultural boundaries. Learners also examine the challenges of working cross-culturally to create and enhance public value and equitable solutions. In particular, learners focus on effective public administration systems and policies that improve operational processes and best practices. **Prerequisite(s): PUAD8025.**

**PUAD8045 - Public Administration Strategic Accounting and Finance (4 quarter credits).** In this course, learners analyze and implement strategic finance and accounting concepts within public administration. Learners investigate the policies and practices associated with public organizations in conjunction with the operational fiscal climate. In addition, learners apply the skills required to construct and evaluate budget documents and assess the strategic operational financial needs. **Prerequisite(s): PUAD8025.**

**Public Health**

**PUBH4001 - Foundations of Public Health (4 quarter credits).** This course provides learners with an overview of core public health concepts as well as the contributions and roles of public health institutions. Learners use historical perspectives and current trends to address determinants of health from an environmental, social, and behavioral perspective. Learners also become familiar with organizational structure and gauge its impact on health care delivery and barriers to access from a population perspective.

**PUBH4003 - Introduction to Theories of Social and Behavioral Change (4 quarter credits).** Learners in this course gain fundamental knowledge of the theories of social and behavioral change that guide public health professionals in understanding health behaviors in the contexts in which they occur. Learners analyze the theories that influence health behaviors and public engagement activities as well as gain perspectives of why and how people behave the way they do. In addition, learners examine the structural and social barriers to better health and determine the ways in which they can design comprehensive solutions to eliminate those barriers.

**PUBH4006 - Social Determinants of Health and Wellness (4 quarter credits).** In this course, learners are introduced to the social and economic determinants of health and wellness in

## Course Descriptions, *continued*

the United States. In particular, learners gain an understanding of what those determinants are and how they can be changed.

**PUBH4009 - Introduction to Biostatistics (4 quarter credits).** This course introduces learners to fundamental statistical data analysis for individual and community health. Throughout the course, learners examine basic statistics and how they are applied in public health. Learners also develop and demonstrate an awareness of the statistical software tools used for analysis and explore the major methodologies used in public health to determine policy and practice.

**PUBH4012 - Introduction to Epidemiology (4 quarter credits).** In this course, learners examine core principles of epidemiology, including the prevention of chronic diseases, how disease spreads across populations, and how public health interventions can help control or reduce that spread. In addition, learners gain an understanding of patterns, causes, and effects of health and disease conditions; statistical evaluation, analysis, and interpretation; and the impact of health and disease social determinants on the health of individuals and the community. Learners also explore epidemiology as a social science by reviewing the social causes and consequences of health.

**PUBH4015 - Planning and Evaluation in Evidence-Based Practice (4 quarter credits).** Learners in this course assess evidence-based practice and how it affects public health planning and evaluation. In particular, learners examine the ways in which they can use a collaborative community approach and the best evidence available to promote prevention through the planning and evaluation of public health programs and policies.

**PUBH4018 - Introduction to Public Health Policy and Management (4 quarter credits).** In this course, learners build and demonstrate a broad understanding of how public health and policy intersect in the United States and how public health services, programs, and policies are developed, managed, and funded. Throughout the course, learners analyze the key drivers of policies and legislation that impact public and private health care systems, individuals, and the overall population.

**PUBH4024 - Introduction to Environmental Health (4 quarter credits).** Learners in this course investigate the relationships between people and their environment, and the promotion of environmentally healthy and safe communities. Learners also examine the effects of climate change on public health and how to identify and prevent hazardous agents in air, water, soil, and food

and in occupations from adversely affecting human health on a short or long term basis. **Prerequisite(s): PUBH4009 and PUBH4012.**

**PUBH4027 - Community Health Promotion, Education and Advocacy (4 quarter credits).** In this course, learners examine how health promotion, education, and advocacy have been employed in the United States and worldwide. Learners also investigate the expanding world of social media as well as more traditional public health promotion, education, and advocacy efforts.

**PUBH4900 - Public Health Capstone (6 quarter credits).** The capstone project is the culmination of the BS in Public Health degree program. Learners demonstrate the technical and applied public health knowledge and the critical thinking and communication skills needed to effectively address determinants of health from an environmental, social, and behavioral perspective; understand health behaviors and the contexts in which they occur; and examine the structural and social barriers to better health so that they may determine the ways in which comprehensive solutions can be designed to eliminate those barriers. **For BS in Public Health learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.**

### Research

**RSCH7860 - Survey of Research Methods (4 quarter credits).** Learners in this course critically evaluate research in order to gain an understanding of the scientific methods of inquiry and the ethical considerations of research. Learners develop and apply skills needed to become educated consumers and creators of research. Learners also use their research design skills to analyze and apply research methodologies, validity, reliability and other components of scientific research related to their field of interest. **Learners may only earn credit for PSY7860 or RSCH7860. Cannot be fulfilled by transfer.**

**RSCH7864 - Quantitative Design and Analysis (4 quarter credits).** In this course, learners investigate the fundamental concepts needed to conduct quantitative research. Learners examine and apply quantitative research techniques; appropriate applications of quantitative research; research design, measurement, and analysis, and their associated interdependencies; variable types and levels of measurement; sampling; descriptive and inferential statistics; and hypothesis testing. Learners define the strengths and limitations of descriptive statistics, analyze the quantitative scales of

measurement, review the logic of probability and null hypothesis testing, and leverage technology when applicable. Learners also determine the steps necessary to ensure human subjects protection, and consider methodological adaptations when conducting research with vulnerable and diverse populations. **Learners may only earn credit for PSY7864 or RSCH7864. Prerequisite(s): RSCH7860. Cannot be fulfilled by transfer.**

**RSCH7868 - Qualitative Design and Analysis (4 quarter credits).** Learners in this course assess the fundamental concepts needed to conduct qualitative research. Learners practice qualitative research techniques; appropriate applications of qualitative research; the strengths and weaknesses of qualitative research design, sampling, and analysis and their associated interdependencies; and leverage technology when applicable. Learners also determine the steps necessary to ensure human subjects protection, and consider methodological adaptations when conducting research with vulnerable and diverse populations. **Learners may only earn credit for PSY7868 or RSCH7868. Prerequisite(s): RSCH7860. Cannot be fulfilled by transfer.**

### Studies in Human Behavior

**SHB5008 - Research Methodology in Human Behavior (4 quarter credits).** This course provides an overview of graduate-level quantitative and qualitative approaches to research methodology in the field of human behavior. Throughout the course, learners examine major concepts and techniques of social science research, including needs assessment procedures, program evaluation, and program design.

**SHB5109 - Scope of Addictive Behaviors and Eating Disturbances (4 quarter credits).** In this course, learners explore the theories, research, and social policies guiding the study of addictive behaviors and eating disturbances and use this knowledge to design informational and advocacy models that promote effective addictive behavior and eating disturbance services. Learners also examine historical and contemporary concepts of addictive behaviors and eating disturbances; analyze addictive behaviors and eating disturbances within the context of ethnic and cultural diversity; and identify ethical, legal, and social considerations associated with addictive behavior and eating disturbance services.

**SHB5314 - Program Development and Evaluation (4 quarter credits).** In this course, learners examine needs assessment, program development, and program evaluation as

**Course Descriptions, continued**

fundamental tools in institutional, public, or private organizations. In particular, learners explore ways of evaluating needs of specific populations, using research-based models and best practices to inform program development and evaluation, communicating effectively with internal and external stakeholders, and addressing ethical implications of various approaches to program development and evaluation.

**SHB5315 - Ethics and Leadership in Studies in Human Behavior (4 quarter credits).** Learners in this course examine the responsibilities of human behavior leaders and the role professional ethics plays in the field of social and behavioral sciences. Learners evaluate professional codes of ethics, identify their personal ethical standards, and assess their ability to lead ethically and apply ethical principles in research.

**SHB5337 - Child and Adolescent Studies (4 quarter credits).** Learners in this course examine and apply leadership approaches and research-based best practices associated with advocating and providing services for children and adolescents. In particular, learners investigate the significant issues and needs of diverse populations of children and adolescents, the ways communities and society respond to those issues and needs, leadership skills necessary to advocate for children and adolescents, and methods of using advocacy when working with children and adolescents in various professional settings. Learners also analyze biological, cultural, and social influences on children and adolescents and legal and ethical issues associated with working with these populations.

**SHB5443 - Human Behavior and Diversity (4 quarter credits).** This course is a survey of concepts, theories, and research that highlight the presence of diversity in human behavior. Learners investigate the relationship between human behavior and gender, social class, religion, and/or disability and evaluate the role of the social and behavioral sciences professional in meeting the needs of diverse populations. Learners also examine cross-cultural issues and practice applying a variety of theoretical approaches and methodologies to address them.

**SHB5501 - Contemporary Issues in Studies in Human Behavior (4 quarter credits).** In this course, learners analyze a range of contemporary social and behavioral issues and study the ways leadership and advocacy can be used to address them. Learners also explore professional development strategies for building interdisciplinary knowledge.

**SHB5990 - Studies in Human Behavior Integrative Project (4 quarter credits).** In this course, learners demonstrate proficiency in studies in human behavior by applying learning from required and elective courses to complete an analysis of a public or private setting in the field of education or social and behavioral sciences or to propose a new application in the field of education or social and behavioral sciences. **Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer.**

**SHB8002 - Advanced Research in Adult Human Development and Behavior (4 quarter credits).** Learners in this course critically analyze theory and research in adult development and behavior with an emphasis on contemporary research and application issues. In addition, learners study adult development from biological, psychological, social, and multicultural perspectives and apply principles of adult development to professional practice. **Must be taken by PhD learners during their first quarter. Cannot be fulfilled by transfer.**

**SHB8100 - Fundamentals of Social Science Research (4 quarter credits).** This course introduces learners to social science research and theory. In order to become educated consumers of research, learners analyze elements of qualitative and quantitative research design, evaluate ethical issues in research, explore research topics of interest, and identify the needs for future research and the implications for practice in their area of specialization. **Cannot be fulfilled by transfer.**

**SHB8101 - Interdisciplinary Leadership in Social and Behavioral Sciences (4 quarter credits).** In this course, learners evaluate historical, current, and emerging theories of interdisciplinary leadership that apply in social and behavioral sciences contexts. Learners assess the role and influence of leaders in complex and dynamic interdisciplinary environments and organizations that address human behavior issues. Learners also focus on developing doctoral-level skills in evaluating and synthesizing leadership research. **Cannot be fulfilled by transfer.**

**SHB8315 - Advanced Program Design (4 quarter credits).** The focus of this course is program design at the leadership level in the fields of education and social and behavioral sciences. In particular, learners evaluate needs-based program design approaches and the models that inform those approaches. Learners also explore ways of effectively communicating with internal and external stakeholders and addressing ethical implications of various approaches to program design.

**SHB8316 - Advanced Program Evaluation (4 quarter credits).** Learners in this course examine needs assessment and program evaluation as fundamental tools in institutional, public, or private organizations. Learners assess the needs assessment strategies used to evaluate the needs of specific populations in various social and behavioral sciences settings. Learners also explore research-based program evaluation models and focus on developing skills in evaluating program effectiveness at the leadership level.

**SHB8331 - Advanced Child and Adolescent Studies (4 quarter credits).** Learners in this course synthesize and apply research-based best practices to improve the interactions among the school, community, and social systems that influence and serve children and adolescents. Learners also evaluate the issues and needs of children and adolescents, develop innovative leadership and advocacy approaches to address those issues and needs, and consider the legal and ethical issues associated with working with diverse populations of children and adolescents.

**SHB8441 - Advanced Ethics and Leadership in Studies in Human Behavior (4 quarter credits).** The focus of this course is the ethical and leadership responsibilities of human behavior professionals. Learners synthesize ethical principles with leadership roles in public and private settings and evaluate the ways professionals apply ethics and leadership in their work with diverse client populations in the fields of education and social and behavioral sciences.

**SHB8551 - Advanced Contemporary Issues in Studies in Human Behavior (4 quarter credits).** In this course, learners analyze a range of contemporary social and behavioral issues and conduct participatory action research on an issue of their choice, using various leadership and advocacy approaches to address the chosen issue. Learners also employ professional development strategies to build interdisciplinary knowledge in the fields of education and social and behavioral sciences at the leadership level.

**SHB8661 - Risk and Resiliency in Diverse Populations (4 quarter credits).** In this course, learners demonstrate proficiency in human behavior studies through research-based application of multidimensional resilience concepts to diverse populations, in order to identify the means of maintaining well-being throughout the lifespan. Learners evaluate types of resilience in response to risks caused by psychosocial, environmental, and genetic stressors and analyze the impact



## Course Descriptions, *continued*

of coping skills on post-traumatic growth by identifying the process of resilience and the historical factors influencing it. In addition, learners examine leadership approaches to addressing personal risk factors with an emphasis on different models of advocacy to generate informed decisions for successful collaboration with multiple providers and various populations.

**SHB8775 - Issues in Aging, Grief, and Bereavement (4 quarter credits).** This course is an examination of aging and loss from biological, psychological, social, and cultural perspectives at the leadership level. In particular, learners evaluate contemporary research relevant to family life, caregivers, community and institutional care, ethnic and sociocultural differences, and urbanization and assess the service delivery needs of aging populations within the context of specific life events. Learners also explore the ways their own attitudes toward aging and loss may impact their effectiveness as professionals working in social and behavioral services settings.

**SHB8810 - Advanced Issues in Eating Disturbances (4 quarter credits).** In this course, learners focus on issues associated with various eating disturbances, including anorexia, bulimia, obesity, overeating, and body image disturbances, from a leadership perspective. Using evidence-based literature, learners evaluate historical and contemporary paradigms of eating disturbances and their physical, psychological, and social effects. Learners also assess service delivery models and the cultural, ethnic, legal, and ethical considerations associated with working with diverse populations of people with eating disturbances.

**SHB8811 - Advanced Issues in Addictive Behaviors (4 quarter credits).** In this course, learners focus on issues associated with various addictive behaviors, including legal and illicit psychoactive drug use, from a leadership perspective. Using evidence-based literature, learners evaluate historical and contemporary paradigms of addictive behaviors and their physical, psychological, and social effects. Learners also assess service delivery models and the cultural, ethnic, legal, and ethical considerations associated with working with diverse populations of people with addictive behaviors.

**SHB9919 - Doctoral Comprehensive Examination (3 quarter credits).** This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity,

the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to register for the first dissertation course. **Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.**

**SHB9960 - Dissertation Courseroom (3 quarter credits each).** This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. **Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): SHB9919. Cannot be fulfilled by transfer.**

## Social Science

**SOC1000 - Introduction to Human Society (6 quarter credits).** In this course, learners use sociological theory and concepts to explore everyday life and gain knowledge of the ways individuals and society as a whole understand their collective social realities. As they examine cultural ideologies, learners are introduced to ways of objectively examining their personal perspectives on social issues.

**SOC1100 - Story of Us: Embracing Diversity and Collaboration (4 quarter credits).** In this course, learners collaborate with colleagues to investigate diverse communities and interpret sociological research to develop a comprehensive understanding of society. Learners use the scientific method to improve their problem solving skills and make effective and informed decisions.

**SOC1200 - Preparing for the Future of Work (4 quarter credits).** In this course, learners develop and refine their professional presence by honing a set of essential skills to excel in school, work, and life. Learners examine applications of key professional competencies and behaviors in their current or anticipated profession.

**SOC2000 - Cultural Diversity (6 quarter credits).** Learners in this course gain and demonstrate an understanding of cultural diversity from a sociological perspective and identify the ways the societal structure affects

micro-level experience. Learners evaluate theories that explain the cultural foundations of prejudice and discrimination, analyze the differences between majority and minority groups and racial and ethnic groups, and investigate the role of power in creating and supporting these differences at the structural level. Learners also assess the relationship between race, gender, and economics by examining past and current experiences of American minority groups.

**SOC3400 - Social Deviance (6 quarter credits).** In this course, learners gain and apply an understanding of the fundamental concepts and theories of the sociological study of deviance. Learners evaluate deviant behavior from historical and social perspectives and identify contemporary issues involving deviance. Learners also analyze informal and formal means of controlling deviance, including the role of the criminal justice system as a form of social control of deviant behavior.

**SOC-H3005 - Honors Professional Internship Course (6 quarter credits).** Learners in this course take a sociological approach to professional growth in the workplace. This course provides learners with the opportunity to complete a virtual professional internship. Learners assess their internship experience with faculty and peers through engaging discussions and assignments. Throughout the course, learners use a sociological perspective to further develop critical thinking and problem-solving skills to address interdisciplinary issues. **For honors pathway learners only. Grading for this course is S/NS. Prerequisite(s): PHI-H2005. Cannot be fulfilled by transfer.**

## Social Work

**SWK5001 - Research in Social Work Practice (4 quarter credits).** Learners in this course acquire the knowledge, skills, and tools needed to engage in research-informed practice and practice-informed research. Learners build skills related to planning and conducting research, evaluating best practices, and critically assessing the research of others. In addition, learners explore the relationship between social work and research and articulate the importance of that relationship with respect to serving individuals, families, groups, organizations, and communities. Throughout the course, learners demonstrate competence in research design and proposal writing with the use of technology by constructing their own research plans. **For MSW learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

**Course Descriptions, continued**

**SWK5002 - Social Welfare History, Policy, and Practice (4 quarter credits).** Learners in this course critically analyze social welfare history, domestic social policies, and social welfare programs. Learners use theoretical frameworks and social work best practices to understand issues of social and economic justice, including the human rights of children, youth, adults, families, communities, and organizations, in order to effectively prepare for policy leadership and planning, advocacy, and social action. **For MSW and MSW—Advanced Standing learners only. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.**

**SWK5003 - Human Behavior and the Social Environment 1 (4 quarter credits).** The focus of this course is on the systems approach used to analyze the impact of various social forces on individual and family dynamics. Throughout the course, learners employ theory, social work best practices, and research findings to understand and assess the functioning of individuals and families in their social environments. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): SWK5001, completion of or concurrent registration in SWK5002. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.**

**SWK5004 - Micro Social Work Practice (4 quarter credits).** Learners in this course gain an understanding of the knowledge, values, and best practice skills required for generalist social work practice. Learners apply a strengths-based perspective to planned change and problem-solving processes and use technology to demonstrate leadership and evaluation-of-practice techniques. Learners also conceptualize how to effectively enhance the well-being of people and ameliorate the environmental conditions that adversely affect them. During this course, learners engage in a dynamic synchronous and asynchronous online hybrid experience integrating live video generalist practice experiences with faculty and learners in a virtual learning community. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): SWK5001, SWK5002. Cannot be fulfilled by transfer.**

**SWK5005 - Human Behavior and the Social Environment 2 (4 quarter credits).** In this course, learners use theory and concepts from behavioral sciences that focus on interactions between and among individuals and the groups, social, economic, and environmental systems to inform social work best practice interventions. **For MSW and**

**MSW—Advanced Standing learners only. Prerequisite(s): SWK5003, completion of or concurrent registration in SWK5004. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.**

**SWK5006 - Social Policy and Planning in Human Services (4 quarter credits).** Learners in this course focus on the origins, processes, and politics associated with contemporary American social policies intended to advance human rights and social justice. Learners examine the role of social workers in the leadership and creation of strategic planning, implementation, and evaluation of myriad social policies, with particular attention given to cultural diversity. In addition, learners explore the relationship between social work values and social policies and integrate social work best practice standards. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): Completion of or concurrent registration in SWK5005. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.**

**SWK5007 - Mezzo Social Work Practice (4 quarter credits).** The focus of this course is on social work best practices with particular emphasis on small-to-medium-sized groups. Learners explore the link between mezzo and micro and macro social work practices, as well as the link of person to environment, the research literature that informs this level of practice, and ethical concerns. Throughout the course, learners apply social work best practices and technology integration in their work with individuals, families, groups, organizations, communities, and colleagues. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): SWK5003, SWK5004. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.**

**SWK5008 - Macro Social Work Practice with Groups, Organizations, and Communities (4 quarter credits).** Learners in this course build on their micro and mezzo social work practice knowledge and gain a better understanding of the theory and skills required for social work best practice with larger groups, organizations, and communities. In particular, learners in this course analyze macro social work practice models, including social planning, community organizing, social action, leadership, effective use of technology, supervision and community/organizational development, and change. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): SWK5006, SWK5004. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.**

**SWK5012 - Cultural Competence and Social Work Practice with Diverse Populations (4 quarter credits).** This course addresses diversity and difference, power and privilege, and oppression, as they relate to social work practice. Throughout the course, learners become knowledgeable of one's biases toward race, ethnicity, culture, religion, age, sex, sexual orientation, social and economic status, political ideology, and disability; how those biases contribute to discrimination and oppression; and the ethics of culturally competent best practice. In addition, learners reflect on personal values, beliefs, and behaviors that may limit their ability to practice effective social work with people of diverse backgrounds. Through the use of technology, learners then engage in strategy and leadership best practices for dealing with biases in social work practice. **For MSW and MSW—Advanced Standing learners only. Must be taken during the first quarter by learners who have been admitted to the MSW—Advanced Standing degree program. Prerequisite(s): SWK5007; completion of or concurrent registration in SWK5008. Learners in the MSW—Advanced Standing degree program are exempt from these prerequisites. Cannot be fulfilled by transfer.**

**SWK5013 - Mental Health Practice and Advanced Interventions: Theory and Practice (4 quarter credits).** This course prepares learners for advanced mental health best practice. Learners use multiple theoretical frameworks and technology to engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities within the mental health field. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): SWK5007; completion of or concurrent registration in SWK5008. Learners in the MSW—Advanced Standing degree program are exempt from these prerequisites. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.**

**SWK5014 - Advanced Generalist Social Work Practice (4 quarter credits).** Learners in this course develop and demonstrate advanced generalist best practice and leadership skills in engagement, assessment, intervention, and evaluation from a strengths perspective grounded in social work values and ethics, social justice, human rights, cultural competence, policy practice, the integration of technology, and evidence-based practice. During this course, learners engage in a dynamic synchronous and asynchronous online hybrid experience

**Course Descriptions, continued**

integrating live video clinical practice experiences with faculty and learners in a virtual learning community. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): SW K5012, completion of or concurrent registration in SWK5013. Cannot be fulfilled by transfer.**

**SWK5015 - Advanced Statistics, Research, and Program Evaluation (4 quarter credits).** This course provides learners with the opportunity to advance their knowledge in research methodology, data collection, and program evaluation in social work best practice. Learners integrate research practice, knowledge, and theory with leadership methods and data processing and analysis, in order to better understand the implications of quantitative, qualitative, and mixed-methods data. Learners also use and interpret various statistical procedures for analyzing quantitative and qualitative data using analytical software and applications. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): Completion of or concurrent registration in SWK5014. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.**

**SWK5016 - Integrative Technology in Advanced Social Work Practice (4 quarter credits).** This course is an introduction to transformative and innovative methods of client interviewing, follow up, documentation, evaluation, professional development, and communication through the use of technology, with particular emphasis on 21st-century social work practice skills used to serve diverse clients. Learners engage in interactive role-play activities and create a technology-based initiative that promotes social justice and best practices. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): Completion of or concurrent registration in SWK5015. Cannot be fulfilled by transfer.**

**SWK5017 - Clinical Supervision and Leadership in Social Work Practice (4 quarter credits).** This course is an introduction to leadership theories and skills, ethical decision-making, self-care efficacy, strategic planning, and administrative roles in social work organizations. Throughout the course, learners investigate technology integration; administrative, educational, and supportive supervision; supervision procedures; conduct of supervision; and legal and regulatory guidelines. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): Completion of or concurrent registration in SWK5016. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.**

**SWK5018 - Systems Analysis of Social Work Practice: Theories, Skills, Values, and Professional Practice (4 quarter credits).** This course provides a synthesis of all social work practice systems. Learners apply critical-thinking skills as they delve into the identification of social work values and ethics; the assessment of professional behaviors and skills; the engagement of cultural competence; the integration of research, knowledge, human behavior, and theory; and the application and analysis of social work best practice, social justice, policy, technology, and leadership. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): Completion of or concurrent registration in SWK5528. Cannot be fulfilled by transfer.**

**SWK5025 - Foundation Practicum 1 (4 quarter credits).** This is the first course in a sequence of two required practicum courses during which learners complete a minimum of 400 supervised practicum/internship experience hours. Throughout the practicum, learners engage in experiential learning in an agency setting and apply social work best practice theories, professional values, and practice techniques gained from their social work foundation courses. This course includes an integrative seminar that facilitates learners' leadership development and technology skills with regard to entry-level generalist social work practice. **For MSW and MSW—Advanced Standing learners only. Special permission is required for registration. Prerequisite(s): SWK5014, completion of or concurrent registration in SWK5017. Approval of practicum application. All application materials must be received by the first day of the quarter preceding the quarter of the proposed start date. Refer to the current manual for further details. Cannot be fulfilled by transfer.**

**SWK5026 - Foundation Practicum 2 (4 quarter credits).** This is the second course in a sequence of two required practicum courses during which learners complete a minimum of 400 supervised practicum/internship experience hours. Throughout the practicum, learners engage in experiential learning in an agency setting and apply social work best practice theories, professional values, and practice techniques gained from their social work foundation courses. This course includes an integrative seminar that facilitates learners' leadership development and technology skills with regard to entry-level generalist social work practice. **For MSW and MSW—Advanced Standing learners only. Special permission is required for registration. Prerequisite(s): SWK5025. Cannot be fulfilled by transfer.**

**SWK5525 - Advanced Internship Seminar/Lab (4 quarter credits).** This course prepares learners for internship placement. Throughout the interactive seminar, learners review social work best practices as well as the steps necessary for success in the internship, including professionalism, interviewing techniques, process recording, documentation, evaluation, and safety. **For MSW and MSW—Advanced Standing learners only. Special permission is required for registration. Prerequisite(s): SWK5013, SWK5014. Cannot be fulfilled by transfer.**

**SWK5526 - Advanced Internship Practicum 1 (4 quarter credits).** This is the first course in a sequence of three required practicum courses during which learners complete a minimum of 600 supervised internship experience hours. Throughout the practicum, learners engage in experiential learning in an agency setting and apply social work best practice theories, professional values, practice techniques, and technology integration skills gained from their advanced generalist coursework. This course includes an integrative seminar that facilitates learners' leadership development with regard to graduate-level generalist social work practice. **For MSW and MSW—Advanced Standing learners only. Special permission is required for registration. Prerequisite(s): SWK5014; SWK5026 with a grade of "B" or higher or SWK5525. Approval of practicum application. All application materials must be received by the first day of the quarter preceding the quarter of the proposed start date. Refer to the current manual for further details. Cannot be fulfilled by transfer.**

**SWK5527 - Advanced Internship Practicum 2 (4 quarter credits).** This is the second course in a sequence of three required practicum courses during which learners complete a minimum of 600 supervised internship experience hours. Throughout the practicum, learners engage in experiential learning in an agency setting and apply social work best practice theories, professional values, practice techniques, and technology integration skills gained from their advanced generalist coursework. This course includes an integrative seminar that facilitates learners' leadership development with regard to graduate-level generalist social work practice. **For MSW and MSW—Advanced Standing learners only. Special permission is required for registration. Prerequisite(s): SWK5526 with a grade of "B" or higher. Approval of practicum application. All application materials must be received by the first day of the quarter preceding the quarter of the proposed start date. Refer to the current manual for further details. Cannot be fulfilled by transfer.**

## Course Descriptions, *continued*

**SWK5528 - Advanced Internship Practicum 3 (4 quarter credits).** This is the third course in a sequence of three required practicum courses during which learners complete a minimum of 600 supervised internship experience hours. Throughout the practicum, learners engage in experiential learning in an agency setting and apply social work best practice theories, professional values, practice techniques, and technology integration skills gained from their advanced generalist coursework. This course includes an integrative seminar that facilitates learners' leadership development with regard to graduate-level generalist social work practice. **For MSW and MSW—Advanced Standing learners only. Special permission is required for registration. Prerequisite(s): SWK5527 with a grade of "B" or higher. Approval of practicum application. All application materials must be received by the first day of the quarter preceding the quarter of the proposed start date. Refer to the current manual for further details. Cannot be fulfilled by transfer.**

**SWK5800 - Advanced Clinical Social Work Practice with Children and Youth (4 quarter credits).** Learners in this course acquire the advanced knowledge and skills required to engage in the clinical treatment of children and youth. Learners examine theoretical frameworks, including developmental, ecological systems, cognitive/behavioral, and psychodynamic. In addition, learners analyze assessment styles and intervention planning, with an emphasis on cultural and environmental factors. Throughout the course, learners use technology and leadership skills to synthesize, integrate, and apply that which they have learned, in order to provide assessment and treatment that is grounded in professional social work ethics and best practices to children and youth. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): SWK5013. Cannot be fulfilled by transfer.**

**SWK5801 - Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Children and Youth (4 quarter credits).** This course provides a bio-psychosocial approach to identification, screening, assessment, and diagnosis of common psychosocial problems experienced by children and youth. Learners analyze etiology, recognition, and diagnosis of these problems in the context of the socio-cultural formation of disordered behavior. Throughout the course, learners apply social work best practices, leadership skills, techniques gained throughout their coursework, the most recent edition of the American Psychiatric Association's *Diagnostic and Statistical*

*Manual of Mental Disorders*, and the use of technology to screen, assess and diagnose issues, such as serious mental illness, suicidality, depression and anxiety, substance abuse, child abuse, and the effects of trauma. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): SWK5800. Cannot be fulfilled by transfer.**

**SWK5802 - Advanced Clinical Social Work Practice with Adults (4 quarter credits).** This course is designed to prepare learners for advanced clinical social work practice utilizing multiple theoretical frameworks and technology to engage, assess, evaluate, and intervene in ethically and culturally competent clinical practice with adults. In addition, learners use best practice skills to serve as competent clinical social work practitioners in nonprofit, for-profit, and community organizations. Throughout the course, learners apply a skills-based approach; leadership in presenting and practicing the use of specific screening, assessment, and diagnostic protocols; as well as the most recent edition of the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders* to provide diagnostic formulations. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): SWK5013. Cannot be fulfilled by transfer.**

**SWK5803 - Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Adults (4 quarter credits).** This course provides a bio-psychosocial approach to identification, screening, assessment, and diagnosis of common psychosocial problems experienced by adult clients. Learners analyze etiology, recognition, and diagnosis of these problems in the context of the socio-cultural formation of disordered behavior. Throughout the course, learners apply social work best practices, leadership skills, techniques gained throughout their coursework, the most recent edition of the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders*, and the use of technology to screen, assess and diagnose issues, such as serious mental illness, suicidality, depression and anxiety, substance abuse, child abuse, elder abuse, and the effects of trauma. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): SWK5802. Cannot be fulfilled by transfer.**

**SWK5804 - Innovative Leadership and Supervision in Social Work Practice (4 quarter credits).** The course provides social work learners with the opportunity to explore workplace dynamics, communication theory, leader's influence, and the relationship

between social work best practice and leadership skills. Learners also analyze the use of technology as a tool for effectively serving as administrators. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): SWK5014. Cannot be fulfilled by transfer.**

**SWK5805 - Managing Social Work Practice in the 21st Century (4 quarter credits).** This course covers best practices in hiring, staffing, coaching, and evaluating personnel. In particular, learners review key practice policies related to health care, consumer rights, educational rights, access, disabilities, cultural diversity, and ethical practices in the workplace. Other course topics include leadership, grant writing, program development, professional development, and strategic planning. In addition, learners gain an understanding of advanced financial management and planning with the use of technological resources. **For MSW—Advanced Standing and MSW learners only. Prerequisite(s): SWK5804. Cannot be fulfilled by transfer.**

**SWK8010 - Advanced Social Work Practice: Integrating Technology and Teaching in Academic and Agency Settings (4 quarter credits).** Learners in this DSW first course develop their roles as future leaders and educators in the social work field. Learners analyze theories of adult learning for the purpose of teaching in academia and creating professional development trainings in agencies. Learners also evaluate technology tools used in leader/educator roles and apply the NASW code of ethics and standards for technology to course content. **For DSW learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**SWK8015 - Advanced Social Work Practice: Theoretical Perspectives (4 quarter credits).** Learners in this course assess the role of theory in social work practice at the micro, mezzo, macro, and meta levels. Learners critically appraise selected theories, perspectives, and models for relevance and evaluate the strengths and barriers regarding their application to practice. Through critical self-reflection, learners identify with specific theoretical orientations, as well as demonstrate recognition and respect for others' theoretical orientations. **For DSW learners only. Prerequisite(s): Completion of or concurrent registration in SWK8010.**

**SWK8020 - Advanced Social Work Practice: Disaster and Crisis Management (4 quarter credits).** Learners in this course analyze the various roles social workers take during disasters and crises (natural and man-made). Learners assess how social workers must

## Course Descriptions, *continued*

respond in an ethical, culturally competent, and organized way to address the high and increasing number of events on the micro, mezzo, macro, and meta levels, based on theoretical models and best practices.

**For DSW learners only. Prerequisite(s): Completion of or concurrent registration in SWK8025.**

### **SWK8025 - Leadership and Management in Complex Social Systems (4 quarter credits).**

Learners in this course examine and integrate an understanding of leadership principles, skills, and applications in organizational or academic environments. Learners appraise and articulate the importance of cultural and ethical competency within a leadership context as well as a complex, global society. Learners investigate issues they may encounter in the field and determine how to address them through the practice of social work leadership. **For DSW learners only.**

**Prerequisite(s): SWK8010; completion of or concurrent registration in SWK8015.**

### **SWK8030 - Grant Writing and Administration (4 quarter credits).**

Learners in this course develop skills for the identification, writing, management, and evaluation of grants. Applying grant writing skills as social work leaders, learners create mission and vision statements, develop logic models, plan budgets, and analyze evaluation plans. Learners also assess how social workers in settings including academia, agency administration, and community development create funding sources, ethically manage and administer the funds, and evaluate the proposed outcomes. **For DSW learners only. Prerequisite(s): Completion of or concurrent registration in RSCH7860.**

**SWK8035 - Advanced Social Work Policy and Practice (4 quarter credits).** In this course, learners develop the ability to advocate for and create public policy, and evaluate how it impacts individuals, families, groups, and the community. Learners examine policies in light of diversity and globalization with emphasis on social justice. Learners also assess ethical concerns; policy analysis; advocacy strategies, including cross-system collaboration; and use of needs assessments. **For DSW learners only. Prerequisite(s): Completion of or concurrent registration in SWK8020.**

**SWK8045 - Clinical Theories of Social Work Practice 1 (4 quarter credits).** Learners in this course analyze clinical theories of social work based on ethical considerations, client diversity, and best practice as defined by the integration of practice wisdom and scientific knowledge, to ensure proper fit between clients' needs and intervention. Learners also

evaluate practice model(s) for client treatment with a focus on individuals and couples, and begin to apply this knowledge to supervision of colleagues. In addition, learners use research to examine cutting edge and emerging intervention strategies. **For DSW learners only. Prerequisite(s): Completion of or concurrent registration in RSCH7860, SWK8025, SWK8035.**

**SWK8055 - Advanced Social Work Practice with Diverse Populations in Complex Systems (4 quarter credits).** In this course, learners examine concepts and theories related to diversity, such as critical race theory, through the lenses of complex systems, globalization, and the impact of technology. Learners evaluate systems as entities of social control, domination, and oppression in order to develop advocacy strategies for meaningful systems change and to apply practices that effectively address diversity. Learners also assess the impact of globalization and immigration on vulnerable populations and human needs, along with strategies to address these issues, including the use of technology to advance welfare and well-being for all. **For DSW learners only. Prerequisite(s): Completion of or concurrent registration in SWK8045.**

**SWK8065 - Clinical Theories of Social Work Practice 2 (4 quarter credits).** In this course, learners strengthen and apply their knowledge of clinical theories of social work based on ethical considerations, client diversity, and best practice as defined by the integration of practice wisdom and scientific knowledge. Learners also identify practice model(s) and apply them for client treatment as well as for supervision, with a focus on families and groups. In addition, learners appraise the development of new theoretical paradigms in the age of technology. **For DSW learners only. Prerequisite(s): Completion of or concurrent registration in PSL-R8941; SWK8055.**

**SWK8075 - Advanced Social Work Practitioner as a Leader of Social Change (4 quarter credits).** Learners in this course articulate their individual leadership philosophies, styles, skills, and approaches to effective leadership. Learners evaluate policy, practice, programs, and the use of technology at all levels in the social work field, while evaluating social change strategies and approaches. Learners identify the use of self as they develop professional skills of influence and mobilization for change to better advocate for client groups at all levels. Learners create an individual plan for their continued self-development as leaders in the field of social work. In addition,

learners demonstrate knowledge of lobbying, advocacy strategies, program evaluation, and ethical issues and concerns. **For DSW learners only. Prerequisite(s): Completion of or concurrent registration in RSCH7868, SWK8065.**

## Technology Systems

**TS8005 - Research Processes, Theory, and Practice in Information Technology (6 quarter credits).** In this course, learners are immersed in a culture of inquiry to focus on the technical foundations of information technology (IT) research and practice. Learners examine current and emerging research and practice technologies, processes, and methods; compare quantitative and qualitative methodologies; and identify the research methodologies commonly used in IT research. Additionally, this course is designed to help prepare PhD learners for doctoral research related to IT literature and theory. **For PhD in Information Technology learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

**TS8531 - Network Security Advances (4 quarter credits).** This course presents advances in information assurance and the ways they help decision makers accurately gauge, estimate, and examine the impact of implementing various network security protection mechanisms. Learners evaluate emerging information security protection research and identify the potential advantages and disadvantages of protecting the security of the network. **Cannot be fulfilled by transfer.**

**TS8533 - Enterprise Security Risk Management (4 quarter credits).** Learners in this course examine research in information security risk management. Learners review scholarly literature in the field as it relates to risk modeling, assessment, and management. Other course topics include outsourcing and the legal and technological changes that affect risk management. **Cannot be fulfilled by transfer.**

**TS8535 - System and Application Security Advances (4 quarter credits).** This course presents advances in ensuring system and application security and the ways they help decision makers accurately gauge, estimate, and examine the impact of implementing various system and application security protection mechanisms. Learners evaluate emerging information security protection research and identify the potential advantages and disadvantages of protecting system and application security. **Cannot be fulfilled by transfer.**

## Course Descriptions, *continued*

**TS8537 - Assurance Controls and Compliance Management (4 quarter credits).** This course provides an overview of the management processes and organizational controls needed to ensure data protection. Learners review federal, state, and other governmental and industry standards that companies must follow to be compliant in safeguarding data. Learners analyze the depth and breadth of compliance management research and investigate different approaches to data protection control and compliance. **Cannot be fulfilled by transfer.**

**TS8539 - Security Governance and Management (4 quarter credits).** The focus of this course is on the strategic security planning organizations need to implement and manage security programs. Learners examine governance principles and the ways they are applied to information security management to ensure that security programs are aligned with the organization's long-term strategic direction. **Cannot be fulfilled by transfer.**

**TS8940 - Information Technology Consulting Practice Seminar (4 quarter credits).** Learners in this course study the basics of creating and developing an IT consulting business. Learners explore how to plan, develop, and market a viable IT consulting practice, specifically writing a business plan, finding customers, and pricing services. **Prerequisite(s): Completion of all core coursework. Cannot be fulfilled by transfer.**

**TS8950 - Teaching Practice Seminar in Information Technology Education (4 quarter credits).** This seminar covers the practice fundamentals learners need to prepare themselves for a career in information technology education. Learners examine syllabus and course development, online and classroom instruction, and the fundamentals of human development in the classroom. **Prerequisite(s): Completion of all core coursework. Cannot be fulfilled by transfer.**

**TS8951 - Survey of Research Literature in Information Technology Education (4 quarter credits).** Learners in this doctoral seminar review information technology research literature that focuses on studies related to improving the effectiveness of IT instruction, developing IT curricula and courses, and using IT in the classroom. Course content emphasizes IT education and includes computer science, computer engineering, and other related disciplines. **Cannot be fulfilled by transfer.**

**TS9919 - Doctoral Comprehensive Examination (3 quarter credits).** This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to register for the first dissertation course. **Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.**

**TS9960 - Dissertation Courseroom (3 quarter credits each).** This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. **Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): TS9919. Cannot be fulfilled by transfer.**

## Writing

**WRIT6088 - Mastering Scholarly Writing (4 quarter credits).** Learners in this course develop and strengthen their scholarly writing, critical thinking, and research skills. In particular, learners practice reading, drafting, revising, editing, and polishing their work to meet academic writing process standards. Learners also explore the application of rhetoric and the role of analysis in the writing process.

**WRIT7086 - Becoming an Academic Writer (4 quarter credits).** In this course, learners focus on developing a process for enhancing and improving their academic writing and critical thinking. Learners assess their individual writing strengths and needs and receive feedback on their writing from courseroom instructors. Using the feedback and appropriate information literacy skills, learners develop and implement a plan for the research, writing, and revision needed for successful doctoral-level academic writing.

## FlexPath Course Descriptions

The following courses may require live web conferencing activities and/or learner audio/video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations.

### FlexPath (-FP)

#### Biology

**BIO-FP1000 - Human Biology (3 program points).** In this course, learners examine the integrative relationship between human biological systems and the social sciences, arts, and communications. Learners build and apply an understanding of topics such as human anatomy, nature versus nurture, biological psychology, human disease, and concepts related to ancestry and biology. Learners also evaluate the accuracy of biological topics in the media. This course includes a lab experience.

**BIO-FP2000 - Environmental Health (3 program points).** In this course, learners use a multidisciplinary approach to identify and describe the environmental factors impacting individual and community health. Learners analyze the effects of various physical, biological, and chemical agents on the body and identify strategies to minimize the negative effects. Learners also assess and apply ways to protect and promote health and positively influence the quality of the environment.

#### Bachelor of Science in Nursing

**BSN-FP4002 - Assessment, Communication, and Collaboration (3 program points).** In this course, learners analyze effective health assessment methods, communication strategies, and interdisciplinary and interprofessional collaboration techniques used in a variety of health care settings. Learners conduct a comprehensive evidence-based health assessment and examine and explain the communication skills members of collaborative teams need for evidence-based quality care. **For BSN, FlexPath option learners only.**

**BSN-FP4004 - Nursing Research and Informatics (3 program points).** This course is an introduction to the application of research and information technology in the nursing profession. Learners identify the ways information systems and patient care technologies have contributed to improved

## Course Descriptions, *continued*

patient outcomes; demonstrate competence in incorporating safeguards, secure practices, and ethical standards needed to promote and support data security, patient confidentiality, and regulatory requirements; and analyze effective use of patient care technologies, communication systems, and information systems across the health-illness continuum. Learners also examine ethics in nursing research and scholarship and the relationships among theory, research, and behavior in the application of evidence-based nursing practice. **For BSN, FlexPath option learners only.**

**BSN-FP4006 - Policy, Law, Ethics, and Regulations (3 program points).** Learners in this course examine the role of health care policy and legal, regulatory, and quality control in ethical decision making in professional nursing practice. Learners develop and demonstrate their knowledge of concepts and principles of health care policy, legal control, ethical conduct, and regulatory environments and their application to the health care environment and the nursing profession. Learners analyze the impact of health care policy and multicultural, socioeconomic, political, legal, and regulatory factors on health care access disparities and practice articulating the needs of individuals, communities, and vulnerable populations to consumers and appropriate officials. Learners also focus on the importance of cultural competence and ethical decision making in professional nursing practice. **For BSN, FlexPath option learners only.**

**BSN-FP4008 - Organizational and Systems Management for Quality Outcomes (3 program points).** In this course, learners acquire and demonstrate the fundamental concepts and principles of individual and organizational leadership necessary for successful nursing practice in integrated and nonintegrated health care systems and environments. Learners develop and demonstrate awareness of nursing leadership concepts, research, and models and evaluate best practices of organizational and systems leadership to apply to professional nursing practice. Learners integrate the concept of quality improvement with patient safety and examine the influence of complex organizational and leadership system issues on quality and patient safety initiatives. Learners also analyze techniques for monitoring individual and organizational performance in promoting safe and caring patient-centered environments. **For BSN, FlexPath option learners only.**

**BSN-FP4010 - Health Promotion and Disease Prevention in Vulnerable and Diverse Populations (3 program points).**

Learners in this course develop and demonstrate an understanding of concepts, frameworks, and models used to foster health promotion and disease prevention, particularly in multicultural and vulnerable populations. Learners evaluate the health care needs of individuals and populations from multicultural, ethnic, traditional, complementary, alternative, and spiritual perspectives and examine factors that cause wellness disparities among people in vulnerable populations. Learners analyze the ways health care access barriers are created and identify evidence-based best practices for developing a population-focused approach to health promotion and disease prevention. **For BSN, FlexPath option learners only.**

**BSN-FP4012 - Nursing Leadership and Management (3 program points).**

In this course, learners examine theoretical concepts of leadership and management for the professional nurse, particularly those associated with health care finance, human resources, and materials allocation. Learners build and apply a working knowledge of evidence-based best practices and behaviors that support effective nursing leadership in a variety of health care settings and analyze strategies for developing effective skills in coordination, delegation, collaboration, negotiation, conflict management, goal setting, performance improvement, and lifelong learning. Throughout the course, learners also integrate ethical interpersonal communication skills necessary for positive interdisciplinary working relationships. **For BSN, FlexPath option learners only.**

**BSN-FP4014 - Global Perspectives of Community and Public Service (3 program points).**

In this course, learners develop the knowledge, skills, and techniques needed to function as effective team members in public- or community service-based health care settings. Learners apply collaborative and innovative strategies for enhancing and improving current health care system approaches based on national and global holistic needs assessments and identify ways to advocate for quality patient and community outcomes and apply tribal, community, and global wellness strategies to professional practice. **For BSN, FlexPath option learners only.**

**BSN-FP4016 - Pharmacology for Patient Safety (3 program points).**

Learners in this course further develop their knowledge of pharmacology as they apply skills,

attitudes, and techniques to evidence-based nursing practice. Learners demonstrate an understanding of general pharmacology, drug categories, and patient safety in a variety of health care settings. Learners also develop a multicultural and patient-centered perspective that addresses disease processes, pharmacological and non-pharmacological therapies, teamwork, and patient safety initiatives. **For BSN, FlexPath option learners only.**

**BSN-FP4017 - Collaborative Group Process for Nursing Professionals (3 program points).**

In this course, learners build and strengthen the knowledge, skills, and techniques needed to initiate, lead, and function in collaborative group processes for the purpose of enhancing the health and wellness of individuals, groups, communities, and populations. Learners also identify group process barriers and interventions, particularly those associated with special and vulnerable populations and community and national directives. **For BSN, FlexPath option learners only.**

**BSN-FP4020 - Nursing Capstone Project (3 program points).**

Learners in this course focus on synthesizing and applying the nursing knowledge and skills gained during their program. Learners demonstrate proficiency by integrating nursing theories, research, and best practices into a single practice model of health promotion or disease prevention for a specific community or population group. Learners create and customize an evidence-based project plan and develop and implement strategies for achieving desired project outcomes. **For BSN, FlexPath option learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.**

## Business

**BUS-FP3006 - Developing a Health Care Management Perspective (3 program points).**

Learners in this course acquire and demonstrate the knowledge, skills, and abilities needed to succeed in their program and the workplace. Learners engage in activities that help them cultivate and employ a health care management perspective and expand their organizational, research, critical-thinking, and problem-solving skills. Other topics include teamwork and ethics. **For BS Health Care Management, FlexPath option learners only. Learners may only earn credit for BUS3003 or BUS-FP3006 or BUS-FP3007. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**Course Descriptions, continued**

**BUS-FP3007 - Developing a Business Perspective (3 program points).** In this course, learners build and strengthen the knowledge, skills, and abilities needed to succeed in their program and the workplace. Learners engage in interactive activities that help them develop and demonstrate a business perspective and expand their organizational, research, critical-thinking, and problem-solving skills. Other topics include ethics, team relationships, project creation, and writing effectively for business.

**For BS in Business, FlexPath option learners only. Learners may only earn credit for BUS3003 or BUS-FP3006 or BUS-FP3007. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**BUS-FP3011 - Fundamentals of Management (1.5 program points).** In this course, learners examine the fundamental principles of management and the characteristics that make an effective manager. Learners then apply these principles in management decision-making roles of planner, organizer, controller, and communicator. **Learners who have received credit for BUS3010 may not take BUS-FP3011.**

**BUS-FP3012 - Fundamentals of Leadership (1.5 program points).** This course is an introduction to principles and theories of leadership behavior and their application in business and community settings. Learners develop and demonstrate awareness of the characteristics, styles, and practices necessary for effective leadership. **Learners who have received credit for BUS3010 may not take BUS-FP3012.**

**BUS-FP3021 - Fundamentals of Business Law (1.5 program points).** In this course, learners explore and articulate the influences on businesses of statutory, contract, and legal entity law. Learners evaluate the historical underpinnings and origins of the court system's ability to adjudicate commercial disputes. Learners also develop and demonstrate their legal vocabulary, an understanding of core legal concepts, and basic legal research skills.

**BUS-FP3022 - Fundamentals of Supply Chain Management (1.5 program points).** This course is an introduction to modern concepts and practices of efficient supply chain management. Learners build their knowledge of and demonstrate the relevance of supply chain design in support of organizational strategy and explore ways to manage an effective supply chain. Through the use of case studies, learners also analyze existing supply chain systems and recommend improvements.

**BUS-FP3026 - Foundations and Future of Health Care Delivery Management (3 program points).** This course offers an in-depth study of national and global healthcare from a business management perspective.

Learners examine the history and evolution of both the U.S. and global healthcare delivery systems. Learners also apply critical thinking skills to analyze a variety of management challenges related to population health indicators, political, economic, and consumer driven forces. Finally, learners explore the high level of change and innovation in the healthcare system by applying change management concepts and skills related to emerging and future trends in healthcare delivery.

**BUS-FP3030 - Fundamentals of Marketing and Sales (3 program points).** In this course, learners focus on the fundamentals of marketing and sales, including market research and planning, product differentiation and positioning, marketing communications, differences between consumer and business markets, and relational marketing and sales strategy. Learners demonstrate course competencies by preparing and presenting a marketing and sales plan and a corresponding marketing and sales strategy for a simple product offering.

**BUS-FP3040 - Fundamentals of Human Resource Management (3 program points).** This course is a survey of the human resources management (HRM) field and its function and role in the organization. Learners develop their knowledge of fundamental HRM principles and demonstrate competencies in areas such as compensation and benefits, legal requirements, and training and development.

**BUS-FP3050 - Fundamentals of Organizational Communication (3 program points).** This course helps learners understand and apply the fundamentals of organizational communication. Learners analyze the interrelationship of organizational communication, symbols, culture, performance, and effective communication practices in relationships internal and external to the enterprise. Learners also examine how effective organizational communication contributes to successful organizational performance and the ways elements of organizational communication interact and function in an enterprise.

**BUS-FP3061 - Fundamentals of Accounting (1.5 program points).** This course is an introduction to the accounting function in modern business organizations. Learners define accounting terminology and explore

its application to accounting principles. Learners also apply accounting cycle strategies to business financial events and prepare financial statements from accounting system data. **Learners who have received credit for BUS3060 may not take BUS-FP3061.**

**BUS-FP3062 - Fundamentals of Finance (1.5 program points).** In this course, learners gain and apply finance basics including the time value of money concepts, stock and bond valuation techniques, and capital budgeting processes. Learners also demonstrate ways the relationship of domestic and global financial environments affect financial markets. **Learners who have received credit for BUS3060 may not take BUS-FP3062.**

**BUS-FP4011 - Virtual Team Collaboration (3 program points).** Learners gain knowledge of and examine practical communication and collaboration skills necessary for effective participation in and leadership of teams in a virtual networked context. Learners also analyze various forms of collaborative leadership and participate in collaborative leadership experiences within a virtual networked organizational setting. **Prerequisite(s): BUS3010, or BUS-FP3011 and BUS-FP3012.**

**BUS-FP4012 - Leadership in Organizations (3 program points).** In this course, learners create effective theories of leadership in the networked enterprise at different organizational levels and from different perspectives. Learners develop and demonstrate their knowledge of the skills that support personal characteristics of effective leaders, such as coaching strategies, personal integrity, trustworthiness, courage and generosity, and an ability to encourage others to participate in leadership. **Prerequisite(s): BUS3010, or BUS-FP3011 and BUS-FP3012.**

**BUS-FP4013 - Organizational Structure, Learning, and Performance (3 program points).** Learners in this course analyze organizational structures and their influence on organizational intelligence, learning ability, and the practical performance of an enterprise. The course includes an emphasis on the adaptive and responsive organization and its relationship to enterprise stakeholders and environment. Learners evaluate a case study that illustrates the interrelatedness of organizational structure, learning, and performance in order to create a model of a high-performance organization. **Prerequisite(s): BUS3010, or BUS-FP3011 and BUS-FP3012.**

**BUS-FP4014 - Operations Management for Competitive Advantage (3 program points).** This course is a survey of operations



## Course Descriptions, *continued*

management. Learners analyze strategic product and service design, major capacity and location decision-making processes, and process and control system operations. Learners use case studies to build a working knowledge of the important concepts and decision-making tools. **Prerequisite(s): BUS3010, or BUS-FP3011 and BUS-FP3012.**

**BUS-FP4015 - Strategic Planning and Implementation (3 program points).** Learners develop their understanding of strategic planning and implementation using case studies and simulations of various business planning processes and by exploring the unpredictable dimension of strategic business planning. Learners show how integrating unplanned developments into existing strategy is an important part of real-world strategic planning. **Prerequisite(s): BUS3010, or BUS-FP3011 and BUS-FP3012.**

**BUS-FP4016 - Global Business Relationships (3 program points).** Within an international business research framework, learners use selected case studies and complementary theory to build and demonstrate a broad understanding of international business. Learners analyze multiple dimensions of international business including cultural; business structure; finance and trade; technology and communications; and political, economic, and legal perspectives to determine patterns and hierarchies in international business cultures. **Prerequisite(s): BUS3010, or BUS-FP3011 and BUS-FP3012.**

**BUS-FP4024 - Customer Behavior (3 program points).** Learners in this course demonstrate their knowledge of ways customers acquire, consume, and dispose of products and services. Learners analyze the buyer behavior of individual consumers, businesses, and governments and evaluate the influence demographics, popular culture, and subcultures have on buyer behavior. Learners also assess the managerial application of consumer behavior concepts, including current issues associated with ethics, law, and regulation. **Prerequisite(s): BUS-FP3030.**

**BUS-FP4043 - Compensation and Benefits Management (3 program points).** In this course, learners focus on theories related to compensation and reward systems in organizations and the practices used to create and maintain these systems. Course competencies include creating a base benefit plan, evaluating incentive programs, and analyzing the effects of laws and regulatory

agencies on compensation and benefits strategies. Learners also demonstrate a working knowledge of social and legal issues pertaining to compensation and of the skills organizations need to maintain competitive HR functions. **Prerequisite(s): BUS-FP3040.**

**BUS-FP4044 - Legal Issues in Human Resource Management (3 program points).** In this course, learners identify the scope and purpose of the legal framework of an enterprise. Learners analyze the effects of legal issues on an organization's human resource management function. Learners also create strategies for managing legal issues and identify ways to implement them. **Prerequisite(s): BUS-FP3040.**

**BUS-FP4045 - Recruiting, Retention, and Development (3 program points).** This course focuses on strategies for recruiting, selecting, and retaining top talent in support of the strategic needs of an organization. Learners analyze talent and acquisition strategies within the context of laws and regulations and explore current recruitment and selection techniques. **Prerequisite(s): BUS-FP3040.**

**BUS-FP4046 - Employee and Labor Relations (3 program points).** This course focuses on the dynamics of creating a mutually beneficial relationship between employer and employee. Topics include maintaining legal compliance and cultivating positive employee morale. Learners analyze and explain factors that affect the relationships between employees and organizations and how workplace policies can influence ethically and legally sound human resource management practices. Learners also examine and describe the impact of labor unions on the organization. **Prerequisite(s): BUS-FP3040, BUS-FP3045.**

**BUS-FP4047 - Employee Training and Development (3 program points).** In this course, learners assess and apply strategies of building effective training solutions that support an organization's human resource management goals. Learners identify Business strategies that lead to measurable and meaningful performance results, and gain and practice a deeper understanding of learning organizations. **Prerequisite(s): BUS-FP3040.**

**BUS-FP4048 - International Human Resource Management Issues (3 program points).** This course is an introduction to human resource management (HRM) in multinational corporations. Learners analyze global issues that affect HRM practices and investigate the role of culture and its influence in these organizations. **Prerequisite(s): BUS-FP3040.**

**BUS-FP4060 - Financial Accounting Principles (3 program points).** This course focuses on financial accounting principles and ways accounting information is used to assess an organization's financial performance. Learners evaluate the relationship between business events and accounting systems and analyze an organization's financial structure. **Prerequisite(s): BUS3060 or BUS-FP3061.**

**BUS-FP4061 - Managerial Accounting Principles (3 program points).** In this course, learners identify the role of accounting as it relates to managing an organization, then analyze accounting systems and financial statements. Learners also apply sound budgeting and time value of money principles from a managerial perspective. **Prerequisite(s): BUS-FP4060.**

**BUS-FP4062 - Intermediate Financial Accounting Topics and Trends (3 program points).** Learners in this course develop and exercise a working knowledge of financial accounting theory and practice using Generally Accepted Accounting Principles (GAAP) and Financial Accounting Standards Board (FASB) pronouncements. Learners acquire financial reporting skills and apply financial statement conceptual frameworks to prepare financial statements. **Prerequisite(s): BUS-FP4060.**

**BUS-FP4063 - Advanced Financial Accounting Topics and Trends (3 program points).** In this course, learners analyze and apply advanced financial accounting concepts and consolidated financial statement information. Learners also evaluate the influence of global money markets and demonstrate knowledge of partnership and corporate accounting issues and governmental entities. **Prerequisite(s): BUS-FP4062.**

**BUS-FP4064 - Cost Accounting for Planning and Control (3 program points).** This course emphasizes the role of cost and managerial accounting in the planning, control, and performance evaluation of business organizations. Learners examine the theory and practice of business control and identify strategic aspects within business decision cycles. **Prerequisite(s): BUS-FP4061.**

**BUS-FP4065 - Income Tax Concepts and Strategies (3 program points).** In this course, learners build and strengthen their knowledge of fundamental concepts of individual, partnership, and corporate income taxation and tax-related transactions. Learners examine events that affect tax decisions, apply tax guidelines, and analyze tax forms. **Prerequisite(s): BUS-FP4060.**

## Course Descriptions, *continued*

**BUS-FP4068 - Contemporary Auditing Using Investigative Accounting Practices (3 program points).** In this course, learners analyze the various types of financial and forensic audits, and the environment surrounding financial and forensic auditing. Learners also assess the background, practice and methods of conducting an audit, and ancillary services offered during an examination. Finally, learners use previously acquired accounting knowledge and investigative skills to render opinions and answer financial questions. **Prerequisite(s): BUS-FP4063.**

**BUS-FP4070 - Foundations in Finance (3 program points).** Learners in this course analyze principles of financial decision making and ways global economic conditions affect financial theory and decision-making processes. Learners also evaluate and apply finance principles using financial tools. **Prerequisite(s): BUS3060 or BUS-FP3062.**

**BUS-FP4121 - Ethics in Health Care Management (3 program points).** The focus of this course is on the ethical principles that guide health care management practices. Learners examine the role of personal moral integrity in ethical health care leadership, as well as the external and internal forces that influence health care management. Finally, learners also analyze a variety of ethical dilemmas that health care leaders face in today's rapidly changing health care environment. **Prerequisite(s): BUS-FP3026.**

**BUS-FP4122 - Health Care Economics (3 program points).** This course offers an in-depth study of health care economics and prepares learners to apply this knowledge to the future needs of health care organizations. It focuses on issues related to efficiency, effectiveness, value, and behavior in the production and consumption of health care. Learners examine current trends and historical perspectives in the health care industry to understand its unique economic structure, while applying critical thinking skills to analyze systemic impacts of the behavior of individuals, health care providers, public and private organizations, and governments. Learners also evaluate current public policies and reimbursement systems as well as their impacts on the overall health care system. **Prerequisite(s): BUS-FP3026; BUS3060, or BUS-FP3061 and BUS-FP3062.**

**BUS-FP4123 - Quality Assurance and Risk Management (3 program points).** In this course, learners research the interconnected functions of quality assurance and risk management in the health care field and

show how these factors are used to increase the quality of patient care and decrease the risk of litigation. Learners strategically analyze key components of quality assurance and risk management functions, quality indicators, and valid and reliable sources of decision-making information. Learners also use quality assurance assessment and evaluation to demonstrate how to continually meet an organization's educational needs. **Prerequisite(s): BUS-FP3026.**

**BUS-FP4124 - Health Care Marketing and Strategic Planning (3 program points).** Learners in this course build and apply a working knowledge of marketing and strategic planning in the health care field. Learners analyze external and internal marketing data, investigate industry competitive forces and marketing trends, and examine quality indicators and sources of consumer-driven information that are vital to the development of a marketing plan. Learners also use surveys and focus groups to assess consumer wants and demands. This course emphasizes the critical role of marketing in the health care organization's overall strategic plan and the associated significance of aligning marketing and strategic plan goals. **Prerequisite(s): BUS-FP3026, BUS-FP3030.**

**BUS-FP4125 - Legal Aspects of Health Care Management (3 program points).** In this course, learners gauge the impact of laws and regulations in various health care organization contexts. Learners analyze local, state, and federal health care laws and evaluate their applicability and effect on patient rights, care, and confidentiality; human resources; and organizational and professional licensure. Learners also research and examine common health care contractual arrangements and strategize organizational procedures that assist with managing potential legal risks associated with referral practices, employee and patient safety, and medical error. **Prerequisite(s): BUS-FP3026.**

**BUS-FP4126 - Health Care Information Management (3 program points).** This course focuses on effective Information management in the health care field. Learners explore and report on the ways information is managed and leveraged in the areas of daily operations; patient care, confidentiality, and safety; billing, finance, and cost-benefits analysis; and strategic planning. Learners also build and demonstrate competence using software and hardware systems and their associated clinical and administration applications. **Prerequisite(s): BUS-FP3026.**

**BUS-FP4127 - Evidence-Based Health Care Management (3 program points).** Learners in this course develop and apply an understanding of the origin, concept, and practice of evidence-based management relative to the health care field. Learners analyze the credibility and validity of evidence sources and identify potential evidence sources to use in health care management decision making. Learners also synthesize information from variety of evidence based sources to support leadership decisions from an operational and strategic perspective. **Prerequisite(s): BUS-FP3026.**

**BUS-FP4128 - Cultural Competence in Health Care (3 program points).** In this course, learners gain and apply knowledge of the business management skills used to effectively assess, create, and lead culturally competent health care organizations. Learners explore management responsibilities for creating and maintaining a workplace environment of cultural diversity and inclusion, as well as the challenges associated with this responsibility and the resources available to meet those challenges. Learners also examine how cultural health disparities and the social determinants of health affect the ability of health care organizations to provide culturally competent health care programs and services. **Prerequisite(s): BUS-FP3026.**

**BUS-FP4801 - Ethics and Enterprise (3 program points).** The focus of this course is on the economic, social, and environmental effects of business decisions and policies. Learners identify significant ethical issues affecting today's multicultural business environment and evaluate how businesses have responded to them through policy development. Through case studies and examples of current business practices, learners analyze successful and unsuccessful strategies for establishing ethical standards and corporate social responsibility.

**BUS-FP4802 - Change Management (3 program points).** In this course, learners acquire and demonstrate change management competencies by exploring change dynamics and identifying ways to facilitate change. In addition, learners identify knowledge and skills required to lead, facilitate, and support change management. Case studies help learners gain an understanding of the unfolding dynamics of planned and unplanned change in organizations from the multiple perspectives of various stakeholders. Trust building, fear containment, and broad participation in the change process receive special attention.

## Course Descriptions, *continued*

**BUS-FP4993 - Business Capstone Project (3 program points).** The capstone project is the culmination of the BS in Business degree program. Learners demonstrate their technical and applied business knowledge and competencies along with critical-thinking and communication skills. Learners also formulate ideas for a new business product or service, create a vision, and develop a strategic plan that describes how to implement their concept. ***For BS in Business, FlexPath option learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.***

### Communication

**COM-FP1100 - Navigating a Digital World (2 program points).** In this course, learners build their knowledge of technological tools to stay organized, maximize their time, and stand out personally and professionally in the workplace. Learners use computers, software, and online tools to effectively complete a task, apply digital tools and organization techniques to effectively create timelines and set priorities, and investigate organizational strategies to maximize productivity.

**COM-FP1200 - Communication at Work (2 program points).** In this course, learners develop key workplace communication skills, including writing, listening, and speaking with credibility. Learners acquire effective communication skills by participating in different communication scenarios and applying active listening. In addition, learners practice time-management solutions by exploring different technologies.

**COM-FP2050 - Visual Design in Communications (1.5 program points).** This course is an introduction to visual design in communication. Learners apply the principles of visual design, explain various visual design methods, and evaluate their influences on communication.

**COM-FP3700 - Conflict Resolution (3 program points).** In this course, learners identify and analyze the factors that promote conflict and apply the fundamental skills and tools used to resolve conflict in personal and professional situations.

### Economics

**ECO-FP1100 - Taking Charge of Your Economic Future (2 program points).** In this course, learners investigate key concepts of economics and personal finance. Learners gain the knowledge and skills necessary to leverage analysis tools, as well as economic reasoning and planning skills.

### English

**ENG-FP1000 - English Composition (3 program points).** This course is an introduction to writing research techniques and various forms of writing, including expository writing. Learners strengthen and demonstrate their ability to think critically; to develop and organize writing topics; and to revise their writing for clarity of purpose, readability, and style.

**ENG-FP1200 - Discover the Writer in You (2 program points).** In this course, learners identify how to harness the power of words in a professional environment. Learners analyze the fundamentals of business and technical writing to understand how to write for a variety of purposes. Learners also gain the skills necessary to craft a clear and targeted message for any audience.

**ENG-FP2200 - The Power of Persuasion (2 program points).** In this course, learners assess how to use writing to understand, influence, and connect with an audience. Learners identify how to use primary and secondary research to support their arguments, as well as how to document their research. Learners develop the skills necessary to research and analyze the writing of others to evaluate credibility.

### History

**HIS-FP1100 - U.S. History: Learn from the Past, Prepare for the Future (2 program points).** In this course, learners investigate key events in U.S. history and make connections to their influence and impact on society today. Learners analyze how knowledge of the past helps to understand the world today and make more informed decisions about the future. In addition, learners critically analyze information and decide what is credible and accurate to draw their own conclusions.

### Information Systems and Technology Management

**ISTM-FP5010 - Integration of Information Technology and Business (2 program points).** This course addresses the importance of aligning IT goals and business goals. Learners develop processes used to identify stakeholders, define core processes, and identify and align IT goals with business goals. Learners also demonstrate the necessary skills for partnering with other functional units and communicating the vision necessary to create this alignment in their organizations.

**ISTM-FP5015 - Complex Information Technology Global Enterprise Systems: Planning and Management (2 program points).** Learners in this course examine and apply management processes used for complex project management in today's rapidly changing technology environments. Learners also develop a plan for an enterprise system and analyze the impact of multiculturalism and diversity on planning and management.

**ISTM-FP5020 - Leading a Global Information Technology Enterprise: Systems and Security (2 program points).** In this course, learners build their knowledge of and identify the complexities of managing the integration of hardware and software, focusing on risk management across enterprise systems. Learners analyze the decision-making processes behind buying versus developing the component parts of these systems.

**ISTM-FP5025 - Analytics, Data Management, and Knowledge Management (2 program points).** In this course, learners explore and demonstrate how to better use data as part of the decision-making processes in business. Learners synthesize concepts of data collection, usability, and accessibility in order to identify ways data becomes part of the broader concepts of business intelligence and knowledge management. Topics also include the importance of visualization in the presentation of data to a variety of stakeholders.

**ISTM-FP5030 - Innovation, Leadership, and Ethics (2 program points).** In this course, learners apply their understanding of leadership theory and ethical frameworks to complex business cases that reflect the need for innovative technology solutions in today's workplace. Learners demonstrate the skills needed to leverage the best in their technology operations, understand the need to collaborate with partners, transform the thinking in their organization, and envision ways IT can enable new business strategy.

**ISTM-FP5112 - Global Network Policy, Regulation, and Governance (2 program points).** This course focuses on the impact of laws, policy, and regulations on network operations. Learners analyze methods of aligning network policies that mitigate risk with business needs within the context of policies, laws, and regulations. Learners also create a contingency plan template for responding to possible policy and regulatory changes.

## Course Descriptions, *continued*

**ISTM-FP5900 - Information Systems and Technology Management Capstone (2 program points).** In this course, learners demonstrate proficiency in information systems and technology management by developing and executing a project plan that includes a proposed topic, the associated skills and competencies to be exhibited in the project, and an outline of the project deliverables with completion dates. **For MS in Information Systems and Technology Management, FlexPath option learners only. Must be taken during the learner's final quarter. Prerequisite(s): Completion of all required coursework. Cannot be fulfilled by transfer or prior learning assessment.**

### Information Technology (Undergraduate)

**IT-FP1006 - Communication Strategies for the Information Technology Professional (3 program points).** In this course, learners analyze contemporary topics from the field of information technology. Learners gain knowledge and experience in computing systems and systems requirements, options, and issues. Learners also strengthen and apply skills needed for professional communication. **For BS in Information Technology, FlexPath option learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**IT-FP2230 - Introduction to Database Systems (1.5 program points).** This course is an introduction to the fundamental concepts of databases and database management systems (DBMS). Learners demonstrate vocabulary, component requirements, sorting and querying, and maintenance of simple databases using the fundamentals of database manipulation. Learners also apply Structured Query Language (SQL) and relational database management systems (RDBMS).

**IT-FP2240 - Introduction to Programming (1.5 program points).** This course introduces learners to the C programming language. Learners gain knowledge of fundamental procedural programming constructs, algorithms, and basic data structures. Learners apply this knowledge to implement functional requirements in console applications.

**IT-FP2249 - Introduction to Programming with Java (3 program points).** This course introduces learners to the programming discipline and prepares them to serve as Java programmers. Learners study and apply the fundamentals of the Java programming language such as data types, variables, expressions, statements, and methods. Learners also examine and practice the

Java-object-oriented features of classes and objects. The course offers numerous opportunities for analyzing, designing, coding, testing, debugging, and evaluating Java programs in an authentic Java development environment.

**IT-FP2250 - Introduction to Network Technology (1.5 program points).**

This course introduces learners to the key concepts underlying Local Area Network (LAN), Metropolitan Area Network (MAN), and Wide Area Network (WAN). Learners examine the layered architecture of the network protocol stack, including the OSI and the TCP/IP models, and apply the principles of designing networks and implementing network protocols. Learners also apply topics of network topologies, cloud computing, networking devices, cabling, and basic network security.

**IT-FP3165 - Ethics for the Information Technology Professional (1.5 program points).** Learners in this course identify and apply their knowledge of inherent ethical concerns in the information technology profession to cultural and human interaction in global and domestic issues. Learners also show evidence of their understanding of ethical codes related to web technologies, intellectual property, and cybercrime.

**IT-FP3212 - Introduction to Web Development (1.5 program points).** This course focuses on the development of fundamental web design and development skills. Learners create web pages using HTML5 markup language and apply contemporary design principles to create a W3C compliant website. Learners format the page layout, structure, and visual design elements using CSS3, with emphasis placed on effective coding, visual design, and user experience.

**IT-FP3215 - Introduction to JavaScript (1.5 program points).** This course introduces JavaScript for interactive web pages. Learners in this course cover the JavaScript scripting language essentials, including flow control, form validation, animation, and Document Object Model (DOM) manipulation. Learners develop client-side, platform independent functionality using JavaScript to enhance user experience with HTML5 and CSS3. This course provides a foundation for other web technologies such as jQuery and AJAX. **Prerequisite(s): IT-FP3212.**

**IT-FP3225 - Business Goals for the Information Technology Professional (1.5 program points).** This course focuses on core enterprise organizations, business processes, and information technology infrastructures. Learners display their

understanding of the value of information technology in achieving organizational maturity. Learners in this course apply their knowledge of the relationship that exists between an enterprise organization's business and information technology goals with operational models.

**IT-FP3301 - User Experience and Interaction Design (1.5 program points).** In this course, learners explore the boundary between humans and technology with a focus on the human factors that influence the design of effective interfaces and engaging user experiences. Learners analyze designs for enterprise, mobile, and web interactive environments. Learners also define user characteristics, design for accessibility, and appraise usability. **Prerequisite(s): IT-FP2240 or IT-FP2249.**

**IT-FP3315 - Hardware and Operating Systems (1.5 program points).** In this course, learners demonstrate their knowledge of hardware and operating systems, focusing on peripherals and file management. Learners use modern operating systems, including Windows, Linux and MacOS to demonstrate their skill with hardware and operating systems.

**IT-FP3318 - Systems Administration (1.5 program points).** This course provides the opportunity for learners to acquire the foundational skills and knowledge required of a systems administrator. Learners employ tools and procedures to install, configure, administer, troubleshoot, and maintain modern computer systems.

**IT-FP3345 - Software Architecture (1.5 program points).** In this course, learners demonstrate knowledge and skills related to the fundamentals of software engineering and architecture. During a course-long project, learners create a Software Development Plan (SDP) to use as a foundation for future software development projects within an organization. Other topics include software process models, project definition, project organization, validation plan and version control. **Prerequisite(s): IT-FP2230.**

**IT-FP3348 - Intermediate Programming (1.5 program points).** In this course, learners use C++ to demonstrate their knowledge and skills with programming. Learners apply their knowledge and skill with the programming language to demonstrate common programming concepts such as design patterns, data abstraction, inheritance, polymorphism, data structures, algorithms, and recursion. **Prerequisite(s): IT-FP2240.**

## Course Descriptions, *continued*

**IT-FP3349 - Intermediate Java Programming (1.5 program points).** This course focuses on beyond basic features and techniques of the Java programming language. Learners study and practice advanced object-oriented programming concepts like inheritance, polymorphism, interfaces, and abstract classes. Learners also cover programming Graphical User Interface (GUI) applications with Java and the Java rich library of data structures like lists, stacks, and queues. Learners apply these features and techniques to develop applications of moderate complexity. **Prerequisite(s): IT-FP2249.**

**IT-FP3355 - Network Architecture (1.5 program points).** Learners in this course demonstrate their knowledge and skills with the fundamentals of network architecture. Learners apply knowledge of network characteristics and network topologies to develop a scope document for a proposed network architecture. **Prerequisite(s): IT-FP2250.**

**IT-FP3358 - Information Security Concepts for the Information Technology Professional (1.5 program points).** Learners in this course demonstrate their knowledge of information security fundamentals. Learners apply their understanding of the concepts of confidentiality, integrity, and availability to the basics of access control and network security measures.

**IT-FP4070 - Cyber Defense and Countermeasures (3 program points).** This course provides an in-depth coverage of the design, implementation, and troubleshooting of security infrastructure. Learners identify and apply the principles of cyber defense in-depth techniques by using cryptography, encryption, Public Key Infrastructure (PKI), digital signatures, and perimeter security techniques. **Prerequisite(s): IT-FP3355, IT-FP4803.**

**IT-FP4071 - Cyber Attacks and Ethical Hacking (3 program points).** Learners in this course use techniques and common utilities to develop their understanding of how hackers attack computers and networks. Learners investigate security threats and ways that system vulnerabilities are exploited to attack systems. In addition, learners identify Intrusion Detection Systems (IDS), ethical hacking techniques, sniffers, protocols, social engineering, vulnerability analysis, and penetration testing to ensure infrastructure security. **Prerequisite(s): IT-FP3355, IT-FP4803.**

**IT-FP4073 - Organizational Security (3 program points).** In this course, learners analyze the people and process involved

in information assurance and security, with particular focus on security life cycle, certification and accreditation, configuration management, employment practices, and security awareness. Learners examine best practices of policy development along with industry-specific standards and interpret industry-specific laws and regulations, such as Health Insurance Portability and Accountability Act (HIPAA), Sarbanes-Oxley (SARBOX), and National Institute of Standards and Technology (NIST). In addition, learners gain and demonstrate knowledge of biometrics and privacy concerns in computing, personnel, and physical security. **Prerequisite(s): IT-FP3355, IT-FP4803.**

**IT-FP4075 - Computer Forensics (3 program points).** Learners in this course scrutinize computer forensics as a discipline that supports law enforcement professionals in investigating white collar crime. Learners use computer forensics tools and techniques, and evaluate crime investigations, incident response and handling, and legal issues. **Prerequisite(s): IT-FP3355, IT-FP4803.**

**IT-FP4076 - Security Management and Policies (3 program points).** In this course, learners increase their knowledge of hands-on security management practices by analyzing security policies and procedures, risk management, and business continuity planning. Topics include security and business need trade-offs, risk assessments, designing security policies and procedures and a business continuity plan, and enforcement of security policies and procedures. **Prerequisite(s): IT-FP3355, IT-FP4803.**

**IT-FP4079 - Python Scripting (3 program points).** This course focuses on the role scripting plays in information security. Learners gain and demonstrate knowledge of the fundamentals of Python scripting by developing a range of security-related scripts. **Prerequisite(s): IT-FP2240, IT-FP4803.**

**IT-FP4080 - Operating Systems and Application Security (3 program points).** Learners in this course practice securing operating systems and applications by identifying areas of vulnerability and the technologies that are available to mitigate those vulnerabilities. Learners also build and demonstrate knowledge of all classes of applications including mobile, email, databases, and web applications. **Prerequisite(s): IT-FP4803.**

**IT-FP4150 - Internetworking Architectures 1 (1.5 program points).** Learners in this course develop their understanding of the design and integration of multi-protocol networks (local area networks and wide area networks) to form an enterprise network. Learners

design intranets/internets, virtual local area networks (VLANs), and firewalls using different internetworking devices and media. Learners gain the skills needed to configure Cisco® equipment, and analyze issues associated with designing enterprise networks including cost, compatibility, expandability, security, and future requirements. **Prerequisite(s): IT-FP3355 and IT-FP3358.**

**IT-FP4155 - Internetworking Architectures 2 (1.5 program points).** This course focuses on the architectural methodologies used in the design and development of computer networks, including the physical structure of internal components of network devices and their interactions in local area networks (LANs) and wide area networks (WANs). Learners evaluate the planning, methods, procedures, and tools necessary to prevent vulnerabilities in networked systems, and examine the procedures used to validate and restore network services following an incident. Learners also strengthen the skills needed to manage, operate, and maintain networked, managed, and linked systems and peripherals. **Prerequisite(s): IT-FP4150.**

**IT-FP4160 - Internetwork Analysis and Design (1.5 program points).** In this course, learners investigate the internetworking concepts for analyzing, planning, designing, and securing an enterprise network. In particular, learners apply a top-down approach to network design, modular hierarchies, enterprise network considerations, IPv4 and IPv6 addressing, wireless network architectures, and internetworking security lifecycle. **Prerequisite(s): IT-FP4155.**

**IT-FP4165 - Internetwork System Assurance and Security (1.5 program points).** This course introduces learners to information assurance and security for Cisco® IOS. Learners gain knowledge and skills needed to develop security infrastructures, recognize threats, identify vulnerabilities, and protect an organization from exposure to online dangers. Learners use Cisco hardware and software to incorporate security-conscious designs and test strategies for recognizing and mitigating threats, as well as identifying common layer 2 attacks. Learners also explore hardware filtering, site-to-site VPNs, and authentication and encryption techniques. **Prerequisite(s): IT-FP4155.**

**IT-FP4170 - Wireless Networks (1.5 program points).** Learners evaluate fundamental wireless networking concepts and tools for planning, installing, configuring, optimizing, securing, and troubleshooting wireless local area networks (WLANs). Learners acquire and demonstrate knowledge

## Course Descriptions, *continued*

of wireless-related technologies, standards, and topologies for network professionals who must design and implement secure wireless network infrastructures. **Prerequisite(s): IT-FP3355 and IT-FP3358.**

### **IT-FP4510 - Network Infrastructures Administration (1.5 program points).**

In this course, learners explore fundamental network administration concepts using the latest network operating system (NOS) tools for planning, installing, configuring, optimizing, securing, printing, and troubleshooting an enterprise network. Topics include IPv6, DHCP, DNS, group policy, SNMP, and print services. **Prerequisite(s): IT-FP3355 and IT-FP3358.**

### **IT-FP4520 - Advanced Network Infrastructures Administration (1.5 program points).**

In this course, learners examine and apply advanced network administration concepts using the latest network operating system's (NOS) tools for deploying servers and configuring remote access, web services, and network application services within an enterprise network. Learners evaluate virtual machines, integrated services, cluster failover, load balancing, RAID, IIS, SMTP, SAN, and SSL. **Prerequisite(s): IT-FP4510.**

### **IT-FP4530 - Enterprise Administration (1.5 program points).**

Learners employ administration concepts related to enterprise networks using the latest network operating system's (NOS) tools for deploying servers and configuring network application services within an enterprise network. Learners also apply concepts such as IP addressing, name resolution, remote access, Terminal Services, Active Directory, authentication, and data security to large enterprise networks. **Prerequisite(s): IT-FP4520.**

### **IT-FP4541 - Enterprise Server Infrastructure 1 (1.5 program points).**

Learners in this course develop the skills to plan, design, analyze, and implement servers in an enterprise environment. Learners acquire and apply knowledge of implementation strategies specific to server migration, virtualization planning, DHCP design, VPN solutions, deploying file and storage services, and Active Directory configuration. **Prerequisite(s): IT-FP4530**

### **IT-FP4551 - Enterprise Server Infrastructure 2 (1.5 program points).**

Learners investigate and implement advanced topics in the administration and strategic support of enterprise server environments. Learners also develop administrative and monitoring strategies; build an understanding of federated identity solutions, site certificates, failover and clustering, and business

continuity; and evaluate technical planning and deployment strategies for virtualized environments. **Prerequisite(s): IT-FP4541.**

### **IT-FP4561 - Linux Operating Systems (1.5 program points).**

Learners in this course demonstrate an understanding of the fundamental concepts of the Linux operating system. Learners use command line tools and software packages, and practice hardware configuration, file management, process management, and file editing. **Prerequisite(s): IT-FP3318.**

### **IT-FP4571 - Advanced Linux Operating Systems (1.5 program points).**

In this course, learners apply knowledge of advanced topics specific to the Linux operating system. Learners administer the Linux system, script, and implement network configuration and security. **Prerequisite(s): Completion of or concurrent registration in IT-FP4561.**

### **IT-FP4580 - RFID Technologies (1.5 program points).**

In this course, learners investigate the fundamentals of RFID technologies and assess the tools for planning, installing, configuring, optimizing, monitoring, and troubleshooting RFID within a network environment. Learners build and demonstrate knowledge of interrogation zones, tag classification, RF propagation, standards and regulations, and RF infrastructure design. **Prerequisite(s): IT-FP3355 and IT-FP3358.**

### **IT-FP4803 - System Assurance Security (3 program points).**

This course is an overview of information assurance and security topics for network administrators who must implement security strategies to protect their organization from exposure to the Internet; network designers also create security-conscious designs. Learners identify and apply strategies to guard against hackers and forms of viruses, use firewalls and gateways, and build authentication skills and encryption techniques. Learners identify methods for attacking a network system and validate defense against them. Upon successful completion of this course, learners are prepared to take the exam for the Security+ certification. **Prerequisite(s): IT-FP3355.**

### **IT-FP4990 - Information Technology Capstone Project (3 program points).**

In this course, learners apply knowledge and skills from other courses as they develop a project that benefits an organization, community, or industry. Learners prepare a proposal that includes a project description, deliverables, completion dates, and associated learning. Upon approval from the instructor, learners execute the proposal, record their progress weekly using a project tracking website, and produce a final project report. **For BS in**

**Information Technology, FlexPath option learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.**

## Math

**MAT-FP1050 - College Algebra (3 program points).** Learners in this course evaluate and perform linear, exponential, logarithmic, and other mathematical functions that include algebraic, graphic, and numeric properties. Learners then apply these concepts to the social and natural sciences, business, and everyday life.

**MAT-FP1100 - Using Math in the Real World (2 program points).** In this course, learners gain an understanding of numbers and how to use and interpret them. Learners examine mathematics using an easily understandable approach for basic math and algebra to connect mathematical concepts and everyday life.

**MAT-FP2001 - Statistical Reasoning (3 program points).** This course introduces fundamental concepts of elementary statistics, including descriptive statistics, methods of counting, probability distributions, approximations, estimation, and hypothesis testing. Learners use these concepts to apply and interpret statistical results.

**MAT-FP2051 - Discrete Mathematics (3 program points).** This course presents an overview of mathematical analysis techniques. Learners apply number logic and set theory, functions and sequences, relations equivalence, partial order, digraphs, recurrence relations, counting techniques, logic and techniques of proof, graphs, and algorithms to the fields of business and information technology. **Prerequisite(s): MAT-FP1050.**

## Master of Business Administration

**MBA-FP6006 - Leading Innovation in the Global Organization (1.5 program points).** In this course, learners research the global leadership models and practices that drive innovation and enhance competitive advantage in complex and diverse environments. Learners also explore and assess the ways global leaders work to shape organizational culture and processes that support innovation and change. **For FlexPath option MBA degree and certificate program learners and non-degree learners only.**

**Course Descriptions, continued****MBA-FP6008 - Global Economic Environment (1.5 program points).**

This course covers microeconomic and macroeconomic principles, theories, and tools and their applications in business. Learners analyze the national economy, global economy, and comparative advantage; factor inputs used to create value in different industry and market structures; and the tools employed by the Federal Reserve System and the federal government to create and implement fiscal and monetary policies. Learners also develop and demonstrate their knowledge of theories of the firm and the ways in which individuals and firms make economic decisions. **For FlexPath option MBA degree and certificate program learners and non-degree learners only.**

**MBA-FP6012 - Integrated Global Marketing (1.5 program points).** Learners examine tools, techniques, methods, and emerging marketing thought employed by organizations that market goods, services, and ideas in local and global environments. Topics include fundamental marketing principles, marketing models and practices, marketing information sources and their associated uses, and the integration of marketing with other organizational functions. Learners also explore the link between marketing and business objectives; the environment beyond the firm; and the role of objectives, strategies, and tactics in marketing and demonstrate their competence in understanding and applying marketing concepts. **For FlexPath option MBA degree and certificate program learners and non-degree learners only.**

**MBA-FP6014 - Financial Accounting (1.5 program points).** This course covers the tools, techniques, and methods of financial accounting and their applications in business. In particular, learners explore appropriate techniques for applying financial tools in support of business decisions across local and global organizations. Learners also develop their skills and knowledge of financial statement development, analysis, and control, and the tax, ethical, and legal implications of various accounting decisions. **For FlexPath option MBA degree and certificate program learners and non-degree learners only.**

**MBA-FP6016 - Finance and Value Creation (1.5 program points).** This course addresses the tools, techniques, and methods of finance and their applications in business. In particular, learners examine the financial tools and methods used to create firm value across local and global organizations. Learners also explore and demonstrate competencies

related to the financial structures of firms; global financial markets; and the tax, ethical, and legal implications of various finance decisions. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6014.**

**MBA-FP6018 - Data Analysis for Business Decisions (1.5 program points).** Learners in this course analyze ways that data analysis informs business decisions and practice applying tools and techniques for converting raw qualitative and quantitative data into information that supports organizational decision making. Other course topics include data acquisition and organization, descriptive and basic inferential statistics, and content analysis. **For FlexPath option MBA degree and certificate program learners and non-degree learners only.**

**MBA-FP6022 - Strategic Operations Management (1.5 program points).** In this course, learners explore and apply the tools, techniques, and methods used to manage systems that produce the organization's products. In particular, learners develop the ability to apply process design; quality, capacity, and inventory management; and strategic considerations to operations management. Learners also evaluate the decisions for which operations managers are held accountable; the methods used to make those decisions; and the effects of those decisions on an organization's productivity, effectiveness, and efficiency. **For FlexPath option MBA degree and certificate program learners and non-degree learners only.**

**MBA-FP6024 - Organizational Strategy (1.5 program points).** In this course, learners integrate the theories, practices, and models of strategy with foundational global business knowledge. Learners examine the competitive local and global business environment, evaluate the core business functions of various organizations, and analyze the information that derives from those functions. Learners then synthesize this information into a comprehensive strategic review that is designed to enhance organizational decision making and leadership. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6008 or MBA6180; MBA-FP6014; MBA-FP6016; MBA-FP6018 or MBA6140. Prerequisites do not apply to Business Management and Management Consulting certificate learners. Cannot be fulfilled by transfer or prior learning assessment.**

**MBA-FP6026 - The Global Leader (1.5 program points).** This course addresses the purpose, function, and responsibility of leaders in complex global business environments. Learners develop and demonstrate best practices for increasing self-awareness and establishing personal and professional ways to grow in a competitive, complex workplace. Learners also analyze future concerns and challenges related to global leadership. **For FlexPath option MBA degree and certificate program learners and non-degree learners only.**

**MBA-FP6028 - Business Integration Skills (1.5 program points).** Learners in this course synthesize the theories, practices, and models of foundational business disciplines by participating in a comprehensive business scenario experience. Learners identify, analyze, and apply principles of organizational strategy to a business situation using critical thinking, problem solving, competitive analysis, and the foundational skills learned in previous coursework. Learners gain and demonstrate knowledge of the ethical implications and communication issues inherent in making a variety of complex business decisions. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. MBA-FP6028 and MBA-FP6900 must be taken in sequence. Prerequisite(s): MBA-FP6006 or MBA6020; MBA-FP6008; MBA-FP6012; MBA-FP6014; MBA-FP6016; MBA-FP6018 or MBA6140; MBA-FP6022; MBA-FP6024; MBA-FP6026. Cannot be fulfilled by transfer or prior learning assessment.**

**MBA-FP6120 - Sales and Customer Relationship Management (1.5 program points).** This course focuses on the theory and practice of strategic selling, including the design of evidence-based, sustainable solutions for sales and marketing challenges. Learners identify opportunities for leadership and ways to incorporate technology in a competitive, global sales environment. As they design strategies for sales force development and customer relationship management, learners synthesize concepts and theories with life experiences. Finally, learners develop a personal sales and sales leadership philosophy associated with middle- or senior-level sales management positions. **For FlexPath option MBA degree and certificate program learners and non-degree learners only.**

**MBA-FP6121 - Foundations of Supply Chain Management (1.5 program points).** Learners in this course examine and articulate the fundamental concepts of

## Course Descriptions, *continued*

supply chain management from a systems theory perspective and the changes in scope and scale that globalization has brought to internal business processes. Learners demonstrate this knowledge to develop a broad understanding of management best practices in global markets. **For FlexPath option MBA degree and certificate program learners and non-degree learners only.**

**MBA-FP6123 - Supply Chain Design and Management (1.5 program points).** In this course, learners examine supply chain management as a logistics network that provides strategic advantage to global managers. Learners consider the role of societal cultural fluency and the logistics of global operations. Learners also study customer relationship management and its effect on the overall supply chain. Throughout the course, learners apply these concepts in a series of case studies. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6121.**

**MBA-FP6125 - Logistics (1.5 program points).** Learners in this course develop and demonstrate their knowledge of the traditional logistics of the delivery of goods in today's business- to-business environment. Learners identify and interpret the cost components of the supply chain, including an efficient and effective logistics system, and analyze their individual and collective effects on organizational performance. Learners also articulate the five disciplines for top-performing logistics networks. **For FlexPath option MBA degree and certificate program learners and non-degree learners only.**

**MBA-FP6127 - Effective Global Strategic Sourcing (1.5 program points).** Learners in this course develop their competency in fully integrating the supply chain to position quality as a strategic competitive advantage. Learners identify and interpret ways to use strategic resourcing to achieve consistent quality, thus enabling market share growth and preventing market share erosion. Learners also examine and demonstrate the importance of managing relationships with global suppliers and establishing consistent quality benchmarks. **For FlexPath option MBA degree and certificate program learners and non-degree learners only.**

**MBA-FP6131 - Statistical Methods (1.5 program points).** Learners in this course strengthen their understanding and demonstrate knowledge of the statistics and statistical methods used in business analytics. In particular, learners examine exploratory

data analysis, multiple linear regression, analysis of variance (ANOVA) and analysis of covariance (ANCOVA), cluster analysis, and survey data analysis. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6018 or MBA6140.**

**MBA-FP6133 - Management Decision Methods (1.5 program points).** In this course, learners examine and demonstrate their knowledge of analytical modeling tools and techniques and their associated practical applications in business. Learners examine managerial decision theory and analyze business decisions made under conditions of uncertainty. Other course topics include forecasting analysis, decision trees analysis, linear programming modeling, program evaluation and review techniques, and critical path methods. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6018 or MBA6140.**

**MBA-FP6135 - Data Mining and Reporting (1.5 program points).** This course covers the processes and methods of extracting information from internal databases to support strategic business decision making. Learners focus on developing and applying the skills needed to use industry-standard business analytic tools for data access and management, cleaning, mining, and reporting. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6018, MBA-FP6131, or MBA6140.**

**MBA-FP6137 - Primary Data Collection (1.5 program points).** This course covers processes and methods of collecting primary qualitative and quantitative data to support business decision making. Learners examine and demonstrate knowledge of various data collection strategies and tools; the process of collecting data using case studies, focus groups, questionnaires, and in-depth interviews; and fundamental qualitative data analysis techniques. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6018 or MBA6140.**

**MBA-FP6141 - Entrepreneurial Ventures (1.5 program points).** This course is an introduction to historic, current, and emerging thought in entrepreneurial venture feasibility, research, and planning. Learners investigate various legal forms of entrepreneurial ventures and the factors that influence the selection of one over another, and conduct research to determine and support the feasibility of a business idea, customer base, and market. Learners then

apply this knowledge to establish a general strategy and plan for an entrepreneurial venture. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6012. Prerequisite does not apply to Entrepreneurship and Management Consulting certificate learners.**

**MBA-FP6143 - Entrepreneurial Leadership (1.5 program points).** This course focuses on human involvement in entrepreneurial ventures. Learners examine entrepreneurial fact and fiction and consider their suitability as entrepreneurs. Learners also examine the various roles of entrepreneurial leaders and the opportunities and challenges associated with leading and managing entrepreneurial ventures, including work-life balance and risk. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6006 or MBA6020; completion of or concurrent registration in MBA-FP6141. Prerequisites do not apply to Entrepreneurship certificate learners.**

**MBA-FP6145 - Venture Financing (1.5 program points).** In this course, learners analyze various entrepreneurial venture funding options, including the use of outside partners such as venture capital firms and investors. Learners evaluate and compare the risks and rewards of various funding options and determine their suitability to different business situations, scopes, goals. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6016, MBA-FP6141. Prerequisites do not apply to Entrepreneurship certificate learners.**

**MBA-FP6147 - Entrepreneurial Strategy (1.5 program points).** In this course, learners research various strategies used in local and global entrepreneurial ventures. Learners analyze how these strategies help facilitate the sustainability of the venture, as well as how different strategies can be administered at different times of the venture's lifecycle. Other course topics include entrepreneurial exit strategies and current topics associated with entrepreneurial social responsibility, including "green"/environmental considerations. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6024, MBA-FP6141. Prerequisites do not apply to Entrepreneurship and Management Consulting certificate learners.**



## Course Descriptions, *continued*

**MBA-FP6152 - Advanced Accounting (1.5 program points).** In this course, learners apply their knowledge of accounting applications to more advanced accounting methods encountered in business operations. Learners focus on specialized areas of accounting, such as accounting for long-term contracts, leases, investments, consolidations, and foreign currency. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6014.**

**MBA-FP6154 - Budget Planning and Control (1.5 program points).** In this course, learners develop their ability to apply a system approach to planning and controlling organizational budgets. Learners demonstrate their competency in preparing budgets, accounting, performance reports, analyzing the impact of budgets on an organization, the function of budgetary systems in organizational planning, and control. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6152.**

**MBA-FP6156 - Audit and Control of Accounting Information Systems (1.5 program points).** Learners in this course apply analytical procedures to audit and evaluate the control of computerized accounting information systems. Learners evaluate auditing and evaluation standards and the effects of auditing on information technology in business operations. The course also covers statistical analyses of accounting control systems. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6152.**

**MBA-FP6158 - Accounting Information for Decision Making (1.5 program points).** In this course, learners gain knowledge of the nature and function of accounting information in the decision-making process. They examine strategies for integrating accounting systems with financial information from managers and other professionals in order to make better decisions. Learners also explore the uses of accounting information in functional areas such as finance, management, and marketing. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6152.**

**MBA-FP6182 - Impact of Advances in Information Technology (1.5 program points).** Learners in this course examine emerging advances in information technology and select a technological advance to investigate and evaluate for incorporation

into an organization. Learners demonstrate ways that the advance helps to solve a business-related problem, build a formal case for justifying introduction of the advance into the organization, and present the case to the organization's management. **For FlexPath option MBA degree and certificate program learners and non-degree learners only.**

**MBA-FP6231 - Project Planning, Management, and Financial Control (1.5 program points).** This course focuses on defining management techniques for planning, estimating, and facilitating successful enterprise projects. Learners define a project, develop work breakdown structures, prepare project schedules, and determine ways to coordinate the various resources. Techniques are introduced to help keep projects on track and enhance team motivation. In addition, learners explore and demonstrate planning, time management, and risk management skills that support them throughout their program and professional career. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6016. Prerequisite does not apply to Management Consulting certificate learners.**

**MBA-FP6233 - Assessing and Mitigating Risk (1.5 program points).** This course addresses the important elements of risk management, such as risk management planning, risk identification, risk analysis, development of appropriate responses, and risk monitoring and control. Learners demonstrate their knowledge of the process of identifying, analyzing, and appropriately responding to project risk by implementing a risk management plan. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6231.**

**MBA-FP6235 - Project Procurement and Solicitation (1.5 program points).** This course covers the major processes used in project procurement management including planning, solicitation, source selection, contract administration, and contract closeout. Learners analyze and explain the impact of project assumptions and constraints on procurement management, and apply their knowledge of tools and techniques by developing a procurement management plan based on current best practices. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6231.**

**MBA-FP6237 - Advanced Project Management Techniques (1.5 program points).** This course focuses on advanced project management topics and techniques. Learners examine techniques for balancing scope, time, cost, and quality in managing a project and implement planning, monitoring, and controlling techniques in a project. Learners evaluate the importance of applying quality standards and best practices in developing project management strategies. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6231.**

**MBA-FP6241 - Human Resource Management in the 21st-Century Knowledge Organization (1.5 program points).** This course provides a global perspective on the human resource management field. Learners examine and analyze traditional HRM functions such as human capital recruitment, development, and retention. Learners compare strategic and tactical approaches to human resource management and evaluate communication, influence, and strategic practices in global organizations. **For FlexPath option MBA degree and certificate program learners and non-degree learners only.**

**MBA-FP6242 - Building Organizational Effectiveness (1.5 program points).** In this course, learners gain an understanding of ways in which human resource management practices and programs contribute to organizational effectiveness. Learners examine the impact of HRM practices and programs on increasing employee engagement and commitment, supporting cultural diversity, and complying with laws and regulations. Learners also explore best practices of contemporary organizations for supporting organizational effectiveness and employee engagement. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6241.**

**MBA-FP6247 - Human Capital Management (1.5 program points).** This course introduces learners to the fundamental practices of human capital management. Learners analyze and assess practices associated with workforce development and workforce management from a global perspective. Learners also synthesize and apply the principles and concepts of human capital management to an organization. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6241.**

## Course Descriptions, *continued*

**MBA-FP6249 - Organizations, Governance, and the Law (1.5 program points).** This course covers the foundational elements of legal thinking, practice, and application needed to understand the role and influence of the organizational laws and legal practices. Learners examine the roles and influence of law in the workplace, and study legal theories, practices, and strategies used by attorneys to develop workplace policies and address other employment-related issues. Finally, learners demonstrate their legal knowledge, thought, and practice through experiential activities. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6241.**

**MBA-FP6271 - Strategic Management of Health Care Systems (1.5 program points).** This course provides an in-depth examination and analysis of strategic management in the health care industry. Learners use strategic management frameworks to analyze the mission, vision, core values, and goals of an industry facility. Learners then apply this analysis to the internal and external environment to make strategic recommendations that affect operational and financial components. Learners also explore the impact of interdependent actors within the health care system, the consequences of various health care decisions, and decision-making strategies that maximize revenues and decrease cost while providing quality patient care. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6016.**

**MBA-FP6273 - Health Care Financial Management (1.5 program points).** Learners in this course focus on demonstrating the knowledge and skills required to conduct advanced strategic financial analyses of a health care organization. Learners use financial techniques specific to health care analysis and planning and apply those principles to analyze current health care budgeting and capital and funding decisions. Learners also review frameworks for conducting advanced strategic financial analyses and make innovative organizational recommendations based on those financial analyses. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6271.**

**MBA-FP6275 - Health Care Policy Analysis and Decision Making (1.5 program points).** Learners in this course analyze the development and implementation of policy in the health care field and its unique role in the

industry. Learners articulate the importance of examining health care policies not only from sociological, political, and ethical frameworks but from an economic perspective as well. The course allows learners to apply alternative methods of policy analysis including matrix analysis, decision trees, and cost-benefit analysis. Learners explore ways to make decisions in a health care setting and examine the consequences of decisions in the clinical, policy, and management arenas. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6271.**

**MBA-FP6277 - Ethical and Legal Considerations in Health Care (1.5 program points).** This course introduces ethical principles that managers can apply to understand, analyze, and resolve ethical problems in the health care field. Learners explore ethical dilemmas in the health care industry from several perspectives—managerial, organizational, and economic. Learners analyze the impact of law on the way health care is delivered in the United States and examine the major legal principles and issues relevant to health care administration. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6271.**

**MBA-FP6900 - MBA Capstone (1.5 program points).** In this course, learners integrate the foundational knowledge and skills gained during the MBA program in an application-based business project. Learners propose, plan, and implement a major project that allows them to demonstrate competencies in ethics, business strategy, marketing, communications, collaboration, and more. Their final projects allow learners to demonstrate their overall ability to identify and recommend evidence based solutions to business challenges and opportunities. **For FlexPath option MBA degree and certificate program learners and non-degree learners only. MBA-FP6900 must be taken immediately following MBA-FP6028. Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer or prior learning assessment.**

## Master of Health Administration

**MHA-FP5006 - Health Care Finance and Reimbursement (2 program points).**

Learners in this course gain knowledge of and apply financial management concepts, principles, and processes used in health care organizations. Learners examine accounting, financial statements and ratios, budgeting,

capitalization, cost allocation, reimbursement methodologies and processes, and the impact of varying reimbursement structures on health care practice and service delivery. Learners also design, prepare, and manage health care budgets; analyze short- and long-term health care investment decisions; and articulate the ways effective health care finance and accounting processes are used to present operational and strategic financial information to organizational stakeholders.

**MHA-FP5010 - Strategic Health Care Planning (2 program points).** In this course, learners examine strategic orientation, planning, and decision making in health care organizations and environments. Learners analyze the political, legal, regulatory, organizational, demographical, and multicultural implications of strategic planning decisions and how those decisions impact communities and populations, define best practices for health care organization staff development, and balance the prioritization of organizational and regulatory needs with feasible cost-effective solutions. Learners also develop a long-term strategic health care plan that includes information on human resource requirements, technology needs, and financial implications.

**MHA-FP5012 - Organizational Leadership and Governance (2 program points).** Learners in this course examine and articulate the fundamental concepts and principles of health care organization management and leadership, including governance, cost-effective decision making, and managing and leading stakeholders and staff. Learners identify best practices for mobilizing, managing, and improving employee, organization, stakeholder, and community commitment and for creating employee-centered organizations that foster professional and organizational accountability. Learners also analyze an organizational leadership structure and governance plan and examine how to apply team leadership skills to initiate change. **Prerequisite(s): Completion of or concurrent registration in MHA-FP5010.**

**MHA-FP5014 - Health Care Quality, Risk, and Regulatory Compliance (2 program points).** Learners in this course demonstrate their knowledge of concepts, principles, processes, and issues associated with health care quality, risk, and regulatory compliance. Learners examine performance measures associated with quality of care, patient safety, risk management, regulatory standards and compliance, and patient and stakeholder satisfaction and conduct a cost benefit analysis based on these factors. Learners also evaluate the impact of regulatory demands on health

**Course Descriptions, continued**

care organizations and environments and integrate health care market analysis and scorecard results into formal and informal designs for process improvement and organizational fitness. **Prerequisite(s):** **MHA-FP5010, NHS-FP6008.**

**MHA-FP5016 - Introduction to Health Information Systems (2 program points).**

Learners in this course develop the knowledge and skills needed to effectively use health information systems and technology in health care organizations and environments. Learners differentiate between administrative, clinical, management, and decision-support information technology tools; design and evaluate short- and long-term IT management projects; and analyze the budgetary and financial concerns associated with implementing IT management projects. Learners also demonstrate best practices and industry standards of health information systems management into professional practice, with an emphasis on effective staff management and organizational performance. **Prerequisite(s):** **NHS-FP5004, NHS-FP6008.**

**MHA-FP5017 - Data Analysis for Health Care Decisions (2 program points).** Learners in this course gain and apply an understanding of how data drives decision making at every level of health care administration, including in value-based reimbursement as well as operations and outcomes. Learners identify ways to use data analysis tools and techniques in the pursuit of value, quality, and safety. Throughout the course, learners use readings, media presentations, and real-world examples to analyze a particular foundational statistical concept and related practical application.

**MHA-FP5020 - Health Administration Capstone (2 program points).** In this course, learners demonstrate proficiency in their specialization area by selecting a health care problem in their specific area of interest, conducting a data analysis, and finally, proposing evidence-based recommendations for resolution. Throughout the course, learners practice three key industry-identified competency groups—transformation, execution, and people. **For MHA learners only. Prerequisite(s): Completion of all required and elective coursework. Cannot be fulfilled by transfer.**

**MHA-FP5022 - Human Capital Management in Health Care (2 program points).** In this course, learners examine concepts, principles, and processes for human capital management in order to create employee-centered health care organizations. In particular, learners develop a human capital strategy for a health care organization that considers organizational needs, budgets, and environmental forces. Specific course topics include employee

recruitment, retention, influence, and accountability; staff development; and workforce optimization. **Prerequisite(s):** **MHA-FP5006, MHA-FP5010, NHS-FP6004, NHS-FP6008.**

**MHA-FP5026 - Facilities and Capital Asset Management (2 program points).** In this course, learners examine and apply concepts and processes used to optimize facilities and capital asset management in health care organizations. Learners analyze obsolescence and routine maintenance in facility operations; synthesize formal and informal decision-making structures and power relationships; plan, execute, and evaluate short- and long-term capital projects; and identify ways to incorporate research, communication, and collaboration into professional practice, with an emphasis on targeting the capital needs, including financing of capital and capital budgeting for the health care organization. **Prerequisite(s):** **MHA-FP5006, MHA-FP5010, NHS-FP6004, NHS-FP6008.**

**MHA-FP5028 - Comparative Models of Global Health Systems (2 program points).** In this course, learners identify, analyze, and compare world health care systems and the challenges associated with them. Learners also demonstrate knowledge of the costs and benefits of implementing and measuring quality improvement programs intended to address community and global health system needs. **Prerequisite(s):** **MHA-FP5006, MHA-FP5010, completion of or concurrent registration in MHA-FP5012, NHS-FP6004, NHS-FP6008.**

**MHA-FP5040 - Health Administration Change Leadership (2 program points).** Learners in this course examine evidence-based approaches to change leadership, process management, and organizational design in complex, dynamic health care environments. Learners apply analytical and innovative thinking to complex problems related to guiding change by using knowledge of theory and past trends to develop effective solutions. Learners reflect on their own ability to manage change and identify stretch goals for their future development in change leadership. **Prerequisite(s):** **MHA-FP5010.**

**MHA-FP5042 - Team Development and Personal Leadership in Health Care Settings (2 program points).** In this course, learners receive personalized coaching and apply coaching techniques in a real-world setting. Learners demonstrate their knowledge of talent development, team leadership, professionalism, and interpersonal understanding in health care organizations.

Learners evaluate their own leadership skills through introspective investigation, reflection, and coaching, and then use these skills to construct their own personal leadership plan. **Prerequisite(s):** **MHA-FP5010.**

**MHA-FP5062 - Health Care Delivery: New Environments in Health Informatics (2 program points).** Learners in this course investigate the changing technological environment facing today's hospital leaders. Throughout the course, learners explore the many health information systems and applications now used by health care organizations, as well as examine the myriad rules, regulations, and government influences paramount to health informatics.

**MHA-FP5064 - Health Care Information Systems Analysis and Design for Administrators (2 program points).** In this course, learners examine the many aspects of health care information systems, including project management, data, and database concepts as components of systems analysis and design. Learners evaluate, analyze, and classify various systems in order to gain a better understanding of their inner workings. Learners also research and apply current trends in health care informatics. **Prerequisite(s):** **MHA-FP5062.**

**MHA-FP5066 - Cornerstones of Health Informatics for Organizational Operations (2 program points).** In this course, learners examine cornerstones of health informatics, including security, confidentiality, and the maximization of organizational operational efficiency, for health care administrators. Learners investigate topics such as workflow, implementation, go-live support, and information management. **Prerequisite(s):** **MHA-FP5062.**

**MHA-FP5068 - Leadership, Management, and Meaningful Use of Health Care Technology (2 program points).** In this course, learners analyze leadership and management principles used in health informatics. Learners examine the alignment of information technology with clinical operations, as well as the meaningful use of health care technology in effective organizational communications. In addition, learners identify and articulate ethical and legal policies and procedures for end users. **Prerequisite(s):** **MHA-FP5062.**

**Master of Science in Nursing**

**MSN-FP5003 - Health Assessment and Promotion for Disease Prevention in Population-Focused Health (2 program points).** In this course, learners apply concepts, frameworks, and models used to foster health promotion and disease

## Course Descriptions, *continued*

prevention, particularly in diverse and vulnerable populations. Learners evaluate individual and population wellness from multicultural, ethnic, traditional, and spiritual perspectives. Learners examine factors that cause disparities in wellness among people in diverse and vulnerable populations. By analyzing effective health assessment methods and communication strategies, learners identify best practices for developing a population-focused approach to health promotion and disease prevention. **For MSN, FlexPath option learners only.**

**MSN-FP5005 - Introduction to Nursing Research, Ethics, and Technology (2 program points).** Learners in this course gain and demonstrate knowledge of nursing research, ethics, and information technology in health care settings. Learners apply the basic principles of nursing research and ways that information systems and patient care technologies contribute to improving patient outcomes. Learners also evaluate ethics in nursing research and scholarship and how evidence-based practice relates to the effective use of information technologies in nursing practice. **For MSN, FlexPath option learners only.**

**MSN-FP5007 - Leadership for Nursing Practice (2 program points).** In this course, learners examine and apply theoretical concepts and leadership competencies for nursing practice. Learners evaluate evidence-based best practices and behaviors that support effective nursing leadership in health care settings, and analyze strategies for coordination, delegation, and goal setting and performance improvement. Learners also assess concepts and principles of health care policy, legal and regulatory issues, and quality control in health care and the nursing profession. **For MSN, FlexPath option learners only.**

**MSN-FP6011 - Evidence-Based Practice for Patient-Centered Care and Population Health (2 program points).** Learners in this course acquire an understanding of the nature of evidence and its relative value and weight in making clinical decisions that impact patient and population outcomes. In particular, learners assess appropriate methods and analytic approaches in order to investigate, evaluate, and synthesize the best available evidence for potential solutions and innovations. **For MSN, FlexPath option learners only.**

**MSN-FP6016 - Quality Improvement of Interprofessional Care (2 program points).** In this course, learners develop and demonstrate competence in the design, implementation, and evaluation of interprofessional quality improvement

initiatives. Learners investigate models for quality improvement, with an emphasis on outcome identification and measurement. Learners also examine quality within the context of patient safety through adverse event and near-miss analyses. **For MSN, FlexPath option learners only.**

**MSN-FP6021 - Biopsychosocial Concepts for Advanced Nursing Practice 1 (2 program points).** Learners in this course develop the knowledge, skills, and abilities needed to integrate select biopsychosocial concepts into professional processes that promote quality and cost-effective patient and systems outcomes, with particular emphasis on the ways in which these concepts impact the National Academy of Medicine's six aims of health care improvement: Safe, Effective, Patient-centered, Timely, Efficient, and Equitable. **For MSN, FlexPath option learners only.**

**MSN-FP6025 - MSN Practicum (2 program points).** Learners in this course develop their critical thinking skills and gain advanced nursing knowledge in preparation for master's-level nursing practice in a designated specialization. Learners create and implement a personalized practice immersion experience under the supervision of a preceptor at a site of their choice and demonstrate synthesis of professional and academic growth and practice by participating in a community of collaboration, sharing resources, experiences, and practice tips with their fellow learners. Throughout the practice immersion, learners also develop and maintain an electronic portfolio that includes coursework products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). **For MSN, FlexPath option learners only. Special permission is required for registration. Cannot be fulfilled by transfer.**

**MSN-FP6026 - Biopsychosocial Concepts for Advanced Nursing Practice 2 (2 program points).** Learners in this course develop the knowledge, skills, and abilities needed to integrate select biopsychosocial concepts into professional processes that promote quality and cost-effective patient and systems outcomes, with particular emphasis on the ways in which these concepts impact population health, as defined by the Institute for Healthcare Improvement. **For MSN, FlexPath option learners only.**

**MSN-FP6030 - MSN Practicum and Capstone (3 program points).** Learners in this course develop their critical thinking skills and gain advanced nursing knowledge in preparation for master's-level nursing practice in a designated specialization. Learners create and implement a personalized practicum experience under the supervision of a preceptor at a site of their choice and demonstrate synthesis of professional and academic growth and practice. Throughout the practicum, learners also develop and maintain an electronic portfolio that includes coursework products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). **For MSN, FlexPath option learners only. Special permission is required for registration. Cannot be fulfilled by transfer.**

**MSN-FP6103 - The Nurse Educator Role (2 program points).** In the course, learners examine the tripartite faculty role of teaching, service, and scholarship and the responsibilities associated with functioning as a nurse educator in an academic or health care environment. Learners also analyze nurse educator competencies and the professional development activities expected of those who fill this multidimensional role. **For MSN, FlexPath option learners only.**

**MSN-FP6105 - Teaching and Active Learning Strategies (2 program points).** In this course, learners examine how the application of educational theory and teaching strategies facilitate learning in the classroom, online, in the laboratory, and in clinical settings. Learners also investigate concepts associated with the domains of learning, learning styles, student engagement, and classroom management techniques. **For MSN, FlexPath option learners only.**

**MSN-FP6107 - Curriculum Design, Development, and Evaluation (2 program points).** In this course, learners examine curriculum frameworks and models used in nursing education. Throughout the course, learners demonstrate their understanding of these frameworks by beginning to develop curricula that are designed to reflect professional nursing standards and contemporary health care trends and that are structured to achieve expected student outcomes. Learners also investigate the evaluation process used to assess curriculum design and identify accreditation and regulatory requirements that impact nursing curricula. **For MSN, FlexPath option learners only.**

## Course Descriptions, *continued*

**MSN-FP6109 - Integrating Technology into Nursing Education (2 program points).** In this course, learners examine the integration of current and evolving technology into nursing education. Learners investigate the use of multimedia, social media, computer-based technology, learning management systems, simulation, technology tools for outcomes assessment, and the process for selecting the appropriate technology. Learners demonstrate their ability to integrate technology in an academic or health care environment by developing a relevant project and accompanying evaluation plan. **For MSN, FlexPath option learners only.**

**MSN-FP6111 - Assessment and Evaluation in Nursing Education (2 program points).** In this course, learners investigate a variety of strategies used to assess and evaluate student learning in the classroom, online, in the laboratory, and in clinical settings, as well as within all domains of learning. Learners develop and demonstrate the skills required to use assessment and evaluation data to improve the teaching-learning process, measure the achievement of learning outcomes, and evaluate program effectiveness. **For MSN, FlexPath option learners only.**

**MSN-FP6210 - Leadership and Management for Nurse Executives (2 program points).** Learners in this course develop and demonstrate knowledge of contemporary leadership and management concepts and theories relevant to a variety of health care delivery settings. Learners analyze the nurse leader's role in leading high-performing health care teams and examine the skills needed to collaborate with, and create buy-in from, stakeholders, colleagues, constituencies, and interdisciplinary teams. Learners also examine the impact of cultural, ethical, and regulatory considerations on decision making and implement a future-looking strategic vision to ensure sustainable gains in quality and safety. **For MSN, FlexPath option learners only.**

**MSN-FP6212 - Health Care Quality and Safety Management (2 program points).** Learners in this course examine the nurse leader's role in helping to effectively integrate into health care delivery systems the quality and safety principles that inform evidence-based changes and best practices. Learners demonstrate an understanding of the ways they can measure health care quality and safety; monitor and assess patient safety and outcomes; develop a transparent system for identifying and resolving medical errors and adverse patient outcomes; use data to monitor and improve patient care

and outcomes; and support a culture of quality and safety. **For MSN, FlexPath option learners only.**

**MSN-FP6214 - Health Care Informatics and Technology (2 program points).** Learners in this course gain and demonstrate the knowledge and skills nurse leaders need in order to utilize health information technology to enhance patient care and outcomes. In particular, learners develop a strategy for technological integration and examine the ways in which they can use technology to evaluate patient data to inform patient diagnoses and outcomes. Learners also assess the effective management of technological change within the health care environment and examine issues of consumer access to information and the privacy and confidentiality of patient information. **For MSN, FlexPath option learners only.**

**MSN-FP6216 - Advanced Finance and Operations Management (2 program points).** Learners in this course examine the nurse leader's role in establishing and managing an operations and capital budget. In particular, learners develop an understanding of how to incorporate variances or discretionary spending, manage the labor force within budget parameters, examine the availability and appropriate use of equipment and supplies, and apply finance principles to a strategic plan for achieving an organization's fiscal goals. **For MSN, FlexPath option learners only.**

**MSN-FP6218 - Leading the Future of Health Care (2 program points).** Learners in this course examine the role of the nurse leader in evaluating and responding to health care opportunities and challenges in a rapidly changing local and global environment. Learners develop proactive strategies to drive and lead changes in health care and integrate evidence-based decision making into the culture of the health care organization. Learners also develop the critical-thinking and communication skills needed to positively influence health care redesign and examine the effects of visionary leadership in the field. **For MSN, FlexPath option learners only.**

**MSN-FP6410 - Fundamentals of Nursing Informatics (2 program points).** Throughout the course, learners analyze the roles, theories, ethical implications, and standards of nursing informatics practice. Learners identify the rules, regulations, and current trends that govern professionals in the field. In addition, learners examine the evolution and perspectives of nursing informatics and apply knowledge and skills needed to lead and support improvements in health care. **For MSN, FlexPath option learners only.**

**MSN-FP6412 - Analysis of Clinical Information Systems and Application to Nursing Practice (2 program points).** In this course, learners analyze the various aspects of clinical information systems to deliver quality health care. In particular, learners acquire the knowledge and skills needed to effectively plan, design, and implement health/clinical information systems within nursing practice. Learners also apply evidence-based informatics strategies to effect improved clinical outcomes. **For MSN, FlexPath option learners only.**

**MSN-FP6414 - Advancing Health Care Through Data Mining (2 program points).** Learners in this course analyze and validate data and demonstrate the ability to act as key drivers in nursing informatics. Throughout the course, learners develop databases to enhance decision-making capabilities that improve clinical outcomes in multiple health care environments. In addition, learners examine the implications of data use related to responsibility, accountability, and dissemination. **For MSN, FlexPath option learners only.**

**MSN-FP6416 - Managing the Nursing Informatics Life Cycle (2 program points).** In this course, learners evaluate the typical life cycle of implementation, testing, evaluating, and supporting both hardware and software applications. Learners also apply project and change management principles in relation to the life cycle of a health care information system. **For MSN, FlexPath option learners only.**

**MSN-FP6610 - Introduction to Care Coordination (2 program points).** In this course, learners examine the importance of nurses' contributions to coordinating patient care and the nurse's role in coordinating care for diverse populations in varied settings. Learners identify essential members of the patient care team needed for interprofessional collaboration and assess how the current health care climate is shaping the future. In addition, learners evaluate care coordination plans and outcomes according to performance measures and professional standards as well as develop patient assessments based on current legislation, policies, and evidence-based research. **For MSN, FlexPath option learners only.**

**MSN-FP6612 - Health Care Models Used in Care Coordination (2 program points).** Learners in this course examine how health care models are incorporated into the larger framework of clinical care oversight. Learners analyze the role of informatics in nursing care coordination and the ways in which client information is collected and used to influence

**Course Descriptions, continued**

health outcomes. Learners also identify the ways in which care coordination can support cost efficiency, promote quality of care, and affect positive health outcomes. **For MSN, FlexPath option learners only.**

**MSN-FP6614 - Structure and Process in Care Coordination (2 program points).**

Learners in this course gain and demonstrate knowledge of the various care coordination components, including client selection criteria, communication methodologies, clinical team development, assessment tools, care plan and profile development, cultural considerations, data structuring for reporting, and clinical efficiency. Learners examine the responsibilities of the nurse care coordinator to the client prior to the implementation of the care plan and during the care coordination process. Learners evaluate successful strategies for interviewing and organizing information around client health, goal setting, efficient clinical oversight, technological support, and data formatting. **For MSN, FlexPath option learners only.**

**MSN-FP6616 - Ethical and Legal Considerations in Care Coordination (2 program points).**

In this course, learners examine the care coordination process in relation to confidentiality and client privacy, management of consents for health care, client rights in the care coordination process, terminations of care coordination management, and the importance of clinical team collaboration and communication. Learners investigate the process of aligning limited resources with client needs and apply an understanding of the balance required between cost effectiveness and conscious stewardship. Throughout the course, learners demonstrate an understanding of the importance of cultural literacy with regard to client health care considerations. **For MSN, FlexPath option learners only.**

**MSN-FP6618 - Leadership in Care Coordination (2 program points).**

Learners in this course propose a project for change in a care coordination setting, aligning care coordination resources with community health care needs. Learners apply project management best practices to affect ethical practice and support positive health outcomes in the delivery of safe, culturally competent care in compliance with applicable regulatory requirements. In addition, learners identify ways in which the care coordinator leader supports collaboration between key stakeholders in the care coordination process. **For MSN, FlexPath option learners only.**

**Nursing and Health Sciences****NHS-FP5004 - Communication, Collaboration, and Case Analysis for Master's Learners (2 program points).**

This course prepares learners for master's-level coursework in the School of Nursing and Health Sciences. Throughout the course, learners analyze how the role of the practitioner-scholar guides leadership in the health care field and determine the ways in which they can effectively use communication strategies expected of health care professionals. In particular, learners examine the attributes that contribute to effective and ethical health care leadership, including professional collaboration, communication, inclusion, and decision making. **Must be taken by learners in their first quarter. Cannot be fulfilled by transfer.**

**NHS-FP6004 - Health Care Law and Policy (2 program points).**

In this course, learners examine the political, legal, and regulatory issues impacting health care organizations and environments. Learners analyze the effects of health care policy on health care practice and service delivery, with particular emphasis on the strategies used to monitor and maintain legal and regulatory compliance. Learners also identify and apply health care policy and law concepts that promote organizational improvement.

**NHS-FP6008 - Economics and Decision Making in Health Care (2 program points).**

This course helps learners develop and demonstrate concepts, principles, issues, and trends in health care economics and the economic decision-making practices employed in the health care environment. Learners analyze the political, legal, regulatory, organizational, demographical, and multicultural implications of business decisions on health care economics; explore the ways economic and stakeholder influences affect operational planning and decision making; and practice applying performance monitoring and process management measures as part of the decision-making process. Learners also examine cost-effective problem solving; community- and population-based orientation; and effective use of health care market research, analysis, and assessment.

**Philosophy****PHI-FP2000 - Ethics (3 program points).**

Learners in this course explore major philosophical approaches to evaluating moral actions and apply them to contemporary issues. Learners reflect on their own moral beliefs and the ways these beliefs influence and inform their moral judgments and behavior.

**PHI-FP3200 - Ethics in Health Care (3 program points).**

Learners in this course gain an understanding of the ethical issues associated with the health care profession and the conceptual framework health care professionals use to make ethical decisions. Learners examine current and emerging ethical health care issues related to the various stages of the life cycle and the quality of life. Learners also use authentic, real-world examples to analyze ethical issues associated with patient care from the perspectives of various health care professionals, including physicians, nurses, and administrators.

**Project Management****PM-FP3000 - Principles of Project Management (1.5 program points).**

In this course, learners are introduced to the fundamental basics of project management and gain a broad overview of project management standards and their applicability to both business and IT projects. This course emphasizes management theories, concepts, tools and techniques defined by the Project Management Institute (PMI®) including the Process Groups and Knowledge Areas. This course also introduces other project management methodologies and frameworks, including Agile (Scrum, Lean, DSDM and XP), PRINCE2®, Waterfall, and Six Sigma. Finally, learners study project politics and ethics, collaboration and team building, and leadership.

**PM-FP4010 - Process Groups and Knowledge Areas in Project Management (3 program points).**

This course covers the project life cycle and project management processes. This includes initiating, planning, executing, monitoring and control, and closing. Learners analyze the relationship of the process groups to the Project Management Institute (PMI) knowledge areas and develop the documents and deliverables required for each stage of the project life cycle. Learners are also introduced to the importance of people-oriented skills, such as communications, team building and leadership. Finally, learners apply the knowledge learned in the development and managing of a project. **Prerequisite(s): PM-FP3000.**

**PM-FP4020 - Integration and Scope Management (3 program points).**

In this course, learners cover integration management and scope management knowledge areas. Learners identify and examine the processes, tools, and techniques used to integrate activities from execution to project completion, and manage the interdependencies among the project management knowledge areas. Learners create the scope management plan

## Course Descriptions, *continued*

component of the project management plan and emphasize a system solutions approach for gathering and defining business requirements and leveraging project change management for controlling project scope. Finally, learners consider the importance of developing strategic business and leadership skills, such as listening, problem solving, team building, market awareness, and customer relationship skills. **Prerequisite(s): PM-FP4010.**

**PM-FP4030 - Scheduling, Cost, and Quality Management (3 program points).** This course focuses on project scheduling and cost and quality management in a business or information technology (IT) project context. Learners study project scheduling, costs and quality management processes, including quality planning, quality assurance, and quality control. Learners also monitor project results to evaluate compliance with schedule, costs and quality standards and gain an understanding of the steps involved in planning, performing, and controlling a business or IT project. Learners are introduced to a variety of scheduling, cost and quality tools that can be used independently or conjunctively. Finally, learners explore project management software to help in developing a project schedule. **Prerequisite(s): PM-FP4010.**

**PM-FP4040 - Human Resources and Motivation Management (3 program points).** In this course, learners sample strategies for improving creativity, teamwork, and job satisfaction within a project team by creating and developing a project and recruiting team members. Learners study the theories on individual motivation and how it fits in the organizational structure. Learners examine the strengths and weaknesses of organizational development supporting project team member development to gain knowledge of how to effectively motivate project team members. Learners also gain understanding about virtual teams, how to effectively manage them, and evaluate the link between personality traits and resolving team conflicts and how to effectively communicate with your team to manage change. **Prerequisite(s): PM-FP4010.**

**PM-FP4050 - Communication and Stakeholder Management (3 program points).** Learners in this course focus on project communication and stakeholder management knowledge areas. Learners cover the processes, tools, and techniques used to manage project communications and stakeholders across project management process groups and emphasize executive project sponsorship as a strategic tool

for project success. Learners also acquire skills in strategic business management and leadership: customer relationship and satisfaction, operational functions, conflict management, negotiation, listening, problem solving, and team building. **Prerequisite(s): PM-FP4010.**

**PM-FP4060 - Risk Management in Project Management (3 program points).** Learners in this course focus on project risk management and examine the processes, tools and techniques used to identify, analyze, prioritize, respond, and control risk on a project. This course emphasizes building a risk management process that can be standardized. Learners also acquire and demonstrate business management and leadership skills such as planning, environmental awareness and conditions, benefits management, brainstorming, listening, negotiation, problem solving, and team building. **Prerequisite(s): PM-FP4010.**

**PM-FP4070 - Procurement Management in Project Management (3 program points).** In this course, learners examine procurement management and investigate the various types of contracts, their terms and conditions, and execution. Learners develop contract specifications, find potential sources, and evaluate bids. Finally, learners examine ethical standards and legal requirements in procurement within the global market. **Prerequisite(s): PM-FP4010.**

**PM-FP4080 - Agile Project Management (3 program points).** This course introduces the concepts of Agile Project Management (APM). Learners gain an understanding of APM's objectives, which are, in part, to deliver customer value earlier in repeated iterations, adapt to changes in a more flexible and timely manner to ultimately gain a result of higher customer satisfaction, and increased team morale, collaboration, and ownership. Learners apply their skills and knowledge to a scenario that requires the development of an APM-based project plan. **Prerequisite(s): PM-FP4010.**

**PM-FP5331 - Project Management Fundamentals (2 program points).** This course focuses on the processes and knowledge areas found in the project management profession. Learners develop and demonstrate their understanding of the project management concepts as defined by the Project Management Institute's (PMI) A Guide to the Project Management Body of Knowledge (PMBOK® Guide), which includes knowledge of the ten project management knowledge areas, including the domains of initiating, planning, executing, monitoring and controlling, and closing projects, along with professionalism and ethics.

**PM-FP5332 - Project Management Planning, Execution, and Control (2 program points).** This course covers the components of project management within the project planning, executing, monitoring, and controlling process groups. Learners identify project requirements and develop a project plan that considers project scope, time, and cost in managing competing project requirements. Learners also demonstrate the application of various project management tools including activity estimation, resource assignment, work breakdown structure (WBS) creation and the development of a project management schedule. **Prerequisite(s): PM-FP5331.**

**PM-FP5333 - Project Budgeting, Procurement, and Quality (2 program points).** This course focuses on project cost, quality, and procurement in business or information technology (IT) project context. Learners examine the fundamental concepts and principles of the following project management knowledge areas: project cost management, project quality management, and project procurement management by demonstrating the application of tools, techniques, and methodologies within these areas of study. Learners apply various tools and techniques, in an integrative manner, to manage interdependencies among project management process groups. **Prerequisite(s): PM-FP5331.**

**PM-FP5334 - Project Risk Assessment and Control (2 program points).** Learners in this course examine and demonstrate their knowledge of the important elements of risk management, including planning for, identifying, quantifying, analyzing, and controlling risk. Learners develop their knowledge of the systematic process of identifying, analyzing, and appropriately responding to project risk. Learners also apply qualitative and quantitative risk analysis techniques and assess the negative consequences of failing to perform a proper risk analysis. **Prerequisite(s): PM-FP5018 or PM-FP5331.**

**PM-FP5335 - Project Leadership and Management (2 program points).** In this course, learners examine the role and skills required of project leaders across organizations by exploring a wide range of leadership roles, including manager, problem solver, facilitator, trainer, communicator, and advocate. Learners analyze how each of these roles affects the ability to create a cohesive project team, and synthesize a step-by-step approach to leadership and team-building. Finally, learners demonstrate an understanding of leadership ethics, leadership and project

## Course Descriptions, *continued*

strategy, and the relationship between leadership and project management politics.  
**Prerequisite(s):** *PM-FP5331*.

### Psychology

**PSY-FP5002 - Foundations of Theory and Practice for Master's Psychology Learners (2.5 program points).** In this course, learners acquire the ability to navigate the Capella courseroom and use the resources that support academic success, including the library and writing center. Learners identify and practice the academic requirements (including APA style and formatting) necessary to successfully complete the master's degree program in their chosen specialization; review their specialization's requirements, associated professional roles and organizations, and ethics and professional standards; and articulate a professional identity based on master's-level psychology training. **For MS in Psychology learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

**PSY-FP5201 - Integrative Project for Master's Degree in Psychology (2.5 program points).** In this course, learners demonstrate knowledge, scholarship, and research proficiency in their chosen psychology specialization by developing a research proposal. As they engage with a faculty mentor in the preparation of a five-chapter integrative project, learners develop and demonstrate academic and professional competency in proposing new and original research, writing and applying for grants, adhering to ethical standards, addressing diversity and individual variation in psychology, and explaining psychology concepts. **For MS in Psychology learners only. Must be taken during the learner's final quarter. Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer.**

**PSY-FP6010 - Human Prenatal Development (2.5 program points).** This course provides learners with an overview of prenatal and postnatal development through the first three months of life. Learners analyze genetic and reproductive technology and articulate its impact on families and society. Learners review and demonstrate their knowledge of the stages of prenatal development (embryonic and fetal), focusing specifically on brain development and fetal life. In addition, learners examine various prenatal illnesses and physical problems resulting from birth complications. The course presents research, theory, and best practices related to promoting healthy newborn and infant development.

**PSY-FP6020 - Topics in Child and Adolescent Development (2.5 program points).** Learners in this course critically evaluate and apply theory and research to child and adolescent development issues and current topics. Learners analyze the impact of policy and legislation in areas such as education, health, mental health, the military, media, and the economy on child and adolescent developmental outcomes and advocate for issues related to policy and legislation that improve the lives of children and adolescents. **Prerequisite(s): PSY-FP6010; PSY-FP7220 or PSY-FP7230.**

**PSY-FP6100 - Introduction to Educational Psychology (2.5 program points).** Learners in this course identify and describe the principles of learning, motivation, and assessment necessary to teach educational psychology. Throughout the course, learners examine and explain specific strategies used to enhance pedagogy, curriculum design and adaptation, and learner performance. **Prerequisite(s): PSY-FP5002.**

**PSY-FP7210 - Lifespan Development (2.5 program points).** In this course, learners gain and apply knowledge of lifespan development from infancy through adulthood, including human development processes and milestones. Learners evaluate theories and approaches for examining human development and analyze human development processes related to their specialization.

**PSY-FP7220 - Child Psychology (2.5 program points).** In this course, learners gain and apply knowledge of the developmental stages of children from the prenatal period to adolescence. Learners examine how children develop physically, emotionally, socially, and cognitively, and evaluate and articulate the influences of family, society, and culture on child and adolescent development. Learners also assess children's evolving needs and apply theory and research to recommend appropriate responses to those needs.

**PSY-FP7230 - Adolescent Psychology (2.5 program points).** In this course, learners gain and apply knowledge of the developmental stages from early adolescence to emerging adulthood. Learners evaluate and articulate the physical, psychosocial, emotional, sexual, moral, and cognitive changes associated with adolescent development and examine the ways in which adolescent development is influenced by family, society, and culture. Learners also assess the evolving needs of adolescents and apply theory and research in order to recommend appropriate responses to those needs.

**PSY-FP7310 - Biological Basis of Behavior (2.5 program points).** This course is an introduction to physiological psychology and associated topics, including genetics, functional neuroanatomy, and physiology. Learners develop and demonstrate an understanding of brain functioning; sensory systems; attention, memory, perception, and language mechanisms; and the effects of neurotransmitters on human behavior. Learners also identify the relationship between brain functions and behavioral disorders and analyze current physiological psychology research, ethics, and the implications of culture and diversity on field-related issues.

**PSY-FP7411 - Learning Theories in Psychology (2.5 program points).** This course focuses on the concepts and principles of learning theory and its sub-processes, especially those associated with cognition. Learners evaluate and articulate major learning theories, practice applying these learning theories and their associated processes to teaching, and analyze the effects of various behavioral and cognitive sub-processes on learning.

**PSY-FP7421 - Cognitive/Affective Psychology (2.5 program points).** Learners in this course apply their knowledge of theoretical foundations and the basic principles and models of cognitive/affective psychology to mental processes, such as how individuals acquire, process, and store information; how they think, perceive, remember, and learn; and how they experience feelings, moods, and emotions. Learners also demonstrate the ways in which the integration of cognition and affect influence an individual's behavior.

**PSY-FP7520 - Social Psychology (2.5 program points).** This course provides an overview of how behavior is shaped and influenced within a social context. Within this framework, learners analyze interpersonal relationships, social cognition, social inference, emotion, and personality. Learners review and demonstrate their knowledge of the social psychology of decision making, attitude formation, and social attribution as they relate to contemporary issues. Learners also apply social psychological theory and research to various clinical, educational, and organizational settings.

**PSY-FP7543 - Ethics and Multicultural Issues in Psychology (2.5 program points).** In this course, learners analyze multicultural perspectives and factors such as ethnicity, socioeconomic status, and gender, and their influences on the ethical behavior of psychology professionals. Learners evaluate



**Course Descriptions, continued**

and articulate multicultural issues within the context of different settings and practice applying ethical reasoning principles and standards within their profession.

**Prerequisite(s):** PSY-FP5002.

**PSY-FP7610 - Tests and Measurements (2.5 program points).** This course is an introduction to the subject of mental measurement in psychology. Course topics include techniques for correctly interpreting test scores such as percentiles, standard errors of measurement, standard scores, and validity and reliability. Learners acquire and demonstrate knowledge of measuring devices used in the fields of intelligence, interests, personality, and special aptitudes, and identify professional standards of test development and use. The course also includes analysis of the psychometric procedures used to develop and validate educational and psychological instruments and requires learners to present appropriate applications for each type of methodology.

**PSY-FP7860 - Survey of Research Methods (2 program points).** Learners in this course critically evaluate research in order to gain an understanding of the scientific methods of inquiry and the ethical considerations of research. Learners develop and apply skills needed to become educated consumers and creators of research. Learners also use their research design skills to analyze and apply research methodologies, validity, reliability and other components of scientific research related to their field of interest. **Cannot be fulfilled by transfer.**

**PSY-FP7864 - Quantitative Design and Analysis (2 program points).** In this course, learners investigate the fundamental concepts needed to conduct quantitative research. Learners examine and apply quantitative research techniques; appropriate applications of quantitative research; research design, measurement, and analysis, and their associated interdependencies; variable types and levels of measurement; sampling; descriptive and inferential statistics; and hypothesis testing. Learners define the strengths and limitations of descriptive statistics, analyze the quantitative scales of measurement, review the logic of probability and null hypothesis testing, and leverage technology when applicable. Learners also determine the steps necessary to ensure human subjects protection, and consider methodological adaptations when conducting research with vulnerable and diverse populations. **Cannot be fulfilled by transfer.**

**PSY-FP8711 - Principles of Industrial/Organizational Psychology (2.5 program points).** In this course, learners identify

and confirm theories and research of industrial/organizational psychology. Learners examine and explain the various psychological constructs affecting individuals, groups, teams, and organizations in the workplace and assess diversity and ethical principles as they relate to decision-making processes. Learners also evaluate the differences between industrial and organizational psychology and implement various assessment methods, models, and interventions applicable across workplace settings.

**PSY-FP8720 - Psychology of Leadership (2.5 program points).** This course provides a comprehensive review of leadership theories and factors, including leader development, leadership styles, and multicultural issues relevant to leadership in various settings. Learners research and evaluate leadership principles and apply leadership theory to clinical, counseling, educational, organizational, and sports settings. Learners examine case studies; investigate and evaluate the processes and best practices of leader development; analyze their own leadership strengths; and relate this knowledge to their professional practice.

**PSY-FP8730 - Consultation Psychology (2.5 program points).** Learners in this course evaluate current theories of psychological consultation and analyze the variety of roles and interventions that engage psychological consultants in an applied setting. Learners examine psychological consultants' contributions to clinical, educational, industrial, and organizational settings and demonstrate the competencies required to evaluate and conduct psychological consultative services through applied case work, practice, and self-appraisal. Other course topics include consultation ethics, models of consultation research, and the dynamics of the consultant-client relationship.

**PSY-FP8740 - Industrial/Organizational Psychology Practices in Human Resource Management (2.5 program points).** Learners in this course analyze psychologically based methods, tools, and practices used in industrial/organizational psychology, including needs assessment, personnel selection, job analysis, performance management and appraisal, organizational functioning, motivation, training, and management, in the context of their application to human resource management. Learners identify the underlying psychological theories, research, and approaches related to human resource management and synthesize these theories and research to develop evidence-based application grounded in

science and scholarship. Throughout the course, learners gain and demonstrate a working knowledge of organizational systems and culture.

**PSY-FP8763 - Program Evaluation (2.5 program points).** Learners in this course examine the theories, techniques, methods, and processes used for program evaluation. Learners synthesize knowledge and skills gained from prior coursework to design a program evaluation, plan its implementation, and communicate the results in appropriate and effective formats. **Prerequisite(s):** PSY-FP7864.

**PSY-FP8840 - Principles of Sport Psychology (2.5 program points).** Learners in this course apply psychological theories to explain and improve sport performance. Learners evaluate the implications of new research for professional practice in sport psychology and explore the ways in which they can meet the unique needs of diverse participants through customized coaching strategies. In particular, learners examine personality, attention, anxiety, arousal and arousal adjustment strategies, cognitive-behavioral intervention, causal attribution, motivation, and self confidence. **Prerequisite(s):** PSY-FP7411.

**PSY-FP8841 - Performance Enhancement in Sports (2.5 program points).** Learners in this course examine the mechanisms athletes use to exceed their perceived physical and mental limitations. In addition, learners apply performance enhancement theories and techniques to help clients improve athletic performance. Topics include strategies such as visualization, meditation, hypnosis, autogenic training, biofeedback, and progressive relaxation. **Prerequisite(s):** PSY-FP8840.

**PSY-FP8842 - Applied Sport Psychology (2.5 program points).** Learners in this course acquire and demonstrate the knowledge, skills, and abilities needed to apply fundamental sport psychology concepts to their chosen profession. Learners consider ethical issues, their personal approach to sport psychology practice, and ways to use research to inform their work. Learners also examine the significance of working with diverse populations and expanding their areas of expertise. **Prerequisite(s):** PSY-FP8841.

**PSY-FP8845 - Current Issues in Sport Psychology (2.5 program points).** In this course, learners critically analyze the research, theories, and practices of sport psychology. Learners examine current issues in sports and determine ways to ethically and professionally

## Course Descriptions, *continued*

apply sport psychology practices to educate sports participants and to improve the performance of athletes. **Prerequisite(s): PSY-FP8842.**

### Psychology (Undergraduate)

**PSYC-FP1100 - Smarter Decisions Through Psychology (2 program points).** In this course, learners gain an understanding of why decision-making is influenced by thoughts and behavior. Learners analyze concepts such as learning, motivation, development, emotion, and personality; and assess how they can use this knowledge to make smarter decisions for their future. BS in Psychology learners are not eligible to register for this course.

### Social Science

**SOC-FP1000 - Introduction to Human Society (3 program points).** In this course, learners use sociological theory and concepts to explore everyday life and gain knowledge of the ways individuals and society as a whole understand their collective social realities. As they examine cultural ideologies, learners are introduced to ways of objectively examining their personal perspectives on social issues.

**SOC-FP1100 – Story of Us: Embracing Diversity and Collaboration (2 program points).** In this course, learners collaborate with colleagues to investigate diverse communities and interpret sociological research to develop a comprehensive understanding of society. Learners discover how to use the scientific method to improve their problem solving skills and make effective and informed decisions.

**SOC-FP1200 - Preparing for the Future of Work (2 program points).** In this course, learners develop and refine their professional presence by honing a set of essential skills to excel in school, work, and life. Learners examine applications of key professional competencies and behaviors in their current or anticipated profession.

**SOC-FP2000 - Cultural Diversity (3 program points).** Learners in this course gain and demonstrate an understanding of cultural diversity from a sociological perspective and identify the ways the societal structure affects micro-level experience. Learners evaluate theories that explain the cultural foundations of prejudice and discrimination, analyze the differences between majority and minority groups and racial and ethnic groups, and investigate the role of power in creating and supporting these differences at the structural level. Learners also assess the relationship between race, gender, and economics by examining past and current experiences of American minority groups.

## FlexPath Course Descriptions (-FPX)

### Accounting

**ACC-FPX5610 - Advanced Accounting, Budget Planning and Control (2 program points).** This course emphasizes the application of advanced accounting techniques to organizational situations. This includes the function of budgetary systems in organizational planning, management, and control, and the application of a systems approach to budgeting. **Prerequisite(s): MBA-FPX5010.**

### Analytics

**ANLY-FPX5510 - Advanced Business Analytics (2 program points).** In this course, learners apply advanced analytics techniques to provide insight about a business and its customers including regression, classification, and nonparametric techniques. Learners apply data visualization and other tools to effectively present the results of data analysis and recommendations to management. **Prerequisite: MBA-FPX5008.**

### Bachelor of Science in Health Care Administration

**BHA-FPX4002 - History of the United States Health Care System (1.5 program points).** Learners in this course gain a comprehensive overview of the U.S. health care system with regard to the history, organization, financing, and delivery of health care services. Learners also investigate employment-based health insurance; Medicare and Medicaid; access, cost, and quality challenges; health care regulation; and medical malpractice.

**BHA-FPX4003 - Present and Future State Developments within the United States Health Care System (1.5 program points).** In this course, learners review developments in health policy and management to better understand the present and future state of the U.S. health care system. Learners also analyze trends and effects on health care services to determine their impact on the health care industry and to predict potential future reforms. Learners also gain knowledge of health policy; health reform; access, cost, and regulatory issues; and stakeholder influence.

**BHA-FPX4004 - Patient Safety and Quality Improvement in Health Care (3 program points).** In this course, learners examine quality improvement and risk management

in health care. Learners apply various models to increase the quality of patient care and outcomes, decrease the risk of litigation, and effect positive change. Throughout the course, learners gain an understanding of how to prepare a quality dashboard utilizing common quality improvement tools, including statistical analysis; Plan, Do, Check, Act (PDCA); Six Sigma; and Rapid Cycle Improvement.

**BHA-FPX4006 - Health Care Regulation and Compliance (3 program points).** In this course, learners analyze local, state, and federal health care laws and evaluate their applicability and effect on patient rights, care, and confidentiality; human resources; and organizational and professional licensure. Throughout the course, learners develop and demonstrate competence in applying standards to meet requirements of governing bodies and various agencies with regulatory oversight authority. Learners also investigate fraud and abuse, risk management, business ethics, and corporate compliance.

**BHA-FPX4008 - Health Care Budgeting and Reporting (1.5 program points).** Learners in this course acquire an understanding of inventory control, budgeting, financial statements, and reporting. Learners also demonstrate competence in preparing budgets for their scope of responsibility as health care professionals.

**BHA-FPX4009 - Health Care Reimbursement Systems (1.5 program points).** Learners in this course examine current trends and traditional methods of payment in the health care industry. In particular, learners examine hospital, physician, third-party, state, and federal reimbursement systems and gain an understanding of the organizational revenue cycle process and payor contracting.

**BHA-FPX4010 - Introduction to Health Care Research (3 program points).** In this course, learners examine health care research methodologies to assess access, quality, and cost as well as related marketing research and planning. In particular, learners strengthen their knowledge of quantitative, qualitative, and mixed-methods research designs in order to better understand the needs, expectations, and social norms involved within the health care delivery system.

**BHA-FPX4020 - Health Care Administration Capstone Project (3 program points).** The capstone project is the culmination of the BS in Health Care Administration degree program. Learners demonstrate the technical and applied health care administration knowledge and the critical thinking and communication skills needed to effectively influence a diverse and

## Course Descriptions, *continued*

dynamic health care environment, develop innovative solutions for managing U.S. health care systems, and apply continuous improvement and quality management processes to improve organizational and patient outcomes. **For BS in Health Care Administration, FlexPath option learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**BHA-FPX4102 - Leadership and Communication in Health Care Organizations (3 program points).** Learners in this course gain awareness of their personal leadership style and develop communication approaches appropriate for a diverse set of stakeholders. Learners also build their knowledge and skills in cultural competence, effective teamwork, coaching, cross-functionality, and collaboration through the use of authentic, real-world scenarios.

**BHA-FPX4104 - Strategic Leadership and Workforce Planning in Health Care (3 program points).** In this course, learners develop innovative solutions to strategic, tactical, and operational issues in managing health care systems through the combined use of information technology, organizational knowledge, talent management, and critical thinking. Learners enhance leadership qualities that facilitate diverse high-performance teams and create comprehensive and useable data-driven action plans. Learners also gain an understanding of organizational development, productivity management, and health care planning and marketing.

**BHA-FPX4106 - Introduction to Managing Health Care Information (3 program points).** Learners in this course integrate essential informatics concepts into health care administration and manage the health care information lifecycle. Learners analyze information system applications to make evidence-based decisions that maximize the efficiency and quality of departmental workflow. Learners also analyze the application of methods to improve the management of patient data, clinical knowledge, population data, and other information relevant to patient care and community health.

**BHA-FPX4108 - Managing Population Health (3 program points).** In this course, learners investigate epidemiology and its patterns, causes, and effects relative to health and disease conditions across identified populations. Learners identify evidence-based approaches to promote wellness, disease management, and evolving financial reimbursement strategies. In

addition, learners gain an understanding of critical factors associated with accountable care organizations and formulate applied research strategies focused on patient engagement.

**BHA-FPX4110 - Health Care Systems and Operations (3 program points).** In this course, learners analyze managerial concepts and their application to the support infrastructure of health care organizations. Learners also investigate issues, trends, and best practices in supply chain management; process improvement; facility layout; quality improvement; resource planning; and facilities management.

**BHA-FPX4112 - Economics of Health Care (3 program points).** Learners in this course examine historical perspectives and current trends in the health care industry and analyze its unique economic structure. Learners analyze evolving reimbursement trends, methods, and technology and identify the political, legal, regulatory, organizational, and demographical implications of business decisions on health care economics. Learners also evaluate the ways in which economic and stakeholder influences affect operational planning and decision making.

## Biology

**BIO-FPX1000 - Human Biology (3 program points).** In this course, learners examine the integrative relationship between human biological systems and the social sciences, arts, and communications. Learners build and apply an understanding of topics such as human anatomy, nature versus nurture, biological psychology, human disease, and concepts related to ancestry and biology. Learners also evaluate the accuracy of biological topics in the media. This course includes a lab experience.

**BIO-FPX2000 - Environmental Health (3 program points).** In this course, learners use a multidisciplinary approach to identify and describe the environmental factors impacting individual and community health. Learners analyze the effects of various physical, biological, and chemical agents on the body and identify strategies to minimize the negative effects. Learners also assess and apply ways to protect and promote health and positively influence the quality of the environment.

## Communications

**COM-FPX1100 - Navigating a Digital World (2 program points).** In this course, learners build their knowledge of technological tools

to stay organized, maximize their time, and stand out personally and professionally in the workplace. Learners use computers, software, and online tools to effectively complete a task, apply digital tools and organization techniques to effectively create timelines and set priorities, and investigate organizational strategies to maximize productivity.

**COM-FPX1200 - Communication at Work (2 program points).** In this course, learners develop key workplace communication skills, including writing, listening, and speaking with credibility. Learners acquire effective communication skills by participating in different communication scenarios and applying active listening. In addition, learners practice time-management solutions by exploring different technologies.

**COM-FPX3700 - Conflict Resolution (3 program points).** In this course, learners identify and analyze the factors that promote conflict and apply the fundamental skills and tools used to resolve conflict in personal and professional situations.

## Economics

**ECO-FPX1100 - Taking Charge of Your Economic Future (2 program points).** In this course, learners investigate key concepts of economics and personal finance. Learners gain the knowledge and skills necessary to leverage analysis tools, as well as economic reasoning and planning skills.

## Education

**ED-FPX5010 - Foundations of Master's Studies in Education (2 program points).** This course provides learners with opportunities to acquire and use graduate-level skills with an emphasis on critically examining and applying current educational research to teaching practices. Learners develop expertise in scholarly research and writing and explore the relevance of multicultural perspectives and diversity to work in their educational settings. **Must be taken during the first quarter by learners who have been admitted to the Master of Education in Teaching and Learning degree program, FlexPath option. Cannot be fulfilled by transfer.**

**ED-FPX5300A - Evaluating Curricular Models and Theories (.5 program points).** In this course, learners evaluate curricular design models and theories to guide effective curriculum design.

**ED-FPX5300B - Applying Curricular Models and Theories (.5 program points).** In this course, learners apply curricular design models and theories to develop curriculum

## Course Descriptions, *continued*

that addresses instructional planning and standards-based goals and integrates educational technology.

**ED-FPX5300C - Team Collaboration Theories and Practices for Curriculum Design and Improvement (.5 program points).** In this course, learners assess theories and practices focused on effective team collaboration in the design and improvement of curriculum.

**ED-FPX5300D - Team Practices in Curriculum Design and Implementation (.5 program points).** Learners in this course demonstrate an ability to employ effective team practices in the design and implementation of curriculum. This course requires access to an educational setting, students or learners, and/or classroom practitioners.

**ED-FPX5301A - Research-Based Pedagogical Methods and Models (.5 program points).** In this course, learners analyze current and emerging research in different pedagogical models and methods.

**ED-FPX5301B - Designing Research-Based Instructional Methods (.5 program points).** In this course, learners design instructional methods supported by applicable theories and research-based instructional models to meet the needs of diverse learners and discipline-specific content.

**ED-FPX5301C - Delivering Research-Based Instructional Methods (.5 program points).** In this course, learners deliver instructional methods supported by applicable theories and research-based instructional models to meet the needs of diverse learners and discipline-specific content. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

**ED-FPX5301D - Integrating Educational Technology into Teaching (.5 program points).** In this course, learners integrate educational technology into teaching practice. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

**ED-FPX5302A - Student Learning Research (.5 program points).** In this course, learners integrate research, theories, and models addressing how students learn at different ages and developmental levels.

**ED-FPX5302B - Research-Based Curriculum Design (.5 program points).** In this course, learners integrate research, theories, and models addressing curriculum design and teaching in different content disciplines.

**ED-FPX5302C - Brain-Based Learning Theory and Principles (.5 program points).** In this course, learners analyze brain-based learning (BBL) theory and principles and their implications for student learning, teaching, curriculum design, and student assessment.

**ED-FPX5302D - Technology Impacts on Learning (.5 program points).** In this course, learners assess how learning with technology affects the learning process.

**ED-FPX5303A - Multicultural Theories, Frameworks, and Models (.5 program points).** In this course, learners evaluate multicultural theories, frameworks, and models to understand the importance of culture, community, and collaboration to promote inclusion and enhance student learning.

**ED-FPX5303B - Student Culture and Teaching Practices (.5 program points).** In this course, learners incorporate student culture into teaching practices using a variety of teaching styles and strategies that are consistent within various cultural groups.

**ED-FPX5303C - Implementing Multicultural Instruction (.5 program points).** In this course, learners implement instruction based on one or more multicultural theories, frameworks, or models taking into consideration the inequities of technology as it pertains to access, classroom use, and student engagement. This course requires access to an educational setting, students or learners, and/or classroom practitioners.

**ED-FPX5303D - Culture and Diversity Dispositions (.5 program points).** In this course, learners critically reflect on their own dispositions related to culture and diversity.

**ED-FPX5304A - Assessment Models and Approaches (.5 program points).** In this course, learners assess different models, methods, and types of assessments in educational settings and the impact of mandate requirements on their design, delivery, and use.

**ED-FPX5304B - Assessment Design and Implementation (.5 program points).** In this course, learners design and implement various types of assessment within a class, school, or educational setting. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

**ED-FPX5304C - Analyzing Assessment Data for Decision Making (.5 program points).** In this course, learners analyze assessment data to drive curricular and instructional decisions. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

**ED-FPX5304D - Communicating Assessment Results to Stakeholders (.5 program points).** Learners in this course demonstrate their ability to communicate assessment results clearly and meaningfully to a variety of stakeholders.

**ED-FPX5306 - Action Research to Enhance Practice (2 program points).** In this course, learners explore action research in theory and practice as a form of inquiry and self-reflection to inform and improve their teaching. Learners examine relevant issues in their own educational setting and develop a plan to study and implement meaningful, practical, and research-based answers. Learners design data collection, analysis, and reporting practices as part of their action research plan that will be implemented in the capstone course. *This course requires access to an educational setting, students or learners, and/or classroom practitioners. ED-FPX5306 and ED-FPX5980 must be taken in sequence and during the learner's final two sessions.*

**ED-FPX5730A - English Language Learner Considerations in Teaching (.5 program points).** In this course, learners incorporate cultural and educational backgrounds of English Language Learners into instructional decision-making. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

**ED-FPX5730B - Modeling Cultural Competency to Enhance Learning (.5 program points).** In this course, learners model cultural competence to enhance learning.

**ED-FPX5730C - Socio-Linguistic Theories (.5 program points).** In this course, learners examine the socio-linguistic theories to understand language change and variation.

**ED-FPX5730D - Legislation Affecting English Language Learner Education (.5 program points).** In this course, learners evaluate legislation that affects the education of English Language Learners.

**ED-FPX5980 - Teaching and Learning Capstone (3 program points).** In this capstone course, learners apply research knowledge, skills, and dispositions developed in ED5306 Action Research to Enhance Practice. Learners implement the action research process to evaluate and critically reflect on the results as a part of continuous improvement inquiry to improve student learning. Learners communicate research findings and insights with key stakeholders and critically reflect on implications as a way to find practical and useful strategies to improve their practice. *This course requires*

## Course Descriptions, *continued*

*access to an educational setting, students or learners, and/or classroom practitioners. ED-FPX5306 and ED-FPX5980 must be taken in sequence and during the learner's final two sessions. Cannot be fulfilled by transfer.*

### Education Technology

**EDT-FPX5100A - Change Research and Theory and Technology Integration (.5 program points).** In this course, learners analyze research and theories for innovation and change related to the use of technology and media.

**EDT-FPX5100B - Collaboration in Technology Integration (.5 program points).** Learners in this course demonstrate their ability to collaborate with teachers in opportunities to incorporate 21st-century technology skills in classroom instruction.

**EDT-FPX5100C - Innovations to Serve Diverse Learners (.5 program points).** In this course, learners develop plans for innovative practices that help meet the needs of diverse learners.

**EDT-FPX5100D - Communicating Innovation and Change with Stakeholders (.5 program points).** Learners in this course demonstrate their ability to communicate innovation and change initiatives with family, community, and colleagues both verbally and nonverbally in a manner that is professional, appropriate to the purpose, and culturally responsive.

**EDT-FPX5102A - Data Collection and Analysis Strategies (.5 program points).** In this course, learners describe effective classroom data collection and analysis strategies to inform instructional practice.

**EDT-FPX5102B - Analyzing Data (.5 program points).** In this course, learners analyze student data to identify and address educational problems.

**EDT-FPX5102C - Technology for Data Collection (.5 program points).** In this course, learners apply technology tools to collect valid, reliable assessment data on student learning and engagement.

**EDT-FPX5102D - Digital Tools for Communicating with Stakeholders (.5 program points).** In this course, learners apply methods for communicating information with stakeholders using appropriate digital tools.

**EDT-FPX5104A - Dispositions for Positive Change (.5 program points).** In this course, learners reflect on dispositions and actions needed to contribute to positive change for growth in the digital age.

**EDT-FPX5104B - Teacher Digital Rights and Responsibilities (.5 program points).** In this course, learners analyze digital rights and responsibilities of teachers, including ethical use of open educational resources and providing a safe online learning environment for students.

**EDT-FPX5104C - Enhancing Digital Learning for Students (.5 program points).** In this course, learners synthesize knowledge and skills needed to enhance digital learning for all students.

**EDT-FPX5104D - Guiding Student Digital Behaviors (.5 program points).** Learners in this course demonstrate an ability to foster the safe and ethical online behavior of students.

**EDT-FPX5120A - 21st-Century Instructional Frameworks (.5 program points).** In this course, learners analyze the use of 21st-century instructional frameworks in the classroom. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

**EDT-FPX5120B - Applying Technology Tools to Enhance Lesson Design and Instruction (.5 program points).** In this course, learners apply appropriate technology tools to enhance lesson design and classroom instruction. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

**EDT-FPX5120C - 1:1 Computing Models and Instructional Design (.5 program points).** In this course, learners design instruction using a variety of 1:1 computing models. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

**EDT-FPX5120D - Applying the Flipped Classroom (.5 program points).** In this course, learners develop a lesson using the flipped classroom model.

**EDT-FPX5125A - Planning Educational Technology to Personalize Instruction and Increase Engagement (.5 program points).** In this course, learners plan personalized instruction that increases student engagement through effective digital integration options. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

**EDT-FPX5125B - Implementing Educational Technology to Personalize Instruction (.5 program points).** In this course, learners implement personalized instruction that

focuses on utilizing best practices in instructional technology. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

**EDT-FPX5125C - Technology Infusion: Applying Universal Design for Learning for Diverse Learners (.5 program points).** In this course, learners design technology infused lessons that engage diverse learners through the application of UDL.

**EDT-FPX5125D - Implementing Educational Technology for Adaptive Learning (.5 program points).** In this course, learners implement personalized learning and adaptive learning approaches that leverage educational technology to meet the diverse needs of all learners. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

**EDT-FPX5130A - Standards, Outcomes, and Competencies for Curriculum Development (.5 program points).** In this course, learners analyze the differences among standards, outcomes, and competencies in relation to the curriculum. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

**EDT-FPX5130B - Applying Competency-Based Curriculum Development (.5 program points).** In this course, learners apply competencies, outcomes, and standards to curriculum development. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

**EDT-FPX5130C - Competency-Based Instruction with Research-Based Practices (.5 program points).** In this course, learners apply appropriate pedagogical strategies to implement competency-based instruction in the classroom. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

**EDT-FPX5130D - Competency-Based Student-Centered Environments (.5 program points).** In this course, learners develop a competency-based educational environment that values student voice and pace. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

**EDT-FPX5132A - Forms of Authentic Assessment (.5 program points).** In this course, learners analyze multiple forms of authentic assessment. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

**Course Descriptions, continued**

**EDT-FPX5132B - Developing Authentic Assessments (.5 program points).** In this course, learners develop a variety of authentic assessment techniques for use in classroom instruction.

**EDT-FPX5132C - Using Assessment Data to Promote Student Learning (.5 program points).** In this course, learners demonstrate their ability to utilize assessment data to promote student learning in individual classrooms. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

**EDT-FPX5132D - Collaborative Assessment Data Analysis (.5 program points).** In this course, learners demonstrate their ability to collaborate with others to analyze student assessment data. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

**EDT-FPX5134A - Formative and Authentic Assessment Techniques (.5 program points).** In this course, learners demonstrate their ability to utilize a variety of formative and authentic assessment techniques in an educational setting. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

**EDT-FPX5134B - Interpreting Formative Assessment Data to Inform Instruction (.5 program points).** In this course, learners interpret data gathered from formative assessments to inform instruction. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

**EDT-FPX5134C - Implementing Adaptive Learning Approaches (.5 program points).** In this course, learners implement adaptive learning approaches to meet the diverse needs of all learners. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

**EDT-FPX5134D - Universal Design for Learning and Competency-Based Assessments (.5 program points).** In this course, learners apply Universal Design for Learning (UDL) principles to the use of competency-based assessment. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

**EDT-FPX5140A - Planning Personalized Instruction (.5 program points).** In this course, learners plan personalized instruction that leverages instructional techniques to increase engagement, motivation, and achievement.

**EDT-FPX5140B - Implementing Personalized Instruction (.5 program points).** In this course, learners implement personalized learning options. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

**EDT-FPX5140C - Using Assessments to Personalize Learning (.5 program points).** In this course, learners evaluate the use of assessments to personalize learning for students.

**EDT-FPX5140D - Analyzing Assessment Data to Improve Personalized Instruction (.5 program points).** In this course, learners analyze assessment data to improve personalized instruction. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

**EDT-FPX5142A - Implementing Adaptive Learning for Diverse Learners (.5 program points).** In this course, learners implement adaptive learning approaches to meet diverse learner needs. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

**EDT-FPX5142B - Universal Design for Learning for Personalized and Adaptive Instructional Strategies (.5 program points).** In this course, learners apply the Universal Design for Learning (UDL) framework to support personalized instruction and adaptive learning.

**EDT-FPX5142C - Adaptive Instruction and Assessment Strategies (.5 program points).** In this course, learners analyze adaptive instruction and assessment strategies.

**EDT-FPX5142D - Adaptive Learning Systems (.5 program points).** Learners analyze the effectiveness of adaptive learning systems in K–12 educational settings. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

**Entrepreneurship**

**ENTR-FPX5412 - New Ventures and Entrepreneurship (2 program points).** This course is an introduction to new ventures and entrepreneurship including entrepreneurial feasibility, research, planning, and funding for new venture opportunities. Learners investigate legal structures of entrepreneurial ventures, examine factors that influence the venture selection process, evaluate the feasibility of a venture concept, identify a customer base and market, and consider funding requirements for the business venture.

**English**

**ENG-FPX1000 - English Composition (3 program points).** This course is an introduction to writing research techniques and various forms of writing, including expository writing. Learners strengthen and demonstrate their ability to think critically; to develop and organize writing topics; and to revise their writing for clarity of purpose, readability, and style.

**ENG-FPX1200 - Discover the Writer in You (2 program points).** In this course, learners identify how to harness the power of words in a professional environment. Learners analyze the fundamentals of business and technical writing to understand how to write for a variety of purposes. Learners also gain the skills necessary to craft a clear and targeted message for any audience.

**Finance**

**FIN-FPX5710 - Economic Foundations for Financial Decision Making (2 program points).** This course examines macro and micro economic principles, theories and tools, and their applications to business. Learners analyze economic activities from a national and global perspective, value creation, tools employed by the Federal Reserve System and government to create and implement fiscal and monetary policies, and the importance of these for business. Learners also apply microeconomic theories and market competition considerations to behavior and decision making of firms and individuals.

**Global Operations**

**OPS-FPX5620 - Supply Chain Foundations and Management (2 program points).** Learners in this course develop a broad understanding of global supply chain management by studying it from a systems theory perspective as a network that provides strategic advantage. Learners consider the role of culture and the changes in scope and scale that globalization has brought to internal business processes. **Prerequisite: MBA-FPX5016.**

**OPS-FPX5630 - Strategic Supply Chain Sourcing (2 program points).** This course emphasizes integration of the supply chain as a strategic competitive advantage. Learners identify ways to use strategic resourcing and procurement to achieve consistent quality, thus enabling market share growth and preventing market share erosion. Learners also examine the importance of managing relationships with global suppliers and establishing consistent quality benchmarks and an ethical and legal approach to supply chain sourcing. **Prerequisite: MBA-FPX5016.**

## Course Descriptions, *continued*

### Health Care Management

**HCM-FPX5310 - Decision-Making in the Health Care System (2 program points).** In this course, learners examine the complex and dynamic U.S. health care system, stakeholders, laws, and regulations. Learners develop an understanding of how health care delivery systems are organized and financed and identify the economic, legal, and political factors that influence the management of health care organizations.

**HCM-FPX5312 - Analyzing the Health Care Environment (2 program points).** Learners apply environmental and regulatory analyses to examine the organization's position within the external environment and develop plans to strengthen the organization's strategy. Learners use evidence-based decision making to support analyses. **Prerequisite(s):** *MBA-FPX5006, HCM-FPX5310.*

**HCM-FPX5314 - Driving Health Care Results (2 program points).** In this course, learners analyze ways in which health care leaders support the effective access and delivery of quality patient care in a customer-focused and cost efficient manner. Learners address the impact of organizational culture, structure, operations, services, and financing on outcomes to optimize results in a health care organization. **Prerequisite(s):** *MBA-FPX5014, HCM-FPX5312.*

### Health Information Management

**HIM-FPX4610 - Medical Terminology (3 program points).** Learners in this course develop an understanding of medical terminology used within health care. Learners analyze prefixes, suffixes, word roots, and combining forms, and practice correctly pronouncing, spelling, and using medical terms in the appropriate contexts.

**HIM-FPX4620 - Data Management in Health Information Systems (3 program points).** In this course, learners examine the operational and financial principles of managing health data from multiple source systems. Learners gain and demonstrate an understanding of various data integration tools and techniques used to support clinical information systems, including data warehousing, batch processing, and interface engines. Learners also examine and apply network and database design and architecture and their effects on source system development. **Prerequisite(s):** *HIM-FPX4610.*

**HIM-FPX4630 - Statistical Analysis for Health Information Management (3 program points).** In this course, learners develop a working knowledge of basic statistical strategies and tools used to analyze

and interpret health care data, including pattern recognition; data classification; and data mining, modeling, and sampling. Learners also evaluate the resources that provide health care information and support health information integrity and data quality. **Prerequisite(s):** *HIM-FPX4610.*

**HIM-FPX4640 - Electronic Health Records and Health Information Systems (3 program points).** Learners in this course build their knowledge of health data management history and the role of the electronic health record (EHR) in health care organizations. Learners identify the characteristics of the EHR and other clinical systems and evaluate the standards being developed to encourage EHR interoperability and data sharing. **Prerequisite(s):** *HIM-FPX4610.*

**HIM-FPX4650 - Decision Support and Quality Management in Health Information Management (3 program points).** In this course, learners examine decision-support practices and quality-management techniques used to improve the quality of health care. Learners apply decision-modeling techniques and evaluate the impact of clinical information systems on the quality, safety, and efficiency of health care data. **Prerequisite(s):** *HIM-FPX4610.*

**HIM-FPX4660 - Information Security, Privacy, and Ethics in Health Care (3 program points).** Learners in this course gain a legal and ethical overview of the health information industry, including the role of the Health Information Portability and Accountability Act (HIPAA). Learners analyze security and privacy issues related to gathering and sharing health data and examine the legal constraints of transmitting data outside the parameters of treatment, payment, and health operations. **Prerequisite(s):** *HIM-FPX4610.*

**HIM-FPX4670 - Health Information Systems and Management (3 program points).** Learners in this course examine health care systems and health information management in the United States. Learners examine organizational relationships, business associations, and market forces that affect the health care system. In particular, learners build knowledge of leadership and management theories for health care systems and health information management.

### Humanities

**HUM-FPX1100 - Exploring Cultures: Adapting in a Global World (2 program points).** In this course, learners develop critical thinking and innovation skills by examining how the humanities relates to diverse cultures

in a globally collected world. Learners explore various cultures from around the world and identify how to maximize diverse perspectives to improve personal and professional interactions.

### Human Resource Management

**HRM-FPX5002 - Survey of Human Resource Management in Practice (2 program points).** This course is a survey of contemporary perspectives in the field of human resource management. Learners apply competencies developed by the Society for Human Resource Management (SHRM) in order to support people, the workplace, and an organization. Learners integrate legal and ethical standards into human resource policies and practices. Learners also address the role of the HR practitioner in the alignment of operational and strategic approaches. **Must be taken during the first quarter by learners who have been admitted to the MS in Human Resource Management degree program, FlexPath option. Cannot be fulfilled by transfer or prior learning assessment.**

**HRM-FPX5025 - Talent Acquisition and Workforce Planning (2 program points).** In this course, learners analyze approaches for forecasting staffing needs, and attracting and retaining talent. Learners evaluate the metrics used to measure the effectiveness of both recruiting and staffing needs and processes. Learners also examine the impact of laws and technology on the staffing environment. **Prerequisite(s):** *HRM-FPX5310.*

**HRM-FPX5055 - Comprehensive Reward Systems (2 program points).** In this course, learners examine compensation models and their application in organizations, which includes both direct and indirect rewards. Learners also discuss compensation strategies and their link to designing an effective organization. Learners further explore how compensation structures are developed and applied as well as the different strategic roles of rewards in developing an effective workforce. **Prerequisite(s):** *HRM-FPX5002.*

**HRM-FPX5060 - Sourcing and Managing Talent in the Workplace (2 program points).** Learners in this course examine contemporary perspectives in recruiting, talent mobility, workforce planning, and performance management. Learners select and develop approaches which support employee mobility and performance to advance organizational goals. **Prerequisite(s):** *Completion of or concurrent registration in HRM-FPX5002; or HRM-FPX5310.*

## Course Descriptions, *continued*

### HRM-FPX5065 - Employment Law in the Successful Workplace (2 program points).

In this course, learners gain an understanding of the application of U.S. law and legislation to human resource management theory and practice in the modern workplace. Learners evaluate historical perspectives on law and labor relations and the impact of context on practice. Learners focus on the value of aligning organizational mission, legal compliance, and ethical practices. Learners also assess methods by which the HRM professional can resolve conflict and defuse or mitigate potentially litigious situations while enhancing productivity. **Prerequisite(s): HRM-FPX5002.**

**HRM-FPX5070 - Workplace Learning in the Digital Age (2 program points).** Learners in this course gain an understanding of the role of the HR professional in talent development, theories and models of learning, learning styles, and ways to design and manage the learning process. Learners apply a strategic approach to workplace learning to align the organization's strategy with learning programs and demonstrate learning strategies and practices which meet the needs of employees and the organization. **Prerequisite(s): HRM-FPX5002.**

**HRM-FPX5075 - Leading and Influencing for the Human Resource Practitioner (2 program points).** This course helps guide learners through an analysis of their own leadership strengths and capabilities, preparing them to develop skills to become an influential HR practitioner. The course emphasizes understanding the human resource professional choices in leadership theories and models, awareness of the learner's leadership strengths, tools to build trust and relationships, and clarity of the learners continued need to develop as a leader. **Prerequisite(s): HRM-FPX5002.**

**HRM-FPX5080 - Evidence-Based Decision Making for HR Professionals (2 program points).** In this course, learners apply evidence-based models of decision making to advocate and support HR strategies and practices. Learners use qualitative and quantitative data in HR decision making to influence organizational stakeholders and incorporate storytelling to provide compelling advocacy for HR programs, practices, and projects. **Prerequisite(s): HRM-FPX5002.**

**HRM-FPX5090 - Retaining and Engaging Employees for the Modern Workforce (2 program points).** In this course, learners

apply models of employee motivation, thriving, and engagement in the workplace to create the employee experience. Learners also analyze the ways in which culture, employee and leader behavior impact strategic retention. Finally, learners assess the influence of technology and evidence-based practices on employee lifecycle, engagement, and positive employee and organizational outcomes. **Prerequisite(s): HRM-FPX5002 or HRM-FPX5310.**

**HRM-FPX5118 - Human Resource Legal Challenges and Solutions (2 program points).** This is an advanced course designed for HR professionals who seek to prepare themselves for the complex challenges of legal employment issues in the workplace. Learners study the nature of and strategies for addressing workplace legal actions in order to create a legally compliant workplace. Learners focus on developing action plans and management strategies for minimizing risk. **Prerequisite(s): HRM-FPX5002.**

**HRM-FPX5120 - Global Human Resource Practice (2 program points).** In this course, learners navigate the global legal and regulatory environments and their application to HR practices. Learners apply HR principles and models to multiple contexts within the global environment. Learners develop an awareness of global cultures and best practices for working across cultures. **Prerequisite(s): HRM-FPX5002.**

**HRM-FPX5122 - Developing an Effective Workplace (2 program points).** In this course, learners focus on the role of the HR professional in creating effective workplaces that support the needs of a diverse workforce and contribute to alignment with organizational strategy. Learners examine the elements of the organization which contribute to leading and managing today's workforce and learn the essential skills for cultivating organizational commitment and facilitating employee engagement in the workplace. **Prerequisite(s): HRM-FPX5310.**

**HRM-FPX5310 - Strategic Human Resource Management (2 program points).** In this course, learners examine how human resource management (HRM) impacts and supports strategic organizational goals. Using key HRM principles, practices, and data, learners develop well-rounded strategies to address HR related needs and opportunities for a dynamic, multicultural, and global workforce.

**HRM-FPX5960 - HRM Capstone: Improving and Transforming HR Practice (2.5 program points).** This is an integrative course for learners in the MS in Human Resource Management degree program. Learners

synthesize and integrate the knowledge, competencies, and skills acquired throughout the program by developing and implementing a final project that demonstrates critical thinking, creativity, and practical application of program content. Learners apply models and best practices in human resource management to achieve desired project outcomes. **Prerequisite(s): Completion of all required coursework. Cannot be fulfilled by transfer or prior learning assessment.**

## Information Technology

**ITEC-FPX5030 - Emerging Technologies (2 program points).** In this course, learners gain an understanding of new and disruptive technologies that are poised to have a significant impact on individuals, industry, technology, and society. Learners explore strategies for identifying and researching emerging technologies to determine their value-added application to the organization and examine models that help predict technology growth and proliferation.

## Leadership

**LEAD-FPX5210 - Leading Global and Diverse Cultures (2 program points).** In this course, learners analyze aspects of leading and working in global and diverse environments. Learners gain an understanding of the personal and professional role of leadership in diverse cultures, core strategies used to lead more effectively within those cultures, and their own capacities as global leaders.

**LEAD-FPX5220 - Leader as Change Agent (2 program points).** In this course, learners focus on leaders as architects of change in organizations and environments. Learners study the nature of leadership in complex and dynamic settings; theories of change at the individual, group, and organizational level, and leadership practices that guide and sustain complex change.

## Marketing

**MKT-FPX5410 - Digital Marketing (2 program points).** Learners in this course analyze how the internet and social media have transformed marketing strategy in today's interactive marketplace. Learners explore how companies can extend marketing theories and models to leverage digital marketing tactics such as SEO, lead generation, sales funnels, and social media. Learners also explore how mobile optimization, metrics, and marketing analytics drive strategic business goals and objectives.



## Course Descriptions, *continued*

**MKT-FPX5416 - Consumer Insights (2 program points).** This course explores contemporary concepts of consumer behavior, as well as research tools and techniques commonly used to obtain information that informs marketing planning. Learners examine key trends of consumer behavior central to marketing planning and implementation, ever changing consumer perceptions, influences, decision making and the impact of social media and emerging technologies. Learners gain a foundational understanding of primary and secondary research, critical discernment of information quality, analysis, and application of consumer insights and research findings to marketing planning and implementation.

### Master of Business Administration

**MBA-FPX5002 - MBA Leadership (2 program points).** This course covers contemporary models of leadership and examines behaviors and skills of effective leaders. Learners assess their own leadership strengths and how to lead effectively in their work settings. Learners also analyze ways in which leaders use their skills to support innovation, change, and collaboration within organizations. *For FlexPath option MBA degree and certificate program learners and non-degree learners only. Must be taken during the first quarter by learners who have been admitted to the MBA degree program. Cannot be fulfilled by transfer or prior learning assessment.*

**MBA-FPX5006 - Business Strategy (2 program points).** Learners in this course examine ways in which companies formulate and implement strategy to effectively compete in the marketplace. Learners apply strategic models and analysis to address competitive challenges. *For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): Completion of or concurrent registration in MBA-FPX5002.*

**MBA-FPX5008 - Applied Business Analytics (2 program points).** This course introduces learners to business analytics and its role in evidence-based decision making. Learners examine data and analytics techniques that create relevant, actionable, and meaningful information. *For FlexPath option MBA degree and certificate program learners and non-degree learners only.*

**MBA-FPX5010 - Accounting Methods for Leaders (2 program points).** Learners in this course gain an understanding of how methods of financial and managerial accounting are used to analyze business

performance and make evidence-based business decisions. Learners examine tax, ethical, and legal implications of accounting methods. *For FlexPath option MBA degree and certificate program learners and non-degree learners only.*

**MBA-FPX5012 - Marketing Management (2 program points).** This course covers marketing theories, models, and practices used by businesses. Learners examine the expanded roles of analytics, technology, and social media in marketing strategy and implementation. Learners also use business analytics skills to address marketing problems and apply marketing methods to business challenges. *For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FPX5008.*

**MBA-FPX5014 - Applied Managerial Finance (2 program points).** Learners in this course explore financial concepts and techniques required to evaluate, report, and maximize firm performance and value. Learners analyze environmental and market factors, goals, and constraints; and apply regulatory and ethical principles and business analytics skills to drive data-based decision making. *For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FPX5008, MBA-FPX5010.*

**MBA-FPX5016 - Operations Management for Leaders (2 program points).** In this course, learners examine theories and models of business operations and their role in developing and delivering a superior product or service to the marketplace. Learners also apply business analytics skills and use data to evaluate strategic and tactical impact to business functions across the organization. *For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FPX5008.*

**MBA-FPX5801 - Communication and Presentation Skills (.5 program points).** This course covers the basics of organizational and interpersonal communication. Learners apply principles from this course to enhance their ability to lead through effective communication. This course also emphasizes the ways learners build and deliver influential messages while considering the needs of the audience. *For MBA, FlexPath option learners only. Cannot be fulfilled by transfer or prior learning assessment. Special permission is required for registration.*

**MBA-FPX5910 - MBA Capstone Experience (2.5 program points).** In this course, learners integrate the knowledge and skills gained during the MBA program in an application-based business project. Learners demonstrate their overall ability to identify and recommend evidence-based solutions to business challenges and opportunities. *For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer or prior learning assessment.*

### Master of Health Administration

**MHA-FPX5010 - Strategic Health Care Planning (2 program points).** In this course, learners examine strategic orientation, planning, and decision making in health care organizations and environments. Learners analyze the political, legal, regulatory, organizational, demographical, and multicultural implications of strategic planning decisions and how those decisions impact communities and populations, define best practices for health care organization staff development, and balance the prioritization of organizational and regulatory needs with feasible cost-effective solutions. Learners also develop a long-term strategic health care plan that includes information on human resource requirements, technology needs, and financial implications.

**MHA-FPX5012 - Organizational Leadership and Governance (2 program points).** Learners in this course examine and articulate the fundamental concepts and principles of health care organization management and leadership, including governance, cost-effective decision making, and managing and leading stakeholders and staff. Learners identify best practices for mobilizing, managing, and improving employee, organization, stakeholder, and community commitment and for creating employee-centered organizations that foster professional and organizational accountability. Learners also analyze an organizational leadership structure and governance plan and examine how to apply team leadership skills to initiate change. *Prerequisite(s): Completion of or concurrent registration in MHA-FPX5010.*

### Master of Science in Nursing

**MSN-FPX6011 - Evidence-Based Practice for Patient-Centered Care and Population Health (2 program points).** Learners in this course acquire an understanding of the nature of evidence and its relative value

## Course Descriptions, *continued*

and weight in making clinical decisions that impact patient and population outcomes. In particular, learners assess appropriate methods and analytic approaches in order to investigate, evaluate, and synthesize the best available evidence for potential solutions and innovations. **For BSN, FlexPath option learners only.**

**MSN-FPX6016 - Quality Improvement of Interprofessional Care (2 program points).** In this course, learners develop and demonstrate competence in the design, implementation, and evaluation of interprofessional quality improvement initiatives. Learners investigate models for quality improvement, with an emphasis on outcome identification and measurement. Learners also examine quality within the context of patient safety through adverse event and near-miss analyses. **For BSN, FlexPath option learners only.**

### Math

**MAT-FPX2001 - Statistical Reasoning (3 program points).** This course introduces fundamental concepts of elementary statistics, including descriptive statistics, methods of counting, probability distributions, approximations, estimation, and hypothesis testing. Learners use these concepts to apply and interpret statistical results.

**MAT-FPX2100 - Data-Driven Decisions (2 program points).** In this course, learners examine the applications of statistics to a variety of fields. Learners develop mathematical reasoning, quantitative analysis, and quantitative communication skills to prepare them for future academic coursework and professional life. Learners also gain an understanding of how every day decisions are supported by mathematics.

### Nursing

**NURS-FPX4010 - Leading People, Processes, and Organizations in Interprofessional Practice (3 program points).** Learners in this course gain the understanding and abilities needed to champion and lead changes in interprofessional health care practice. Learners use management theories and leadership strategies and apply interdisciplinary collaboration skills to improve systems outcomes while reducing the cost of care. **For BSN, FlexPath option learners only.**

**NURS-FPX4020 - Improving Quality of Care and Patient Safety (3 program points).** In this course, learners build and demonstrate the skills necessary to contribute to the

quality improvement of health care and patient safety. Learners analyze elements of successful quality improvements as well as factors that lead to patient safety risks. In addition, learners identify organizational interventions to promote patient safety and facilitate quality improvement processes to achieve desired patient, systems, and population outcomes. **For BSN, FlexPath option learners only.**

**NURS-FPX4030 - Making Evidence-Based Decisions (3 program points).** Learners in this course interpret research and apply an evidence-based practice model to make informed decisions in care planning. Learners analyze the relevance and effectiveness of evidence in the processes of clinical reasoning and judgement to support interventions that result in desired patient, systems, and population outcomes. **For BSN, FlexPath option learners only.**

**NURS-FPX4040 - Managing Health Information and Technology (3 program points).** In this course, learners leverage technology to effectively and efficiently achieve desired patient, systems, and population outcomes. Learners develop and demonstrate generalist nursing practices needed to manage health information and patient care technologies. Learners also develop strategies to improve security of patient information. **For BSN, FlexPath option learners only.**

**NURS-FPX4050 - Coordinating Patient-Centered Care (3 program points).** Learners in this course apply the knowledge and skills needed to respond to the unique biopsychosocial attributes and situational context of each individual patient while recognizing the patient as full partner in all health care decision making. Learners collaborate and adapt practices to support patient-centered care and defend decisions based on the code of ethics for nursing. **For BSN, FlexPath option learners only.**

**NURS-FPX4060 - Practicing in the Community to Improve Population Health (3 program points).** In this course, learners analyze the community and public health milieu, with emphasis on health promotion and disease prevention for culturally diverse people within a variety of community settings. Learners apply principles of community and public health, health promotion, epidemiology, social determinants of health, and social justice to achieve equity, eliminate disparities, and create environments to improve health and safety. Learners also examine leading health care indicators, health policy, and emergency preparedness. **For BSN, FlexPath option learners only.**

**NURS-FPX4900 - Capstone Project for Nursing (3 program points).** The capstone course is the culmination of the BSN degree program and provides learners the opportunity to demonstrate the competencies they have gained during their program. Learners integrate new knowledge from the literature into practice via direct practicum hours in a patient, family, or group setting to demonstrate proficiency and create high-quality deliverables to apply in future practice. In the capstone experience, learners also further apply their knowledge of the program outcomes. **For BSN, FlexPath option learners only. Must be taken during the learner's final session. Prerequisite(s): NURS-FPX4010, NURS-FPX4020, NURS-FPX4030, NURS-FPX4040, NURS-FPX4050, completion of or concurrent registration in NURS-FPX4060. Cannot be fulfilled by transfer or prior learning assessment.**

**NURS-FPX8010 - Executive Leadership in Contemporary Nursing (2 program points).** Learners in this course analyze and evaluate interrelationships within complex health care delivery systems, including organizational stakeholders; executive power structures; and population, fiscal, and policy issues. Learners apply this knowledge as well as executive leadership skills to professional practice and recommend policy changes that support system-level strategic priorities. **For DNP, FlexPath option learners only. Cannot be fulfilled by transfer.**

**NURS-FPX8012 - Nursing Technology and Health Care Information Systems (2 program points).** Learners in this course apply information technology and research methods used within the health care environment. In particular, learners evaluate the use of technology in health care information systems for the purposes of monitoring outcomes of care and assessing quality improvement. **For DNP, FlexPath option learners only. Cannot be fulfilled by transfer.**

**NURS-FPX8014 - Global Population Health (2 program points).** In this course, learners evaluate global health issues and propose and evaluate culturally sensitive interventions to address global health concerns. Throughout the course, learners build the knowledge and skills necessary to lead the development and implementation of institutional, local, state, national, or international health care initiatives. **For DNP, FlexPath option learners only. Prerequisite(s): NURS-FPX8010. Cannot be fulfilled by transfer.**

**Course Descriptions, continued**

**NURS-FPX8035 - Foundations of Evidence-Based Practice in Nursing (2 program points).** In this course, learners apply the steps of the evidence-based practice process to a health care challenge, evaluate qualitative research methods and results, and interpret the results and practical significance of qualitative health care data analyses. Learners also assess their own strengths and weaknesses in relationship to writing as a doctoral professional. **For DNP, FlexPath option learners only. Cannot be fulfilled by transfer.**

**NURS-FPX8045 - Doctoral Writing and Professional Practice (2 program points).** Learners in this course write as doctoral professionals, including crafting a compelling argument and creating a literature review that supports a possible intervention or process change. Learners also obtain approval for their practicum site and preceptor and complete the related paperwork. **For DNP, FlexPath option learners only. Prerequisite(s): NURS-FPX8035, completion of or concurrent registration in NURS-FPX8012. Cannot be fulfilled by transfer.**

**NURS-FPX9100 - Defining the Nursing Doctoral Project (2 program points).** In this course, learners finalize a project charter to address a clinical or organizational problem or take advantage of an opportunity for improvement within a health care or public health setting. Learners also meet a high standard for ethical, interprofessional practice. Learners begin precepted practicum hours in this course. **For DNP, FlexPath option learners only. Special permission is required for registration. Prerequisite(s): NHS-FPX8040, NHS-FPX8070, NURS-FPX8010, NURS-FPX8012, NURS-FPX8014, NURS-FPX8035, and NURS-FPX8045. Cannot be fulfilled by transfer.**

**NURS-FPX9901 - Nursing Doctoral Project 1 (2 program points).** Learners in this course obtain university approval to begin the implementation phase of their project. At the completion of the course, learners associate project outcomes with a quality/performance improvement framework and formalize the project implementation plan. This course requires completion of practicum hours. **For DNP, FlexPath option learners only. Prerequisite(s): NURS-FPX9100. Cannot be fulfilled by transfer.**

**NURS-FPX9902 - Nursing Doctoral Project 2 (2 program points).** In this course, learners implement their projects and reflect on the process and lessons learned. Learners also conduct an exhaustive search of the literature,

critically appraise the evidence, and develop a coherent interpretation and synthesis of the main themes and relationships among sources. This course requires completion of practicum hours. **For DNP, FlexPath option learners only. Prerequisite(s): NURS-FPX9901. Cannot be fulfilled by transfer.**

**NURS-FPX9903 - Nursing Doctoral Project 3 (2 program points).** Learners in this course begin the process of documenting their project in a scholarly manner. Throughout the course, learners evaluate data, incorporate evidence, draft analysis, and develop the first part of their doctoral project. This course requires completion of practicum hours. **For DNP, FlexPath option learners only. Prerequisite(s): NURS-FPX9902. Cannot be fulfilled by transfer.**

**NURS-FPX9904 - Nursing Doctoral Project 4 (2 program points).** In this course, learners complete the final report and apply knowledge and experience gained during the doctoral project. Learners also create a presentation on the purpose, intervention, and results of their project to develop dissemination skills. This course requires completion of practicum hours. **For DNP, FlexPath option learners only. Prerequisite(s): NURS-FPX9903. Cannot be fulfilled by transfer.**

**NURS-FPX9980 - Doctoral Project Development (2 program points).** This course provides learners with the resources, structure, and faculty support for successful completion of their doctoral project requirements. Learners analyze, critique, and integrate information into the design and implementation of their project. **For DNP, FlexPath option learners only. Special permission is required for registration. Cannot be fulfilled by transfer.**

**Nursing and Health Sciences**

**NHS-FPX4000 - Developing a Health Care Perspective (3 program points).** In this course, learners build and strengthen the knowledge, skills, and abilities needed to succeed in their program and in the workplace. Learners engage in interactive activities that help them develop and demonstrate a health care perspective and expand their academic success strategies including organizational, critical thinking, and problem-solving skills. Learners also develop an understanding of ethics, information literacy, and effective writing. **For BS in Health Care Administration, FlexPath option and BSN, FlexPath option learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**NHS-FPX6004 - Health Care Law and Policy (2 program points).** In this course, learners examine the political, legal, and regulatory issues impacting health care organizations and environments. Learners analyze the effects of health care policy on health care practice and service delivery, with particular emphasis on the strategies used to monitor and maintain legal and regulatory compliance. Learners also identify and apply health care policy and law concepts that promote organizational improvement.

**NHS-FPX8002 - Collaboration, Communication, and Case Analysis for Doctoral Learners (2 program points).** This course prepares learners for doctoral-level coursework in the School of Nursing and Health Sciences. Throughout the course, learners analyze and evaluate how the scholar-practitioner model provides guidance for developing competencies in effective and ethical health care leadership, including professional and interprofessional collaboration, communication, inclusion, and decision making. **For DNP, FlexPath option learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

**NHS-FPX8040 - 21st-Century Health Care Leadership (2 program points).** Learners in this course build foundational knowledge and skills needed to shape the future of health care. Through the lens of a 21st-century health care leader, learners use critical thinking, analysis, and creative insights to examine a problem, gap, or opportunity for improvement within a health care or public health delivery system. Learners also complete a culminating project charter to further develop a coherent quality improvement plan for 21st-century health care. **For DNP, FlexPath option learners only. Cannot be fulfilled by transfer.**

**NHS-FPX8070 - Evaluation and Interpretation of Data in Health Care (2 program points).** In this course, learners examine underlying concepts and reasoning involved in the collection, preparation, and evaluation of qualitative and quantitative data in health care research. Learners apply appropriate analytical techniques using commonly used software and/or best practice guidelines. Learners also interpret and report the analytical results. **For DNP, FlexPath option learners only. Cannot be fulfilled by transfer.**

**Philosophy**

**PHI-FPX2000 - Ethics (3 program points).** Learners in this course explore major philosophical approaches to evaluating moral

## Course Descriptions, *continued*

actions and apply them to contemporary issues. Learners reflect on their own moral beliefs and the ways these beliefs influence and inform their moral judgments and behavior.

**PHI-FPX3200 - Ethics in Health Care (3 program points).** Learners in this course gain a better understanding of the ethical issues associated with the health care profession and the conceptual framework health care professionals use to make ethical decisions. Learners examine current and emerging ethical health care issues related to the various stages of the lifecycle and the quality of life. Learners also explore ethical issues associated with patient care from the perspectives of various health care professionals, including physicians, nurses, and administrators through the use of authentic, real-world examples.

### Project Management

**PM-FPX5018 - Project Management Foundations (2 program points).** In this course, learners are introduced to the fundamentals of project management and gain an overview of project management standards and their applicability to managing projects. This course introduces and emphasizes management methodologies and frameworks, including those defined by the Project Management Institute (PMI®). Learners focus on the aspects of effective project management leadership including project politics and ethics, and collaboration.

**PM-FPX5332 - Project Management Planning, Execution, and Control (2 program points).** This course covers the components of project management within the project planning, executing, monitoring, and controlling process groups. Learners identify project requirements and develop a project plan that considers project scope, time, and cost in managing competing project requirements. Learners also demonstrate the application of various project management tools including activity estimation, resource assignment, work breakdown structure (WBS) creation and the development of a project management schedule. **Prerequisite(s): PM-FPX5018.**

**PM-FPX5333 - Project Budgeting, Procurement, and Quality (2 program points).** This course focuses on project cost, quality, and procurement in business or information technology (IT) project context. Learners examine the fundamental concepts and principles of the following project management knowledge areas: project cost management, project quality management,

and project procurement management by demonstrating the application of tools, techniques, and methodologies within these areas of study. Learners apply various tools and techniques, in an integrative manner, to manage interdependencies among project management process groups. **Prerequisite(s): PM-FPX5018.**

**PM-FPX5334 - Project Risk Assessment and Control (2 program points).** Learners in this course examine and demonstrate their knowledge of the components of project risk management including assessing project risk identification and mitigation strategies; evaluation of risk impact analysis methods; and evaluation of risk analysis techniques to ensure project success. Learners also assess project risk management certifications and professional development activities to identify future project risk management professional opportunities. **Prerequisite(s): PM-FPX5018.**

### Psychology (Undergraduate)

**PSYC-FPX1000 - Introduction to Psychology (3 program points).** This course is an introduction to the basic theories and principles of psychology and of the scientific methods of psychologists. Learners build understanding of core psychological theories and research and their application in areas of the brain, learning, memory, personality, social influence, lifespan development, psychopathology, and applied psychology. Learners apply the psychological concepts they learn to everyday situations through discussions and assignments.

**PSYC-FPX2200 - Educational Psychology (1.5 program points).** Learners in this course gain knowledge of and explain psychology theories and research as applied to development and learning in educational contexts, including behavioral, cognitive, and constructivist theories. Learners analyze the role of motivation in learning, and through a case study and practice approach, apply their knowledge in educational settings.

**PSYC-FPX2700 - Child Development (1.5 program points).** In this course, learners examine and apply theory and research in the cognitive, social, and physical domains of human development from prenatal through middle childhood. Learners describe how cultural and societal contexts shape development during childhood, and investigate career options in child development and related fields.

**PSYC-FPX2800 - Introduction to Human Sexuality (1.5 program points).** In this course, learners examine the physical, cognitive,

and social-emotional aspects of human sexuality as they relate to current and historical perspectives. Learners analyze social and biological foundations of human sexuality and develop their understanding of sexuality in individuals and their relationships. Learners also apply theory and historical perspectives to their study of human reproduction, contraception and abortion, sexuality and social policy, and sexual behavior and contemporary society. In addition, learners demonstrate their knowledge of ethical practices that guide professional behavior in the field of human sexuality.

**PSYC-FPX2900 - Introduction to Psychology of Personality (1.5 program points).** In this introductory course, learners gain and demonstrate knowledge of theories of personality psychology. Learners apply these theories to human traits, behaviors, and emotional issues within the field of psychology. **Prerequisite(s): PSYC-FPX1000.**

**PSYC-FPX3002 - Developing a Psychology Perspective (3 program points).** This course builds and strengthens learners' academic writing, critical-thinking, problem-solving, research, and organizational skills in relation to psychology, so that they may apply a psychology perspective within their program and the workplace. During the course, learners develop an understanding of ethical principles and standards as they relate to topics in psychology. **For BS in Psychology, FlexPath option learners only. Learners may only earn credit for PSYC3002 or PSYC-FPX3002 or PSYC3003. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**PSYC-FPX3110 - Abnormal Psychology (3 program points).** The focus of this course is abnormal behavior, which learners investigate using the framework of mental pathology. Learners evaluate scientific, empirically based analyses of mental disorders and deviant behavior. Learners also examine the range of psychological disorders and assess the disorders' biological, psychological, and social consequences. In addition, learners demonstrate their knowledge of abnormal psychology treatment methods. **Prerequisite(s): PSYC-FPX1000.**

**PSYC-FPX3210 - Human Lifespan Development (3 program points).** This course is a survey of physical, cognitive, emotional, and social development throughout the lifespan as viewed by research and theories, both classical and contemporary. Learners explore the interaction between heredity and the environment, the research methods used by developmental

**Course Descriptions, continued**

psychologists, and apply stage and non-stage human development theories and research to modern problems and individual experiences.

**Prerequisite(s):** PSYC-FPX1000, PSYC-FPX3540.

**PSYC-FPX3500 - Learning and Cognition (3 program points).** Learners in this course apply theories, research, and methods of human learning and cognition to lifelong learning and development. Learners gain and demonstrate their knowledge of classical and operant learning, perception, attention, memory systems, and encoding and retrieval processes and the role of reasoning, knowledge, and language in learning and cognition. **Prerequisite(s):** PSYC-FPX1000, PSYC-FPX3520.

**PSYC-FPX3520 - Introduction to Social Psychology (3 program points).** This course is an introduction to the scientific study of the social context on an individual's thoughts, feelings, and behaviors and the three areas of social perception, interaction, and influence in particular. Learners gain and demonstrate knowledge of social cognition; the social self; interpersonal relationships; helping behavior; group behavior; attitude formation; aggression; conformity; obedience; and social perceptions related to gender, race, and culture. **Prerequisite(s):** PSYC-FPX1000, PSYCFPX3210.

**PSYC-FPX3540 - Culture, Ethnicity, and Diversity (3 program points).** In this course, learners integrate their knowledge of theories and research of culture, ethnicity, diversity, and social interaction with current trends and challenges associated with cultural diversity. Learners analyze social issues related to gender, age, race, religion, sexual orientation, and mental and physical disability and assess the effects of prejudice, discrimination, and institutional oppression. **Prerequisite(s):** PSYC-FPX1000.

**PSYC-FPX3770 - Psychology of Human Motivation and Performance (3 program points).** Learners apply theory and research findings to understand and solve problems in human motivation and performance. Learners explore theories and concepts central to understanding motivation. Learners examine intrinsic and extrinsic motivation, stress, emotions, optimal challenge, self-regulation, and more. Learners research and apply strategies to analyze how motivation and performance can be improved in areas such as, work, education, sports, addictions, and public health. Learners apply motivation theories and concepts to their own motivation and performance goals. **Prerequisite(s):** PSYC-FPX1000.

**PSYC-FPX4100 - History and Modern Systems of Psychology (3 program points).**

Learners in this course build and demonstrate their knowledge of the history of psychology as an academic discipline, with an emphasis on the lives of various significant psychologists and the historical and social events that shaped the development of the field as a science. Learners also identify the evolution of the field's ideas of the mind, paradigmatic approaches influencing the discipline, and various psychology systems that have developed as a result of rapid social and technological change. **Prerequisite(s):** PSYC-FPX1000, PSYC-FPX3520.

**PSYC-FPX4110 - Positive Psychology (3 program points).** In this course, learners apply theory, research, and evidence-based practices in the scientific study of optimal human functioning. Learners evaluate the development of positive emotional, cognitive, and behavioral states and traits such as happiness and well-being, self-efficacy, optimism, hope, wisdom, courage, mindfulness, flow, spirituality, empathy, altruism, gratitude, forgiveness, and love and articulate how they influence flourishing relationships. Learners also assess and employ positive psychology principles in personal and professional settings from a strengths perspective. **Prerequisite(s):** PSYC-FPX1000.

**PSYC-FPX4200 - Foundations of Industrial and Organizational Psychology (3 program points).** In this course, learners gain and demonstrate foundational knowledge of industrial and organizational psychology and human behavior in the workplace. Learners identify and evaluate influences on individual and team workplace behavior. Learners also analyze individual differences, employee attitudes and motivation, job analysis and performance, training and development, and leadership as they affect an organization. **Prerequisite(s):** PSYC-FPX1000.

**PSYC-FPX4210 - Cyberpsychology (3 program points).** In this course, an introduction to the fundamentals of cyberpsychology, learners apply their knowledge of the evolution and theory of cyberpsychology to cognition, perception, emotion, motivation, and human behavior. Learners also evaluate the physical and psychosocial impacts of cyberpsychology and identify the procedures, methods, and techniques used to conduct empirical cyberpsychological research.

**PSYC-FPX4310 - Biological Psychology (3 program points).** In this course, learners synthesize theories of mind-body connection with the biological bases of behavior. Learners demonstrate their knowledge of the structure

and functions of the nervous system; brain evolution and plasticity; methodology of physiological psychology; and the neurological bases of sensation, perception, motivation, emotion, and higher cortical functions. **Prerequisite(s):** BIO-FPX1000, PSYC-FPX1000, PSYC-FPX3520.

**PSYC-FPX4600 - Research Methods in Psychology (3 program points).** Learners in this course demonstrate their knowledge of fundamental research methods and tools used in psychology. Learners use research methods and designs to show how the scientific method can be applied to the study of human behavior and thought, including ethical considerations for conducting research with human participants. **Prerequisite(s):** PSYC-FPX1000, PSYC-FPX4700. **Cannot be fulfilled by transfer or prior learning assessment.**

**PSYC-FPX4700 - Statistics for the Behavioral Sciences (3 program points).** In this course, learners apply quantitative statistics to the study of human behavior. Learners systematically examine and test hypotheses and relationships using statistical software; interpret, display, and present statistical data; and analyze the validity of arguments based on statistics. In particular, learners gain and demonstrate skills required to conduct statistical sampling, define statistical assumptions and requirements, test statistical differences between and among groups, evaluate correlations, calculate effect size and confidence intervals, and determine practical and statistical significance. **Prerequisite(s):** MAT-FPX2001, PSYC-FPX1000, PSYC-FPX3520. **Cannot be fulfilled by transfer or prior learning assessment.**

**PSYC-FPX4900 - Psychology Capstone Project (3 program points).** The capstone project is the culmination of the bachelor's degree program in Psychology and provides learners the opportunity to demonstrate the research, analysis, writing, and communication skills they've gained during their program. Throughout the course, learners examine real-life implications of psychology and how practicing the principles of the field may optimally contribute to society. During the capstone experience, learners also explore how this degree can support their next steps, both professionally and personally. **For BS in Psychology, FlexPath option learners only. Must be taken during the learner's final quarter. Prerequisite(s):** PSYC-FPX4600. **Cannot be fulfilled by transfer or prior learning assessment.**

## Course Descriptions, *continued*

### Sociology

**SOC-FPX1000 - Introduction to Human Society (3 program points).** In this course, learners use sociological theory and concepts to explore everyday life and gain knowledge of the ways individuals and society as a whole understand their collective social realities. As they examine cultural ideologies, learners are introduced to ways of objectively examining their personal perspectives on social issues.

**SOC-FPX1200 - Preparing for the Future of Work (2 program points).** In this course, learners develop and refine their professional presence by honing a set of essential skills to excel in school, work, and life. Learners examine applications of key professional competencies and behaviors in their current or anticipated profession.

**SOC-FPX2000 - Cultural Diversity (3 program points).** Learners in this course gain and demonstrate an understanding of cultural diversity from a sociological perspective and identify the ways the societal structure affects micro-level experience. Learners evaluate theories that explain the cultural foundations of prejudice and discrimination, analyze the differences between majority and minority groups and racial and ethnic groups, and investigate the role of power in creating and supporting these differences at the structural level. Learners also assess the relationship between race, gender, and economics by examining past and current experiences of American minority groups.

# Governance

## CAPELLA UNIVERSITY

The administrators and the Board of Trustees of Capella University are committed to excellence in all aspects of the institution. Along with an enthusiasm for working with adult learners, Capella's leaders bring many years of experience to designing and delivering higher education programs.

### University Administration

**Richard Senese, PhD, LP**  
President

**Constance St. Germain, EdD, JD**  
Provost  
Vice President of Academic Affairs

**Seth Lockner, BA**  
VP, HR Consulting

**Todd Sorensen, JD**  
General Counsel

**Mike Wickard, MBA**  
VP, Finance

**Barbara Butts Williams, PhD**  
Executive Dean  
External Relations and Partnerships  
Dean Emerita  
School of Business and Technology

**J. Heather Welzant, PhD**  
Dean  
School of Education

**Melissa McIntyre, PhD**  
Associate Dean  
School of Education

**Josh Stanley, EdD**  
Dean  
School of Counseling and Human Services

**Todd Wilson, PhD**  
Dean  
School of Business and Technology

**Cheryl Boncuore, PhD**  
Associate Dean  
School of Business and Technology

**Jennifer Straub, PhD**  
Dean  
Division of Arts and Sciences

**Elizabeth Riley, PhD**  
Dean  
Harold Abel School of Psychology

**Charlyn Hilliman, PhD**  
Dean  
School of Public Service Leadership

**Lisa Kreeger, PhD, RN**  
Interim Dean  
School of Nursing and Health Sciences

**Bridget Roberts, PhD**  
Associate Dean  
School of Nursing and Health Sciences

**Ying Iverson, PhD**  
Assistant Provost  
Academic and Faculty Affairs

**Curtis Brant, PhD**  
Dean  
Research and Scholarship

**Kelly Brooks, MPA**  
Registrar

**Genevieve Feliu, PhD**  
Vice President  
Academic Initiatives

**Kate Freeborn, MFA**  
Director  
Academic Operations

**Tom Sonnek, MFA**  
Director  
University Operations & Analysis

### Capella University Board of Trustees

The board of trustees provides oversight and guidance regarding Capella University's policies and programs.

Mark Brown, MBA  
Adrian Butler, DM  
Diane Dayson, PhD  
Eric Jolly, PhD (Board Chair)  
Christopher King, PhD (Vice Chair)  
Rochelle Petermann, MS, LPC  
Lori Riley, MBA, MS  
Diana Rodriguez, MEd  
Richard Senese, PhD, LP  
Steven Snyder, PhD  
Dwaun Warmack, EdD  
Harry Williams, PhD  
Todd Sorensen, JD (Board Secretary)

## STRATEGIC EDUCATION, INC.

### Executive Management

**Robert S. Silberman**  
Executive Chairman

**Karl McDonnell**  
President and Chief Executive Officer

**Daniel W. Jackson**  
Executive Vice President and  
Chief Financial Officer

**Lizette B. Herraiz, Esq.**  
General Counsel

**Christa Hokenson**  
Chief Human Resources Officer

**Andrew Watt**  
President, U.S. Higher Education

## Strategic Education Inc. Board of Trustees

Charlotte F. Beason, EdD  
Rita D. Brogley  
John T. Casteen, III, PhD  
H. James Dallas  
Nate Fick  
J. Kevin Gilligan (Vice Chairman)  
Robert R. Grusky  
Karl McDonnell  
Robert S. Silberman (Executive Chairman)  
G. Thomas Waite, III  
**School Directories**

**Governance, continued****Division of Arts and Sciences****Associate Dean**

Jennifer Straub, PhD

**Faculty Chairs**

Melissa Weaver, MS

**Academic Director of Curriculum**

Heather Schroeder, EdD

**Core Faculty**

Greig Mulberry, PhD

Susan Perry, PhD

Richard Schreck, PhD

Jennifer Worley, MS

**School of Business and Technology****Dean of Business and Technology**

Todd Wilson, PhD, MBA

**Associate Dean of Business and Technology**

Cheryl Boncoure, PhD

**Faculty Chairs**

Brian Barton, MBA

Clifford Butler, PhD

Barbara Ciaramitaro, PhD

Shelley Robbins, PhD

Laura Sankovich, PhD

Shailendra “Shaily” Verma, PhD

Melissa Zgola, MS, MA

**Associate Faculty Chair**

Michelle Preiksaitis, PhD

**Core Faculty**

Robert Bigelow, JD

Steven Brown, DBA

James Chrisman, PhD

Charlene Dunfee, PhD

Gregory Farsing, PhD

Joseph Forte, MS

Sheila Fry, MBA

Adolfo Gorriaran, DBA

Werner “Don” Gottwald, PhD

John Hart, MBA

Jennifer Herrera, MBA

Kevin Krier, MBA

William McKibbin, PhD

James Morgan, PhD

Ahmad Mostafa, PhD

Marc Muchnick, PhD

Samuel Palmeri, PhD

Shardul Pandya, PhD

Stefanie Reay, MS

Mansour Sharha, MS

Bernard Sharum, PhD

Rebecca Snarski, PhD

Lynn Szostek, PhD

David Teneyuca, PhD

**School of Counseling and Human Services****Dean**

Joshua Stanley, EdD

**Faculty Chairs**

Amber Lange, PhD

Theresa Kascsak, PhD

Dinah Manns, EdD

Carol Messmore, PhD

Ellen Smith, PhD

**Associate Faculty Chair**

Tracee Washington, PhD

**Academic Director of Curriculum, Assessment, and Learner Success**

Teresa Smith, EdD

**Core Faculty**

Carolyn Allen, PhD

William Attridge, PhD

Roxanne Bamond, PhD

Angela Banks Johnson, PhD

Linda Beeler, PhD

Erin Berry, PhD

Michael Block, PhD

Stephanie Brooke, PhD

Charles Clow, PhD

Rebekah Cole, PhD

Joan Comeau, PhD

Barbara Cooper, PhD

Michelle De la Paz, PhD

Cynthia Crawford, PhD

Denise Ebersole, PhD

Jeri Ellis, EdD

Doreen Erickson, PhD

Robert Eubanks, PhD

Ronald Everson, PhD

Vicki Foster, PhD

Lisa Giovannelli, PhD

Laurie Grocholski, PhD

Leslie Guditis, PhD

Stacey Gutherie, EdD

Doris Hann-Morrison, PhD

Melinda Heher, PhD

Kyle Killian, PhD

Clarrice King, PhD

Sola Kippers, PhD

Konja Klepper, PhD

Simone Lambert, PhD

Mee-Gaik Lim, PhD

Megan Mahon, PhD

Paul Maione, PhD

Lisa McKenna, PhD

Sherri McIntyre, PhD

Ann Melvin, PhD

Katherine Miley, PsyD

Kathryn Miller, PhD

Marilyn Montgomery, PhD

Ron Muchnick, PhD

Crystal Neal, PhD

Rosanne Nunnery, PhD

Matthew Pace, PhD

George Pate, PhD

Carrie Rye, PhD

Nicole Sanders, PhD

AnnaLynn Schooley, PhD

Holly Scott, PhD

Lee Shilts, PhD

Sharon Silverberg, PhD

Albert Smith, EdD

Sarah Spencer, PhD

Jannette Sturm-Mexic, PhD

Gerald Thauberger, DM

Mary Thomas, PhD

William Utesch, PhD

Carrie Van Meter, PhD

Kathryn VanAsselt, PhD

Raymond Watson, DMIN

Dale Wayman, PhD

Alyssa Weiss-Quittner, PhD

Jana Whiddon, PhD

Bradley Willis, PhD

Todd Workman Jesness, PhD

Rosalyn Young, PhD

Heather Zeng, PhD

**School of Education****Dean**

J. Heather Welzant, PhD

**Associate Dean of Education**

Melissa McIntyre, PhD

**Academic Director, Curriculum and Learner Innovation**

Laurie Hinze, PhD

**Associate Academic Director of Special Projects and Accreditation**

Kim Spoor, PhD

**Faculty Chairs**

Phyllis Misite, PhD

Tina Stavredes, PhD

**Associate Faculty Chairs**

Nancy Haas, PhD

Wendy Reisinger, PhD

Kelli Ligeikis, PhD

**Senior Faculty Emeritus**

Pamela Patrick, PhD

**Core Faculty**

Rinyka Allison, PhD

Julia Bronner, PhD

Bruce Brydges, EdD

Summer Christensen, PhD

Cheryl Doran, PhD

Kevin Freer, PhD

Katherine Green, PhD

Cynthia Howell, EdD

Kathryn Jones, EdD

Joy Kieffer, PhD

Ramo Lord, PhD

Melissa Rivera, EdD

Feranda Williamson, EdD

Michael Worthington, PhD

**School of Nursing and Health Sciences**



**Governance, *continued*****Interim Dean and Director of Nursing**

Lisa Kreeger, PhD, RN

**Associate Dean**

Bridget Roberts, DNP

**Academic Director of Academic Success & Engagement**

Fabio D'Angelo, PhD

**Senior Academic Director of Workforce Solutions**

Adele Webb, PhD

**Faculty Chairs**

Corinne Cochran, DNP

Constance Hall, EdD

Lisa Kreeger, PhD

Susan Nohelty, PhD

Ben Spedding, DHA

**Associate Faculty Chair**

Marie-Elena Barry, DNP

**Core Faculty**

Donna Allen, PhD

Darlene Barnard, DHA

Marylee Bressie, DNP

Laura Suzanne Carpenter, PhD

Jocelyn D'Antonio, PhD

Diane Dayson, PhD

Salimah El-Amin, DrPH

Jennifer Green, DNP

Terry Karjalainen, PhD

JoAnn Lynn Manty, DNP

Jo Ann Runewicz, PhD

Adriane Stasurak, DNP

Mindy Stayner, PhD

Saran Tucker, DNP

**Harold Abel School of Psychology****Dean**

Elizabeth Riley, PhD

**Faculty Chair Clinical Training**

Jody Neuman-Aamlie, PhD

**Faculty Chair Research**

Shana Pack, PhD

**Faculty Chairs**

Julianne Lasley, EdD

Bethany Lohr, PhD, LP

Irene Nicolet, PhD

Sara Drake, PhD

Chelsea Overholt, PhD

**Associate Faculty Chair**

Dana Reinecke, PhD

**Core Faculty**

Rojeanne Bostic, PhD

Angela Bruch, PhD

Alan Brue, PhD

Charletta Carter-McWoodson, PhD

Amy Donovan, PhD

Jessica Emick-Seibert, PhD

Loren Faibisch, EdD

Bruce Fischer, PhD, LP, LMFT

Alexander Henderson, PhD

Julie Johnson, PhD

Louis Kavar, PhD

Sharlen Krause, EdD

Rebecca Loehrer, PhD

Marilyn Marks-Frey, PhD, ABPP

Isaac Martinez, PhD

James Oyler, PhD

Rebecca Rodriguez, PhD

Lisa Sabato, MS

David Sarnoff, PhD, ABPP

Janet Machelie Seward, PsyD

Deborah Voegel-Welch, PhD

Rodney Williamson, PhD

**School of Public Service Leadership****Dean**

Charlyn A. Hilliman, PhD

**Faculty Chairs**

Brian Christenson, PhD

Heather Strouse, DM

**Core Faculty**

Tammi Clearfield, MS

Ayn O'Reilly, PhD

John Padgett, MEd

Ayn Seddon, PhD

**Associate Faculty Chair**

Todd Johnson, EdD

Rena Palloff, PhD

Jamie Sundvall, PhD

**Department of Social Work****Dean**

Charlyn A. Hilliman, PhD

**Faculty Chair and MSW Program Director**

Brian Christenson, PhD

**Associate Faculty Chairs**

Rena Palloff, PhD

Jamie Sundvall, PhD

**Core Faculty**

Tammi Clearfield, JD

John Palloff, PhD

Ayn Seddon, PhD

Jamie Sundvall, PhD

# Faculty

## Division of Arts and Sciences General Education Courses

### A

**Andrus, Sonja**, BA, Hardin Simmons University; MA, Hardin Simmons University; PhD, Texas A&M University

**Archbold, Nataly**, BS, University of Florida; MFA, Savannah College of Art and Design; PhD, New Mexico State University

**Aston, Jill**, MEd, University Texas Brownsville

### B

**Becoat, Gregory**, BS, University of Maryland College Park; MPH, George Washington University

**Bishop, Francesca**, BA, University of California Los Angeles; MA, California State University Fullerton

**Bolton, Jeremy**, BS, University of Florida; MEng, University of Florida; PhD, University of Florida

### C

**Canter, Jennifer**, BGS, Youngstown State University; MA, Youngstown State University

**Carter, Stephen**, BA, Oliv et Nazarene University; MA, DePaul University; PhD, DePaul University

**Carter-Cram, Kim**, BA, Washington State University; MA, Washington State University; PhD, University of California Los Angeles; PhD, University of California Los Angeles

**Crozat, Elliott**, BA, San Diego State University; MA, California State University, Dominguez Hills

### D

**Dashe, Alejandra**, BA, Gustavus Adolphus College; MS, Minnesota State University, Mankato; PhD, University of Wisconsin – Milwaukee

**Davis, Stephen**, BS, Appalachian State University; MS, Appalachian State University

**Doss, Helen**, BA, University of Minnesota; MA, University of California, Santa Cruz; PhD, University of California, Santa Cruz

### F

**Fasolino, Babette**, BA, California State University, Long Beach; MA, Marist College

**Fenton, Diana**, BS, North Dakota State University; MA, University of Minnesota; MA, St. Cloud State University

**Fournier, Susan**, BA, Northeastern Illinois University; PhD, University of Minnesota

**Frantz, William**, BS, Pennsylvania State University University Park; MA, University of Wisconsin

### G

**Gates, Ami**, BA, Florida Atlantic University; MS, Nova Southeastern University; MA, University of Florida; PhD, University of Florida

**Gerber, Lisa**, BA, University of New Mexico; MA, University of Montana; PhD, University of New Mexico

### H

**Halverson, Andrew**, BS, University of Louisiana at Lafayette; MS, University of Louisiana at Lafayette

**Hoensch, Ulrich**, BS, Technische Hochschule Darmstadt – Germany; MS, Technische Hochschule Darmstadt – Germany; PhD, Michigan State University

**Hudson, Sharon**, BA, Governors State University; MA, Governors State University; EdD, Northern Illinois University

### K

**Kingston, Peter**, BA, Concordia Univ Sir George Wlms; LLB, York University; JD, York University; MA, University of Toronto

### L

**Lauer, David**, BS, University of Illinois; MBA, DePaul University

### M

**McInnes, Nicole**, BA, University of California, Santa Cruz; MA, Northern Arizona University

**Mulberry, Greig**, BA, Miami University; MA, Virginia Polytechnic Institute and State University; PhD, University of Kentucky

**Murren, Kathryn**, BA, University of Arkansas at Fayetteville; MA, University of Arkansas at Fayetteville; MAT, Webster University

### O

**O’Neill, Christine**, BA, Albion College; MA, Colorado State University, Fort Collins; PhD, Colorado State University, Fort Collins

### P

**Perry, Susan**, BA, Hastings College; MA, University of Nebraska – Kearney; PhD, Texas Woman’s University

**Post, Carl**, BA, Long Island University; MA, University of Kentucky; PhD, University of Kentucky

### R

**Raya, Ginger**, MPA, University of Texas at El Paso; MHA, Texas Technical University Health Science Center; PhD, University of North Dakota

**Robinson, Kathleen**, BA, University of South Florida – Tampa; MA, University of South Florida – Tampa

### S

**Schreck, Richard**, BA, Illinois State University; MA, University of Illinois – Urbana; PhD, University of Illinois – Urbana

**Schuster, Matthew**, BA, University of Minnesota; MA, Arizona State University

**Scranton, Melissa**, BA, Drury University; MEd, Missouri State University

**Straub, Jennifer**, BS, Hofstra University; MS, University of Rochester; PhD, University of Rochester

### T

**Teuber, Hollace**, BS, University of Wisconsin – Superior; MA, University of Wisconsin – Superior; PhD, University of Pennsylvania

### W

**Ward, Patrick**, BS, University of Wisconsin – La Crosse; MA, University of Kentucky

**Weaver, Melissa**, BA, University of Tennessee, Knoxville; MA, University of Tennessee, Knoxville

**Worley, Jennifer**, BA, The Ohio State University; MA, University of Cincinnati

**Faculty, continued****School of Business and Technology****A**

**Abdel Ghany, Khaled**, BBA, Cairo University; MBA, Cairo University; PhD, Mansoura University

**Adams, Walter**, BA, Princeton University; MPA, Yale University

**Adebiaye, Richmond**, BS, Lagos State University – Nigeria; MS, Lewis University; DSc, Robert Morris University

**Adkins, Randy**, BS, College of Charleston; MS, College of Charleston

**Ajimoko, Olanunmbo**, DBA, Argosy University Sarasota

**Alhenawi, Yasser**, MS, University of New Orleans; PhD, University of New Orleans

**Ali, Azad**, BBA, University of Baghdad; MPH, University of Pittsburgh; MBA, Indiana University of Pennsylvania; DSc, Robert Morris University

**Alstott, James**, MBA, University of Utah; MS, Northrop University; PhD, Walden University

**Au, Angela**, MBA, University of Phoenix; DBA, Walden University

**B**

**Babb, Danielle**, BS, University of California, Riverside; MBA, University of Redlands; PhD, Capella University

**Bann, Cheryl**, BA, University of Minnesota; BS, University of Minnesota; MBA, University of St. Thomas; MS, Capella University; PhD, Capella University

**Baqai, Haroon**, MS, University Maryland University College; DM, University Maryland University College

**Barclay, Kat**, BA Arizona State University; MAEd, University of Arizona; PhD, Saybrook University

**Barton, Brian**, BSE, University of Michigan – Ann Arbor; MBA, University of Michigan – Ann Arbor

**Batchelor, Zakia**, PhD, Capella University

**Berkland, Bradley**, BA, University of Wisconsin – Eau Claire; MBA, University of Wisconsin – Eau Claire

**Bigelow, Robert**, BA, University of New Mexico; JD, Georgetown University

**Blando, Judy**, BS, Chadwick University; BS, University of Phoenix; MA, University of Phoenix; DM, University of Phoenix

**Blessinger, Patrick**, BS, Auburn University; MS, Georgia Institute of Technology; EdD, St John's University

**Bobda, Laurent**, BBA, University of Douala; MA, University of Douala; DBA, Argosy University – Twin Cities

**Borchers, Andrew**, BSB, Kettering University; MBA, Vanderbilt University; DBA, Nova Southeastern University

**Borda, Owen**, BFA, Long Island University; MMus, Kent State University; PhD, Union Institute & University

**Boudreau, Brock**, BA, University of Texas at San Antonio; MS, Texas A&M University; PhD, Texas A&M University

**Boyd, Michael**, BA, Jacksonville University; MBA, University of North Florida

**Bradley, Jama**, MS, DeVry University

**Braga, David**, BS, San Jose State University; MBA, University of Phoenix; EdD, Pepperdine University

**Braxton-Lieber, Sherri**, BS, Wake Forest University; MS, North Carolina State University; ScD, The George Washington University

**Brewer, Connie**, BS, Missouri State University; MBA, Colorado State University; PhD, Northcentral University

**Brizek, Michael**, BS, University of SC Columbia; MHA, University of SC Columbia; PhD, VA Polytechnic Institute and State University

**Buck, Douglas**, BS, Wright State University; MS, American University; DPA, Nova Southeastern University

**Butler, Clifford**, BS, California State Polytechnic University; MBA, Golden Gate University; DBA, Nova Southeastern University

**C**

**Callender, Stephen**, BA, Davidson College; MS, Virginia Polytechnic Institute and State University; EdD, Virginia Polytechnic Institute and State University

**Cariaga, Lenore**, BA, University of Hawaii at Manoa; ND, Bastyr University

**Caron, Dianne**, BS, City University of Seattle; MBA, City University of Seattle; DBA, Argosy University Seattle

**Carter, Margaret**, MBA, Embry Riddle Aeronautical University; EdD, Pepperdine University

**Cattapan, Mary**, BS, University of Illinois - Chicago; MBA, Depaul University

**Champion, John**, BS, Central Michigan University; MS, Walsh College

**Chapman, Bruce**, MBA, University of South Carolina - Union; PhD, University of Texas at Austin

**Chicone, Rhonda**, BS, Youngstown State University; MTec, Kent State University; PhD, Northcentral University

**Chow, Tsun**, BS, University of California, Los Angeles; PhD, University of California, Berkeley

**Chrisman, James**, MS, Boston University; MBA, Boston University; DBA, Boston University

**Chrisman, James**, BS, Eastern Kentucky University; MBA, University of Phoenix

**Cianciotta, Michael**, MA, Webster University; MBA, Webster University

**Clark, Ronald**, BS, Florida A&M University; MPA, Troy State University; PhD, Howard University

**Clowes, Meena**, BS, Cornell University; MS, Mercer University; PhD, Florida Atlantic University

**Cohen, Reuven**, BA, University of Michigan – Ann Arbor; MS, Nova Southeastern University; DO, Midwestern University

**Coleman, Rachel**, BS, University of Arizona at Pine Bluff; MS, University of Arizona at Pine Bluff

**D**

**Davis, Tannon**, BBA, Rochester College; MBA, Baker College

**DeFazio, Vincent**, BS, The Ohio State University; MBA, Jacksonville State University; DM, University of Phoenix

**Dell'Osso, Linda**, BS, California State Polytechnic University; MS, California State Polytechnic University; PhD, Claremont Graduate University

**Devillier, John**, BS, Florida State University; MA, California State University, Dominguez Hills; MA, The George Washington University

**Dibenedetto, John**, BBA, Florida Atlantic University; MBA, Nova Southeastern University; DBA, Nova Southeastern University

**Dominguez, Alfredo**, BIT, American InterContinental University; MS, Capella University; PhD, Capella University

**Dunfee, Charlene**, BS, William Jewell College; MBA, Baker University; DM, University of Phoenix; PhD, Capella University

**E**

**Edwards, Jeffrey**, BS, University of South Carolina Union; MBA, Queens University of Charlotte; DBA, University of Phoenix

**Elmer, John**, DBA, Argosy University Seattle

**F**

**Farfing, Gregory**, BS, Xavier University; MBA, Xavier University; PhD, Union Institute & University

**Ferebee, Susan**, BS, University of Phoenix; MBA, University of Phoenix; DM, University of Phoenix

**Fichera, Christopher**, BS, Florida Institute Technology; MBA, Florida Institute Technology; DBA, Capella University

**Fletcher, Sharon**, BS, Point Park University; MS, La Roche College; MBA, University of Mary; PhD, Northcentral University

**Fok, Mathias**, BS, California Polytechnic State University, San Luis Obispo; MBA, University of San Francisco

**Forte, Joseph**, BS, University of Detroit; MS, Walsh College

**Framan, Theodore**, BS, University of Southern California; MBA, University of Texas at Austin

**Franklin, Paul**, BS, Rockhurst University; MS, University of Missouri – Kansas City; MBA, Keller Graduate School of Management

**Fry, Sheila**, BBA, Davenport University; MBA, Baker College of Flint

**G**

**Gaytan, Jorge**, BBA, Western Michigan University; MBA, University of Texas at El Paso; EdD, University of Texas at El Paso

**Faculty, continued***School of Business and Technology, continued*

**Gaze, John**, BBA, Tampa College; BS, Excelsior College; MBA, City University of Seattle; MEd, Pennsylvania State University; MS, Boston University; PhD, Touro University International

**Geppert, Cynthia**, BS, Thomas Edison State College; MBA, University of Maryland

**Ghany, Khaled**, BBA, Cairo University - Egypt; MBA, Cairo University - Egypt; PhD, Mansoura University - Egypt

**Gibbons, Susan**, BS, University of Phoenix; MA, Chapman University; DSL, Regent University

**Gibson, Jane**, BA, Fairleigh Dickinson University; MS, Nova Southeastern University; DBA, Nova Southeastern University

**Gillin, Timothy**, BSBA, University of Delaware; MS, Penn State University-University Park

**Gleich, James**, BS, University of Illinois – Chicago; MBA, DePaul University

**Goldwasser, Robert**, BA, University of North Carolina at Chapel Hill; MBA, University of Phoenix; DBA, Grenoble Ecole de Management – France

**Gorder-Hinchey, Bonnie**, BS, Iowa State University; MBA, Seattle University; DBA, Argosy University Seattle

**Gorriaran, Adolfo**, BA, California State University, Chico; MBA, Webster University; MPA, Troy State University; MS, Keller Graduate School of Management; DBA, Nova Southeastern University

**Gotches, Gregory**, BS, University of Illinois at Chicago; MA, University of Illinois at Chicago; MS, Benedictine University

**Gottwald, Werner “Don,”** BBA, Northwood University; MS, Central Michigan University; PhD, Wayne State University

**Grant, Gayle**, BA, Rutgers State University; MA, Kean University; DM, University of Phoenix

**Green, Kay**, MBA, Walden University; DBA, Argosy University

**Greer, Tomika**, BA, North Carolina State University; MEd, Texas Tech University; PhD, Texas A&M University

**Gregory, Elaine**, MBA, Northcentral University; DBA, Walden University

**Grillo, John**, BS, Troy State University; MA, Webster University; DBA, Northcentral University

**H**

**Haan, Perry**, BS, The Ohio State University; MBA, Xavier University; DBA, University of Sarasota

**Hagedorn, Rodney**, BS, Minnesota State University, Mankato; MBA, Drake University; MS, Iowa State University

**Halstead, John**, BS, University of Connecticut; MS, Boston College; PhD, University of Connecticut

**Hannon, John**, BIE, University of Dayton; MBA, University of Dayton; DBA, Nova Southeastern University

**Hanson, Christopher**, MA, The College of Saint Catherine; PhD, University of Minnesota

**Hargiss, Kathleen**, BS, University of Illinois at Chicago; MA, Northwestern University; MBA, University of Miami; PhD, University of South Florida

**Hart, John**, BS, The Ohio State University; MBA, Central Michigan University

**Hashmi, Ali**, BS, University of Maryland; MS, The George Washington University; MBA, Carnegie Mellon University

**Hawes, John**, BA, University of California, Santa Barbara; MIM, Thunderbird, The American Graduate School of International Management

**Helwig, Steven**, BS, University of Phoenix; MS, Capella University; MBA, Salem International University

**Heppard, Kurt**, MBA, University of California, Los Angeles; PhD, University of Colorado at Boulder

**Herrera, Jennifer**, BBS, Dallas Baptist University; MBA, Dallas Baptist University

**Hollman, Wayne**, BA, San Diego State University; MBA, California State University, Dominguez Hills; PhD, Walden University

**Holm, Maudie**, BA, Cleveland State University; MEd, Cleveland State University; PhD, Cleveland State University

**Horne, John**, BS, University at Albany; MSAD, Central Michigan University; DBA, Nova Southeastern University

**House, Randy**, BS, University of Missouri – Rolla; MS, University of Missouri – Rolla; PhD, University of Missouri – Rolla

**Huang, Zhimin**, BS, The Beijing University of Aeronautics and Astronautics; MS, Renmin University of China; PhD, University of Texas at Austin

**Hubbard, Kurt**, BA, Stony Brook University; OTD, University St. Augustine Health Science; MS, Columbia University City of New York; PhD, Northcentral University

**Huff, Gerald**, BS, Chapman University; MA, University of Phoenix; MS, The George Washington University

**Hyatt, Katherine**, BBA, The University of Georgia; MBA, Nova Southeastern University

**J**

**Jack, Brenda**, LLM, Univ of West Indies Cave Hill; PhD, Barry University; graduate certificate, Walden University

**Jalinous, Alidad**, BA, University of Colorado at Boulder; MS, University of Colorado at Boulder

**Jensen, Thomas**, BS, University of Minnesota; MBA, University of Saint Thomas

**Jess, Donald**, MBA, Roosevelt University; DBA, Argosy University - Twin Cities

**Juska, Jerome**, BSBA, Northwestern University; MS, Northwestern University; PhD, Northwestern University

**K**

**Kabia, Milton**, MS, University of East Anglia; PhD, Northcentral University Keel, Kim, BS, DeVry University; MISM, Keller Graduate School of Management

**Kaszubski, Nicole**, BA, University of Minnesota Duluth; MBA, Concordia University St Paul; DBA, Capella University

**Keel, Kim**, BS, DeVry University; MISM, DeVry University

**Khan, Ahmad, MS, University of Bridgeport; PhD, University of Phoenix**

**Kieu, Hung**, BA, Trinity Christian College; MS, Wichita State University; DM, University of Phoenix

**King, Paula**, BA, University of Minnesota; MS, Minnesota State University Mankato; PhD, University of Minnesota

**Kingston, Peter**, BA, Concordia University; JD, York University; MA, University of Toronto

**Klingaman, Stephen**, BA, Syracuse University; MS, Syracuse University; MS, State University of New York at Morrisville

**Knauf, Fred**, BS, John Carroll University; MBA, Cleveland State University; MLIR, Cleveland State University

**Kozak, Andrew**, BS, US Naval Academy; MBA, Nichols College

**Krell, Robert**, MSM, Massachusetts Institute of Technology; DBA, George Washington University

**Krier, Kevin**, BA, Marquette University; MBA, Cardinal Stritch University

**Krolik, James**, BS, Eastern Michigan University; MA, Eastern Michigan University; PhD, University of Michigan

**Kuhlman, Terry**, BS, Excelsior College; MBA, Excelsior College

**L**

**Landry, Melvin**, BS, Southern University at Baton Rouge; MS, University of Arkansas, Fayetteville; MBA, University of New Orleans

**Lathan, Calvin**, BS, University at Albany SUNY; MA, Webster University; EDD, University of Southern California

**Lavolette, Bruce**, BS, University at Albany; MS, Golden Gate University; PhD, Union Institute & University

**Lawal, Hilda**, MINT, American InterContinental University Online; PhD, Northcentral University

**Lazo, Alex**, BA, California St University, Fullerton; MS, California St University, Fullerton; PhD, Capella University

**Leinaweaver, Jeffrey**, BA, University of Arizona; MA, University of Surrey—United Kingdom; MA, Fielding Graduate University; PhD, Fielding Graduate University

**Leitschuh, Cheryl**, MEd, South Dakota State University; EdD, The University of South Dakota

**Faculty, continued***School of Business and Technology, continued*

**Lind, Mary**, BS, Duke University; MBA, North Carolina State University; PhD, University of North Carolina at Chapel Hill

**Litchmore, Kondo**, MBA, Troy State University; PhD, Capella University

**Lowrey, Kimberly**, MA, University of Phoenix; PhD, Walden University

**Lucarelli, Christopher**, BS, University of Wisconsin – Madison; MBA, Russell Sage College; MS, Rensselaer Polytechnic Institute; PhD, Rensselaer Polytechnic Institute

**Lucas, Karen**, BA, Southeastern Oklahoma State University; MBS, Southeastern Oklahoma State University

**Lulejian, Jerry**, BA, California State University - Long Beach; JD, Southwestern University School of Law

**Lum, Jason**, BA, Washington University in St. Louis; MPP, Harvard University; JD, University of California, Berkeley

**Lum, Kymberly**, BA, Brandeis University; MS, Johns Hopkins University

**Luo, Wenbin**, BS, Fudan University – China; MS, Fudan University – China; MS, University of New Mexico – Albuquerque; PhD, University of New Mexico – Albuquerque

Lupo, Crystal, MS, Auburn University; MBA, Walden University; PhD, Auburn University; DBA, Walden University

**M**

**MacBeth, Lynn**, BA, Chatham College; JD, University of Pittsburgh

**Machnic, John**, BA, Niagara University; MA, Ball State University; PhD, Virginia Polytechnic Institute and State University

**Mallory, Linda**, MSAD, Central Michigan University; EdD, Nova Southeastern

**Manderscheid, Steven**, BS, St. Cloud State University; MEd, University of Minnesota; EdD, University of St. Thomas

**Marbury, Raymond**, BA, Hampton University; MPA, Troy State University; DBA, Walden University

**Mason, Edward**, BS, Texas Southern University; MS, Texas Southern University; PhD, University of Houston Central

**Matias, Haziell**, BA, Stella Maris College – Manila, Philippines; MBA, University of St. Thomas

**Mays, Daniel**, BA, Kent State University; MS, MCP Hahnemann University; PsyD, Rutgers State University

**Mays, Laura**, BS, Kent State University; MEd, Rowan University; EdD, Rutgers State University

**McConaughy, Cheryl**, BA, Rollins College; MS, University of Central Florida; EdD, University of Central Florida

**McCubbrey, Donald**, AB, University of Michigan, Ann Arbor; MBA, University of Michigan, Dearborn

**McGivern, Michael**, BS, Central Connecticut State University; MS, Rensselaer Polytechnic Institute; PhD, Walden University

**McKibbin, William**, BA, Temple University; MA, Georgetown University; PhD, Capella University

**McNaughton, R. Dummond**, BS, United States Naval Academy; MA, Fielding Graduate University; PhD, Fielding Graduate University

**Miner, Robert**, BS, Florida State University; MBA, Jones International University; DBA, Jones International University

**Montanaro, Richard**, MA, Fielding Graduate University; PhD, Fielding Graduate University

**Morad, Osama**, ME, University of Virginia; MSCS, University of Virginia; MA, University of Maryland - Baltimore; PhD, George Mason University

**Morgan, James**, BBA, University of Wisconsin – Milwaukee; MBA, University of Wisconsin – Madison; PhD, Capella University

**Morneau, Keith**, BS, Florida Institute of Technology; MS, George Mason University; EdD, Pepperdine University

**Morris, Johnny**, BBA, University of Miami; MBA, Nova Southeastern University; PhD, Capella University

**Morrisette, Scott**, BS, Palm Beach Atlantic College; MBA, Nova Southeastern University

**Mostafa, Ahmad**, MS, University of Cincinnati; PhD, University of Cincinnati

**Mouton, Patricia**, BA, University Maryland University College; MS, Capella University; PhD, Walden University

**Muchnick, Marc**, BA, University of Texas at Austin; MA, California School of Professional Psychology; PhD, California School of Professional Psychology

**Musil, Elisabeth**, BA, Antioch University Los Angeles; MA, Antioch University Los Angeles; MINT, American InterContinental University; DM, University of Phoenix

**N**

**Nagel, Rachel**, MS, DeVry University; EdD, Nova Southeastern University

**Narjes, Shayne**, BS, Mankato State University; MBA, University of St. Thomas; MS, Minnesota State University, Mankato

**Neal, Thomas**, BS, Oakland University; MBA, Oakland University

**Norfleet, Wendy**, MS, University of Detroit Mercy; PhD, Wayne State University

**Nowill, Donald**, BS, Northeastern University; MS, University of Houston – Clear Lake; MBA, University of Houston – Clear Lake; MA, Fielding Graduate University; PhD, Fielding Graduate University

**O**

**Oni, Oludotun**, PhD, North Central University

**Orgill, Kenneth**, BA, Brigham Young University; MS, Brigham Young University

**Orner, Randell**, BS, Charter Oak State College; MS, Trident University International; MBA, Trident University International; PhD, Northcentral University

**P**

**Paakki, Travis**, DCS, Colorado Technical University

**Palis, Glenn**, MBA, University of New Haven; PhD, Northcentral University

**Palmeri, Samuel**, BBA, Villanova University; MSM, Eastern Michigan University; PhD, Capella University

**Pandya, Shardul**, BE, Bangalore University – India; MS, Colorado State University – Fort Collins; PhD, Old Dominion University

**Parrell, Daniel**, BS, Wayne State University; MS, University of Phoenix; PhD, Walden University

**Pavel, Daniela**, BBA, University of Bucharest - Romania; MBA, Fayetteville State University

**Pavone, Theresa**, BS, Eastern Michigan University; MA, University of Phoenix; PhD, Capella University

**Peacock, Kyle**, BS, University of Utah; MS, University of Utah; DM, University of Phoenix

**Pelletiere, Vincent**, BBA, Loyola University; MLIR, Loyola University; MBA, Lake Forest Graduate School of Management; PhD, Benedictine University

**Pevoto, Allan**, BS, University of Houston; MEd, University of Houston; PhD, Texas A&M University

**Pizur, Anthony**, BA, Canisius College; MA, Brown University; PhD, International University of Kyrgyzstan

**Poirier, John**, BS, Bryant University; MBA, Bryant University; MS, American University; EdD, Nova Southeastern University

**Pollack, Bary**, BS, Massachusetts Institute of Technology; MS, Stanford University; PhD, Stanford University

**Preble, Edward**, BA, Wesleyan University; MBA, University of Pennsylvania

**Preiksaitis, Michelle**, MA, Texas Tech University; PhD, Walden University

**Q**

**Queensberry, Jo-Rene**, BA, Eckerd College; MA, Florida Institute of Technology; DBA, Argosy University

**R**

**Rahman, Syed**, BS, Bangladesh University – Dhaka; MS, North Dakota State University; PhD, North Dakota State University

**Ramos, Colleen**, BA, University at Albany SUNY; MS in Education, College of St. Rose; PhD, Barry University

**Randall, Phillip**, BS, Youngstown State University; MS, University of Michigan; PhD, University of Akron

**Reay, Stefanie**, BS, University of Connecticut; MS, University of Connecticut

**Reed, William**, BS, Thomas Edison State College; MS, Thomas Edison State College; PhD, Union Institute & University

**Reinke, Gary**, BS, University of Wisconsin – La Crosse; MS, Central Michigan University

**Rescigno, Elizabeth**, MBA, Regis University; DBA, Walden University

## Faculty, continued

*School of Business and Technology, continued*

**Ring, Monique**, BS, Southern New Hampshire University; MBA, Southern New Hampshire University; DBA, Argosy University, Sarasota

**Ripp, Sabrina**, BS, Northeastern State University; MS, Northeastern State University

**Rivera, Luis**, BA, St John's University; MA, The New School for Social Research; PhD, The New School for Social Research

**Rivero, Orlando**, MPA, Nova Southeastern University; DBA, Argosy University Sarasota

**Robbins, Shelley**, BS, University of Illinois - Urbana; MBA, University of Chicago; PhD, Northwestern University

**Roberts, Kenny**, BA, National University; MBA, National University; PhD, Walden University

**Robinson, Gary**, BA, Southern Illinois University; PhD, Case Western Reserve University

**Roh, Bradly**, MS, Walden University, MBA, University of Phoenix; DBA, University of Phoenix; PhD, Walden University

**Rone-Adams, Shari**, BS, University of Miami; MS, Nova Southeastern University; DBA, Nova Southeastern University

**Ross, Scott**, BS, Kennesaw State University; MBA, Mercer University; PhD, Northcentral University

**Rueda-de-Leon, Rolando**, BS, California Polytechnic State University; MS, Nova Southeastern University; PhD, Nova Southeastern University

**Runyon, Nicole**, BA, The Ohio State University; MS, Central Michigan University; PhD, Walden University

## S

**Salinas, Alberto**, BS, New Mexico State University; MBA, Harvard University

**Sankovich, Laura**, BA, DePaul University; MBA, Webster University

**Saurage-Altenloh, Susan**, BBA, Houston Baptist University; MBA, University of Texas at Austin; PhD, Capella University

**Schaefer, Thomas**, BS, University of South Florida; MBA, Argosy University; DBA, Argosy University

**Schauer, Timothy**, BA, Immaculata University; MBA, Liberty University; DBA, Walden University

**Schurino, Thomas**, BBA, Western Michigan University; MS, California State University, Long Beach

**Seay, Steven**, BS, University of San Francisco; MBA, Stanford University; PhD, Walden University

**Seyed, Javad**, BS, Petroleum University of Technology – Iran; MS, The George Washington University; PhD, North Carolina State University

**Sharha, Mansour**, BS, La Roche College; MS, University of Pittsburgh

**Sheedy, Jason**, BS, University of Wisconsin - Green Bay; MBA, University of Wisconsin - Oshkosh; PhD, Northcentral University

**Shelton, James**, BS, University of Maryland; MACC, Virginia Polytechnic Institute and State University; PhD, Virginia Commonwealth University

**Sherman, Kenneth**, MBA, Iona College; DBA, Touro University

**Shimeall, Timothy**, BS, University of California Irvine; MS, University of California Irvine; PhD, University of California Irvine

**Shoaf, Cathy**, BA, University of Wisconsin – Milwaukee; MS, Indiana Wesleyan University

**Sholtis, Leonard**, BSE, University of Michigan – Ann Arbor; MBA, Eastern Michigan University

**Simmons, Stephen**, BS, Central Connecticut State University; MBA, Florida Metropolitan University; MS, Capella University

**Smith, Anne Marie**, MBA, La Salle University; PhD, Northcentral University

**Smith, Douglas**, BBA, Western Michigan University; MBA, Nova Southeastern University; DBA, Nova Southeastern University

**Snarski, Rebecca**, BA, University of Alaska; MS, Capella University; PhD, Capella University

**Sorbello, Kevin**, BS, California Maritime Academy; MA, Naval War College; MPHIL, Walden University; PhD, Walden University

**St. James, Warren**, MEd, American InterContinental University; DM, University of Phoenix

**Stauber, Randall**, MS, Capitol College; DC, Palmer College of Chiropractic

**Stein, David**, BA, SUNY at Buffalo; MS, University of Cincinnati; EdS, University of Rochester; PhD, University of Michigan – Ann Arbor

**Stocker, Becky**, MSW, University of South Carolina - Columbia; DBA, Argosy University

**Stottlemeyer, Diane**, BGS, Indiana University; MS, California State University, Dominguez Hills; MBA, Northcentral University; MM, American Public University System; MEd, Northcentral University; PhD, Northcentral University

**Strader, Robert**, AAS, Fairmont State University; BA, Fairmont State University; MSIT, Capella University; PhD, Capella University

**Stratman, Jason**, AAS, Western NE Comm College; BS, Columbia Southern University; MBA, Bellevue University; PhD, Bellevue University

**Stroman, Jason**, MS, Auburn University; MBA, Auburn University Montgomery; PhD, Walden University

**Sullivan, Kelly**, BA, Columbia College; MA, Chicago School of Professional Psychology; MBA, Roosevelt University; PhD, Chicago School of Professional Psychology

**Swain, Marni**, BA, Florida State University; MA, University of South Florida; EdD, North Carolina State University

**Szostek, Lynn**, BA, Missouri Valley College; MA, Antioch University; PhD, Union Institute & University

## T

**Tanner, Amanda**, BS, Lake Superior State University; MBA, Lake Superior State University

**Tanner, Gary**, BS, Remington College – Mobile Campus; MS, Strayer University

**Teneyuca, David**, BBA, Our Lady of the Lake University; MBA, Our Lady of the Lake University; MS, St. Mary's University; PhD, Our Lady of the Lake University

**Therrian, Michael**, BBA, Walsh College; MBA, Walsh College

**Tiggeman, Theresa**, BA, Our Lady of the Lake Univ; MUP, Texas A&M; MBA, Univ of the Incarnate Word; PhD, Northcentral University

**Tovbin, Paul**, BS, Lvov University; MBA, Fordham University; PhD, Institute of World Economy

**Tran, Vincent**, BS, Florida Atlantic University; MS, Florida Atlantic University

**Tran, Vu**, EdD, Pepperdine University

**Troutman, John**, DBA, Argosy University

**Turner, Freda**, BS, Chaminade University; MS, Golden Gate University; MEd, University of North Florida; PhD, Walden University

**Tynes, Vernon**, DBA, Walden University

## V

**Valentine, Dawn**, BS, University of North Alabama; MSM, University of Alabama, Huntsville; PhD, University of Alabama, Birmingham

**Verma, Shailendra**, BA, University of Delhi – India; MA, University of New Orleans; MBA, Northern Kentucky University; PhD, University of New Orleans

**Vucetic, Jelena**, BS, University of Belgrade; MS, University of Belgrade; MBA, University of Phoenix; PhD, University of Belgrade

Vukotich, George, MBA, Depaul University; PhD, Loyola University Chicago

## W

**Walters, Derrick**, MBA, DeVry University; EdD, Northern Illinois University

**Wan, Isabel**, MBA, Long Island University-Brooklyn; PhD, Lynn University

**Watson, Robert**, BS, Brigham Young University; MBA, Indiana University

**Weaver, Zachary**, BA, Rust College; MPA, Clark Atlanta University

**Weber, Henry**, MBA, Rochester Institute of Technology; DBA, University of Phoenix

**Weber, Sally**, BS, University of Wisconsin – Eau Claire; MBA, University of Central Florida

**Weinstein, Dianne**, BA, New York University; MBA, Hofstra University; PhD, Hofstra University

**Wendt, Lori**, BS, Western Illinois University; MBA, Eastern Illinois University

**Wentworth, Catherine**, BLS, University of Hawaii; BA, The Way College; DDS, Marquette University

**Whale, Robert**, BA, Brigham Young University; MBA, Loyola Marymount University; MS, Brigham Young University

**White, Lori**, BS, Indiana University Bloomington; MBA, Butler University

**Faculty, continued***School of Business and Technology, continued*

**White Thunder, Joanne**, BS, Oglala Lakota College; MS, University of South Dakota; EdD, University of South Dakota

**Whitman, Mary**, BA, University of Minnesota Duluth; MSW, University of Minnesota Duluth; DBA, University of Sarasota

**Wilkins, Nancy**, BS, St. Cloud State University; MS, Mercy College

**Williams, Brenda**, EdD, George Washington University

**Williams, Glendon**, BS, Western International University; MBA, Western International University; PhD, Walden University

**Williams, Michael**, BME, New England Conservatory of Music; MMus, New England Conservatory of Music; MS, Fordham University; MBA, DeVry University; MS, Rutgers University; PhD, Fordham University

**Williams, Travis**, BFA, California Institute of the Arts; MBA, University of Phoenix

**Williamson, Jocelyn**, BA, University of Central Florida; MBA, Southeastern University

**Wittman, Pamelyn**, BS, Hodges University; MS, Hodges University; PhD, Capella University

**Wolfe, David**, BS, University of Central Florida; MBA, Stetson University; MS, University of New Orleans; PhD, University of New Orleans

**Wright, Sean**, MBA, Babson College; EdD, Northcentral University

**Z**

**Zgola, Melissa**, BA, West Virginia University; MA, West Virginia University; MS, University of Pittsburgh

**Ziola-Pardell, Kristine**, BBA, Baker College; MBA, Baker College; DBA, University of Phoenix

**School of Counseling and Human Services****A**

**Adkins, Donna**, BA, Drake University; MS, Iowa State University; EdD, Drake University

**Allen, Carolyn**, BA, Penn State University - University Park; MSoS, Bryn Mawr College; MA, Temple University; PhD, Temple University

**Andrews, Feriland**, BS, Valdosta State University; MS, Valdosta State University; MS, Valdosta State University (second); EdD, Nova Southeastern University

**Armenioux, Leslie**, BA, Clemson University; MCAT, Hahnemann Medical College; PhD, University of North Carolina at Greensboro

**Atkins, Philip**, BA, Olivet Nazarene University; MA, Heidelberg College; MS, Capella University; PhD, Capella University

**Attridge, William**, BS, Texas State University; MS, Texas A&M University – Commerce; MS, Texas A&M University – Commerce (second); PhD, Texas A&M University – Commerce

**B**

**Bamond, Roxanne**, BA, University of Florida; MS, Nova Southeastern University; PhD, Nova Southeastern University

**Banks-Johnson, Angela**, BS, University of North Carolina at Greensboro; MS, Western Carolina University; PhD, University of Virginia

**Barclay, Elaine**, MA, Argosy University; PhD, Walden University

**Barlow, Larry**, MS, University of Southern Mississippi; PhD, Florida State University

**Barnes, Julie**, BA, Cumberland University; MA, Trevecca Nazarene University; PhD, Trevecca Nazarene University

**Bartoli, Paul**, BS, Pennsylvania State University University Park; MA, Marywood University; PhD, Walden University

**Bates, Douglas**, MSW, University of South Carolina Columbia; PhD, University of South Carolina Columbia

**Beeler, Linda**, BS, Colorado State University; MEd, Colorado State University; PhD, University of Northern Colorado

**Bell, Edward**, BA, North Carolina Central University; MA, Liberty University; EdD, Liberty University

**Berry, Erin**, BA, George Mason University; MEd, Virginia Commonwealth University; PhD, University of Virginia

**Bertram, Dale**, BA, Eastern New Mexico University; MA, Eastern New Mexico University; MEd, Albertson College of Idaho; PhD, Nova Southeastern University

**Bishop, Michael**, BA, Lubbock Christian University; MS, East Texas State University; PhD, Texas Woman's University

**Blaydes, Kathy**, BA, Western Kentucky University; MA, Western Kentucky University; EdD, Argosy University

**Block, Michael**, BSEd, Northern State University; MSE, Northern State University; PhD, Walden University

**Borda, Charmaine**, BS, Nova Southeastern University; MS, Nova Southeastern University; PhD, Nova Southeastern University

**Boros, Paula**, MS, Nova Southeastern University; PhD, Nova Southeastern University

**Brand, Columbus**, BA, University of Alabama Birmingham; MS, University of Alabama Birmingham; PhD, Florida State University

**Brandt, Rhett**, MA, University of Alabama - Tuscaloosa; PhD, University of Alabama - Tuscaloosa

**Bridges, Melissa**, MS, Nova Southeastern University; PhD, Nova Southeastern University

**Broger, Kristine**, BSN, Seton Hall University; MHA, Webster University; MSN, University of Phoenix; DNP, University of Nevada Las Vegas

**Brooke, Stephanie**, BA, Moravian College; MS, North Carolina State University; PhD, Walden University

**Brown, Keith**, MA, John Carroll University; PhD, University of Akron

**Bryant, Rhonda**, BA, University of Virginia; MEd, University of Virginia; PhD, University of Virginia

**Buchanan, Deborah**, BS, Salem State College; MEd, Salem State College; PhD, Univ of Tennessee Knoxville

**Burgess, Stephen**, BA, Wake Forest University; MA, Hollins University; PhD, Florida State University

**C**

**Carey, Veronica**, BA, University of Delaware; MHS, Lincoln University; PhD, Capella University

**Chance, Gary**, BS, Abilene Christian University; MS, Texas Tech University; EdD, Texas A&M University – Commerce

**Cherry, Colleen**, PhD, The University of Georgia

**Chestnut, Cynthia**, CERT, Thomas Jefferson University; MHS, Lincoln University; PhD, Drexel University

**Clapp, Robert**, MA, Cleveland State University; EdS, Cleveland State University; PhD, Cleveland State University

**Clougher, Kelly**, BS, Manchester College; MA, Ball State University; PhD, Ball State University

**Clow, Charles**, BS, University of Mobile; MCOUN, University of Mobile; PhD, Auburn University

**Collins, Melissa**, BA, Duquesne University; MA, Indiana University of Pennsylvania; EdD, Argosy University

**Comeau, Joan**, BS, Iowa State University; MA, Chapman University; PhD, University of Minnesota

**Conrad, Damaris**, BA, Thomas Edison State College; MS, National University; MA, National University; PhD, Capella University

**Cooper, Barbara**, BA, New Mexico State University; MA, Nicholls State University; PhD, Saint Mary's University of Minnesota

**Faculty, continued***School of Counseling and  
Human Services, continued*

**Cooper, Mary Ellen**, BA, Augusta College; BA, Augusta College (second); MA, Liberty University; MBA, Brenau University; PhD, Walden University

**Coy, Jacey**, MA, Alliant International University; PsyD, Alliant International University

**Crawford, Cynthia**, BA, Lipscomb University; MS, University of Tennessee Chattanooga; EdS, University of West Georgia; PhD, University of Tennessee Knoxville

**Crawford, Sherrionda**, BA, Auburn University; MEd, Auburn University; PhD, Auburn University

**D**

**Darnell, Jolee**, BA, University of Wisconsin – Madison; MSW, University of Wisconsin – Milwaukee; PhD, University of Minnesota – Twin Cities

**Davis, Carmen**, BA, Appalachian State University; MS, University of North Carolina; PhD, North Carolina State University

**Dawkins, Elissa**, BS, Purdue University; MS, Walden University; PhD, Nova Southeastern University

**De la Paz, Michelle**, BA, University of New Orleans; MEd, University of New Orleans; PhD, University of New Orleans

**Desmond, Kimberly**, BA, Edinboro University of Pennsylvania; MEd, Indiana University of Pennsylvania; PhD, Kent State University

**Dunn, Charles**, BA, Utah State University; PhD, Utah State University

**E**

**Ellis, Jeri**, BA, Wesleyan College; MA, University of Cincinnati; EdD, University of Cincinnati

**Enger, Kathy**, MA, The University of Iowa; PhD, University of North Dakota

**Erickson, Anna**, BS, Framingham State College; MS, University of Rhode Island; PhD, University of Connecticut

**Erickson, Doreen**, BS, University of Phoenix; MEd, Colorado State University; PhD, Colorado State University

**Eubanks, Robert**, BA, University of Mobile; MA, University of Mobile; PhD, Nova Southeastern University

**Everson, Ronald**, BS, Valdosta Technical College; MS, Valdosta Technical College; PhD, Florida State University

**F**

**Fauser, Melissa**, MA, Southwestern College; EdD, Argosy University

**Feisthamel, Kevin**; BA, University of Connecticut; MA, John Carroll University; PhD, University of Akron

**Fishbein, Eliza**, BA, Arizona State University; PhD, University of SC Columbia

**Flora, Amanda**, BS, James Madison University; MS, Radford University; PhD, University of Virginia

**Flynn-Kroska, Keran**, AA, Vermilion Community College; BS, University of Wisconsin Superior; MS, Capella University; PhD, Capella University

**Foster, Vicki**, BA, California State University, Long Beach; MA, John F. Kennedy University; PhD, Walden University

**G**

**Gann, Norma**, BGS, Southeastern Louisiana University; MEd, University of New Orleans; PhD, University of New Orleans

**Garcia, Katie**, MA, University of Louisiana Monroe; PhD, University of Louisiana Monroe

**Garris, William**, BS, Wofford College; MA, Reformed Theological Seminary; PhD, Iowa State University

**Giovannelli, Lisa**, MAED, University of Akron; PhD, University of Akron

**Gordon, Lorell**, BS, Winthrop University; EdS, Converse College; MEd, Winthrop University; MS, Winthrop University; PhD, University of South Carolina Union

**Grant, Misty**, MA, Argosy University

**Gray, Jonathan**, BA, Lehman College; MS, Bank Street College; PhD, Walden University

**Grocholski, Laurie McClurg**, BS, Virginia Polytechnic Institute and State University; MEd, George Mason University; PhD, University of Virginia

**Guditis, Leslie**, BBA, University of Houston – Clear Lake; MS, Texas Woman's University; PhD, Texas Woman's University

**Gulish Beckham, Laurel**, BA, University of California, Davis; MA, Syracuse University; PhD, University of Georgia

**Guthrie, Stacey**, MEd, Carson Newman College; EdS, East Tennessee State University; EdD, Argosy University Nashville

**H**

**Hale, Lynne**, BS, University of North Texas; MA, Stephen F. Austin State University; PhD, University of North Texas

**Hanna, Suzanne**, BS, Brigham Young University; MS, University of Utah; PhD, Brigham Young University

**Hanner, Tanya**, MEd, University of Southern Mississippi; EdD, Argosy University - Nashville

**Hann-Morrison, Doris**, BS, College of Charleston; MA, Webster University; MA, Webster University (second); PhD, Capella University

**Harms, Brenda**, BS, University of South Dakota; MA, University of South Dakota; PhD, Capella University

**Hart, David**, BS, Southern Illinois University - Edwardsville; MA, Lindenwood University; PhD, Capella University

**Hatchuel, Elizabeth**, MA, George Washington University; PhD, George Washington University

**Hazlett, Jessica**, MEd, The College of William & Mary; PhD, The College of William & Mary

**Heenan, Kelly**, BA, The University of Montana Western; MS, Texas Woman's University; PhD, Texas Woman's University

**Heher, Melinda**, BA, Kent State University; MA, Indiana University of Pennsylvania; PhD, Duquesne University

**Herweck, Diana**, BA, University of Redlands; MA, Pepperdine University; PsyD, Alliant International University Irvine

**Hill, Lorraine**, BSN, University of Central Arkansas; MSN, University of Central Arkansas; MBA, University of Central Arkansas

**Holby, Nicole**, MS, Capella University; PhD, Capella University

**Holm-Hansen, Cheryl**, BS, University of Massachusetts Amherst; MA, Ohio State University; PhD, Ohio State University

**Holstein, Janine**, MS, University of North Texas; MSW, New York University; PhD, Pacifica Graduate Institute

**Horsman, Euchay**, MS, University of Wisconsin-Stout; PhD, Southern Illinois University, Carbondale

**Hotaling, Marjorie**, BA, Allegheny College; MEd, Kutztown University; EdS, Ball State University; EdD, Ball State University

**Hughes, Amber**, BS, University of Southern Indiana; MEd, Vanderbilt University

**Hultquist, Anna**, BS, Framingham State College; MS, University of Rhode Island; PhD, University of Connecticut

**J**

**Johnson, Richard**, BA, University of California Los Angeles; MA, California State University Chico; MA, Fuller Theological Seminary; PhD, Oxford Centre for Mission Studies

**Johnson, Sophia**, MCOUN, Albany State University; MEd, Albany State University; EdD, Argosy University; PhD, Argosy University

**Jones, Mary**, MEd, South Dakota State University; EdD, The University of South Dakota

**K**

**Kascsak, Theresa**, MA, University of North Carolina at Charlotte; PhD, University of North Carolina at Charlotte

**Killan, Kyle**, BA, Miami University; MA, Syracuse University; PhD, Syracuse University

**King, Clarence**, BS, John Carroll University; MA, John Carroll University; PhD, Kent State University

**Kippers, Sola**, BGS, University of New Orleans; MEd, University of New Orleans; PhD, University of New Orleans

**Kladopoulos, Chris**, BA, State University of New York at Stony Brook; MA, Queens College – City University of New York; MPhil, The Graduate School and University Center – City University of New York; PhD, The Graduate School and University Center – City University of New York



**Faculty, continued***School of Counseling and Human Services, continued*

**Klem, Pamela**, BA, Eastern Washington University; BS, Eastern Washington University; MEd, Washington State University; EdD, Nova Southeastern University

**Klepper, Konja**, BA, California State University Northridge; MA, Western Michigan University; PhD, University of Wyoming

**Kushner, Jason**, BA, University of South Florida; MA, University of South Florida; PhD, University of Arkansas

**L**

**Lambert, Serena**, BA, Linfield College McMinnville; MA, University of Montana Missoula; PhD, Idaho State University

**Lambert, Simone**, BA, University of New Orleans; MS, University of Southern Mississippi; PhD, The University of North Carolina Greensboro

**Lange, Amber**, BA, University of Toledo; MA, Spring Arbor University; PhD, University of Toledo

**Laverdure-McDougall, Betsy**, BS, University of North Dakota; MS, University of North Dakota; PhD, University of North Dakota

**Lenares Solomon, Denise**, MEd, Valdosta State University; PhD, University of Arkansas Fayetteville

**Lent, Jonathan, BS**, California University of PA; Med, California University of PA; PhD, University of Akron

**Lewis, Lindy**, BASW, Salisbury University; MSW, University of Maryland - Baltimore; PhD, University of Maryland - Baltimore

**Lifrak, Stephen**, BA, University of Rhode Island; MS, University of Rhode Island; PhD, University of Rhode Island

**Lim, Mee-Gaik**, BS, University of Montevallo; MA, Southwestern Baptist Seminary; PhD, Texas Woman's University

**Linton, Jeremy**, BA, University of Michigan, Ann Arbor; MA, Valparaiso University; PhD, Western Michigan University

**Lohmann, Raychelle**, BA, North Carolina State University; MS, North Carolina State University; PhD, North Carolina State University

**Lyndon, Amy**, MA, North Carolina State University Greensboro; PhD, North Carolina State University Greensboro

**M**

**Mack, Monica**, BS, Florida A&M University; MEd, Auburn University Montgomery; PhD, Auburn University

**Mahon, Megan**, BA, University of Michigan, Ann Arbor; MCOUN, Heidelberg College; PhD, University of Toledo

**Maione, Paul**, BA, State University of New York; MA, Hofstra University; PhD, Nova Southeastern University

**Maldonado, Jose**, BA, East Stroudsburg University; MEd, Lehigh University; MS, Wilkes University; PhD, University of Arkansas

**Mancuso, Leah**, BA, California State University, Fresno; MA, Alliant International University; PhD, Alliant International University

**Manns, Dinah**, BA, The College of William & Mary; MA, Oral Roberts University; EdD, Oklahoma State University

**Martin, Laura**, BSE, Millersville University of Pennsylvania; MEd, Millersville University of Pennsylvania

**Martin, Magy**, BS, Colorado State University; MEd, Colorado State University; MEd, Colorado State University; EdD, University of Tulsa

**McAdams-Radzin, JoEllen**, BA, Stephens College; MEd, University of Arizona; MEd, Frostburg State University; PhD, Iowa State University

**McAllister, JoAnn**, BA, Old Dominion University; MA, Old Dominion University; MA, Holy Names University; PhD, Saybrook University

**McIntyre, Cheryl**, BA, University of West Florida; MA, University of West Florida; PhD, University of Florida

**McKenna, Lisa**, BA, Florida International University; MS, Florida International University; PhD, Florida International University

**Melvin, Ann**, BA, Southern Illinois University Carbondale; MS, Southern Illinois University Carbondale; PhD, Southern Illinois University Carbondale

**Messmore, Carol**, BA, Florida Atlantic University; MS, Nova Southeastern University; PhD, Nova Southeastern University

**Michel, Rochelle**, BS, Stony Brook University; MA, New York University; MA, Fordham University; PhD, Fordham University

**Miley, Katherine**, BBA, University of Iowa; MA, University of Iowa; PsyD, Adler School of Professional Psychology

**Miller, Kathryn**, BA, University of Texas at San Antonio; MS, St. Mary's University; PhD, St. Mary's University

**Mills, Frances**, BA, Limestone College; MSW, University of South Carolina Columbia; PhD, University of South Carolina Columbia

**Montgomery, Marilyn**, BS, Abilene Christian University; MEd, University of Houston Central; MEd, Texas Tech University; PhD, Texas Tech University

**Moore, Justin**, BA, Harding University; MS, Harding University; PhD, University of Louisiana Monroe

**Morton, Roger**, BA, Claremont McKenna College; MPA, California State University, Fullerton; PhD, University of California, Irvine

**Moskowitz, Kenneth**, MSW, Stony Brook University; PhD, Westbrook University

**Muchnick, Ron**, BS, University of Missouri; MA, Lindenwood College; MS, Nova Southeastern University; PhD, Nova Southeastern University

**Muchnick, Sherri**, BA, University of Missouri; MS, University of Missouri; PhD, St. Louis University

**Muro, Joel**, BA, Austin College; MA, University of North Texas; PhD, University of North Texas

**N**

**Neal, Crystal**, BA, Grambling State University; MA, Argosy University; PhD, Walden University

**Neal, Mary**, BA, University of North Carolina at Charlotte; MA, Lenoir-Rhyne College; PhD, Nova Southeastern University

**Nguyen, Trent**, BS, University of Texas at Arlington; MA, Catholic Theological Union; MA, Dallas Baptist University; PhD, University of Texas at Arlington

**Noah, Benjamin**, BS, State University of New York at Albany; MS, Eastern Washington University; PhD, Walden University

**Nunnery, Rosanne**, BA, Millsaps College; MS, Mississippi State University; PhD, Mississippi State University

**O**

**Olson, Kjersti**, MA, University of Minnesota; PhD, University of Minnesota

**O'Malley, Angeline**, BS, Purdue University; MA, Montclair State University; PhD, Oklahoma State University

**Owens, David**, BA, West Virginia University; MS, West Virginia University; PhD, University of Pittsburgh

**P**

**Pace, Matthew**, BA, Le Moyne College; MA, Syracuse University; PhD, Syracuse University

**Paige, Melinda**, MS, Nova Southeastern University; EdS, Georgia State University; PhD, Georgia State University

**Pate, George**, BA, Stephen F. Austin State University; MA, Stephen F. Austin State University; PhD, Texas Woman's University

**Pennington, Lawrence**, BA, Indiana University of Pennsylvania; BA, Indiana University of Pennsylvania (second); MA, St. Francis University; MEd, Indiana University of Pennsylvania; EdD, Indiana University of Pennsylvania

**Perepiczka, Michelle**, PhD, Texas A&M University Commerce

**Perrello, Elena, MEd, University of Maine; EdD, University of Maine**

**Perry, LeTea**, BS, Penn State University Park; MEd, Bowie State University; EdD, Argosy University

**Pilkington, Cyndra**, BS, Armstrong Atlantic State University; MS, Georgia Southern University; MHSc, Armstrong Atlantic State University; MA, Fielding Graduate University; PhD, Fielding Graduate University

**Porter, Lawrence**, MS, Seattle Pacific University; PhD, Texas Technical University

**R**

**Randlett, Mary**, BA, University of Toledo; MA, University of Missouri - Columbia; PhD, Iowa State University

**Rapp, Marisa**, MA, Southeast Missouri State University; PhD, Idaho State University

**Ravachi, Regina**, BA, Universidad del Norte; MS, Nova Southeastern University; PhD, Nova Southeastern University

**Faculty, continued***School of Counseling and  
Human Services, continued*

**Reisinger, Wendy**, BS, Shippensburg University; MEd, Shippensburg University; EdD, Widener University

**Richter, Laura L**, BA, Florida Atlantic University; MS, Nova Southeastern University; PhD, Nova Southeastern University

**Rogers, LaKeisha**, MS, North Carolina A&T State University; PhD, Southern Illinois University Carbondale

**Rowley, Chishamiso**, BA, Pennsylvania State University University Park; MA, University of Pittsburgh; PhD, University of Pittsburgh

**Rubin, Lawrence**, MA, Wayne State University; PhD, Nova Southeastern University

**Rye, Carrie**, BA, University of Arkansas - Little Rock; MEd University of Arkansas - Little Rock; PhD, University of Arkansas - Little Rock

**S**

**Sadik, Suhad**, BA, University of South Carolina; MA, University of South Carolina; MEd, University of South Carolina; EdS, University of South Carolina; PhD, University of South Carolina

**Sanders, Nicole**, BA, Richard Stockton College of New Jersey; MS Ed, Monmouth University; PhD, Capella University

**Schmitt, Erik**, MA, Appalachian State University; PhD, The University of Georgia

**Schooley, AnnaLynn**, BA, Western Illinois University; MS, Nova Southeastern University; PhD, Nova Southeastern University

**Schroeder, Beth**, EdD, Argosy University Nashville

**Scott, Holly**, BA, Otterbein College; MSE, University of Dayton; PhD, Ohio University

**Shea, Megyn**, MEd, Lewis & Clark College; PhD, Oregon State University

**Shelton, Dawn**, BA, Gordon College; MS, Nova Southeastern University; PhD, Nova Southeastern University

**Sherman, Thomas**, BS, Saint Mary's College; MEd, Lehigh University; PhD, University of Virginia

**Shilts, Lee**, BS, University of Wisconsin – Eau Claire; MEd, University of Wisconsin – Stout; PhD, Virginia Polytechnic Institute and State University

**Shreve, Barry**, BA, Millersville University; MA, Appalachian State University; PhD, University of Tennessee

**Silitsky, Cindy**, BA, Florida Atlantic University; MSW, Barry University; PhD, Nova Southeastern University

**Silverberg, Sharon**, BS, Old Dominion University; MA, University of New Haven; PhD, Old Dominion University

**Silvestro, Kenneth**, BS, University of Rhode Island; MS, University of Rhode Island; PhD, University of Connecticut

**Smith, Albert**, BA, Baylor University; MA, Southwestern Baptist Theological Seminary; EdD, Southwestern Baptist Theological Seminary

**Smith, Ellen**, BA, University of Maine - Farmington; MEd, University of Maine – Orono; PhD, University of Maine – Orono

**Smith, Kenneth**, BA, Texas State University – San Marcos; MS, University of Texas at Austin; PhD, Florida State University

**Smith, LaToya**, MEd, University of North Texas; PhD, University of North Texas

**Smith, Rita**, BA, Morgan State University; MA, University of Maryland; PhD, University of Maryland

**Smith, Sherri**, MSN, University of Phoenix; DNP, Chamberlain College of Nursing

**Smith, Teresa**, BS, University of North Carolina at Chapel Hill; MA, North Carolina Central University; MBA, Elon University EdD, Liberty University

**Sparks, Cathy**, BS, Wofford College; MEd, University of South Carolina – Columbia; EdS, University of South Carolina – Columbia; EdS, Converse College; EdD, Liberty University

**Spencer, Natalie**, BA, University of North Carolina at Chapel Hill; MEd, University of North Carolina at Chapel Hill; PhD, North Carolina State University

**Spong, Sara**, MEd, Northern Illinois University; PhD, Regent University

**Stalling, Janice**, AA, Northeast Community College; BS, Wayne State College; MS, Wayne State College; EdD, The University of South Dakota

**Stanley, Joshua**, BS, Austin Peay State University; MS, Austin Peay State University; EdD, Argosy University

**Starr, Rebecca**, BA, University of Minnesota; PhD, University of Minnesota

**Stewart-Spencer, Sarah**, BA, Flagler College; MA, Regent University; PhD, Regent University

**Sturm-Mexic, Jannette**, BFA, Tulane University; MEd, University of New Orleans; PhD, University of New Orleans

**T**

**Taylor, Cynthia**, BS, Bowie State University; Indiana University of Pennsylvania; PhD, Walden University

**Thauberger, Gerald**, BA, University of California, Berkeley; MS, California State University, Hayward; DM, University of Phoenix

**Thomas, Kaisha**, BFA, The Juilliard School; MS, CUNY Hunter College; MS, Nova Southeastern University; PhD, Nova Southeastern University

**Thomas, Mary Karin**, MA, Oakland University; MCOUN, Oakland University; PhD, Oakland University; PhDCACRE, Oakland University

**U**

**Utesch, William**, BA, Eastern Illinois University; MEd, Eastern Illinois University; PhD, Purdue University

**V**

**Van Asselt, Kathryn**, BS, University of New Mexico – Albuquerque; MEd, Western Carolina University; PhD, University of Northern Colorado

**Van Meter, Carrie**, BS, Heidelberg University; MCoun, Heidelberg University; PhD, University of Toledo

**Vela, Robert**, BA, Texas A&M University Kingsville; MS, Texas A&M University Kingsville; EdD, Texas A&M University Kingsville

**Vincent, Blair**, BS, University of Memphis; MS, University of Tennessee Knoxville; EdS, University of Memphis; PhD, University of Tennessee Knoxville

**W**

**Warren, Stephanie**, BA, Duke University; MS, University of Pittsburgh; PhD, University of Pittsburgh

**Washington, Tracee**, BA, University of Michigan – Ann Arbor; MA, The College of William & Mary; MA, University of Michigan – Ann Arbor; PhD, University of Michigan – Ann Arbor

**Waugh, Catherine**, BS, Old Dominion University; MS, Georgia State University; PhD, University of Maryland College Park

**Wayman, Dale**, BS, Southern Nazarene University; MS, Western Washington University; PhD, Ohio University

**Weiss-Quittner, Alyssa**, BA, Brandeis University; MS, University of Miami; PhD, Nova Southeastern University

**Whiddon, Jana**, BS, Florida Southern College; MS, Troy State University; PhD, Barry University

**White, Debra**, BA, University of California, Los Angeles; MS, California State University; MA, Alliant International University; PhD, University of California, Santa Barbara

**Williamson, Daniel**, BBA, Baylor University; PhD, Baylor University

**Williamson, Jennifer**, MS in Education, Baylor University; PhD, Baylor University

**Willingham, Heath**, BS, Auburn University; MA, Lipscomb University; MS, University of South Alabama; PhD, Auburn University

**Willis, Bradley**, BA, Southeastern Bible College; MEd, University of Montevallo; PhD, University of Alabama

**Wilson, Jenna**, BS, Nova Southeastern University; MS, Nova Southeastern University; PhD, Nova Southeastern University

**Wilson, Tanya**, MA, Argosy University

**Winer, Ayala**, BS, Nova Southeastern University; DMFT, Nova Southeastern University

**Wood, Sara**, BS, Gardener-Webb University; MA, Regent University - Virginia; PhD, Regent University - Virginia

**Woods, Judith**, BS, Winona State University; MS, Walden University; PhD, Walden University

**Workman Jesness, Todd**, BA, University of Wisconsin – Stout; MS, University of Wisconsin – Stout; PhD, Syracuse University

**Y**

**Young, Rosalyn**, BS, The Ohio State University; MA, University of Missouri – St. Louis; PhD, St. Louis University

**Z**

**Zeng, Heather**, BA, Loyola University – New Orleans; MS, Troy State University; PhD, Colorado State University – Fort Collins

**Faculty, continued****School of Education****A**

**Albert, Angela**, MA, Webster University; EdD, University of Central Florida

**Allison, Rinyka**, MED, University of Phoenix; PhD, Walden University

**Alred, Jill**, BS, Michigan State University; MSAD, Central Michigan University; PhD, Walden University

**Anderson, Debra**, MEd, University of Toronto; EdD, Nova Southeastern University

**B**

**Bailey, Bryan**, BA, Baylor University; MEd, Stephen F Austin State University; EdD, Stephen F Austin State University

**Bailey, Joy**, BSN, Old Dominion University; MSN, Old Dominion University; PhD, Georgia State University

**Barker, Dorothy**, BSN, Texas Woman's University; MS, University of Maryland; PhD, University of Maryland

**Barnes, Yvonne**, BS, Barton College; MAEd, East Carolina University; EdD, University of Phoenix

**Baworowsky, John**, BS, Loyola University – Chicago; MS, University of Miami; PhD, Saint Louis University

**Benson, Ella**, BA, Norfolk State University; MS, Old Dominion University; EdD, University of Virginia

**Benton, Amy**, BA, Millikin University; MS, Southern Illinois University, Carbondale; PhD, Loyola University Chicago

**Berg-O'Toole, Carol**, BS, North Dakota State University; MA, University of Minnesota – Twin Cities; PhD, University of Minnesota – Twin Cities; JD, University of Minnesota – Twin Cities

**Bertram, Carol**, BS, Bemidji State University; MA, University of Saint Thomas; EdD, University of Saint Thomas

**Black, Joshua**, BA, Lee University; MA, Malone College; EdD, Nova Southeastern University

**Boston, Marchell**, BS, Morgan State University; MS, Fort Valley State University; EdS, Jacksonville State University; EdD, Argosy University, Atlanta

**Boyce, Claire**, BS, Lincoln University; MA, Governors State University; PhD, Saint Louis University

**Boyd, Sandy**, BA, California State University, Sacramento; MA, Sonoma State University; EdD, University of San Francisco

**Brock, Timothy**, PhD, Capella University

**Bronner, Julia**, BSN, College of St. Teresa; MS, Winona State University; PhD, Capella University

**Brown, Terrence**, BS, Ohio University; MHS, Ohio University; PhD, Ohio University

**Brtek, Doug**, MA, Bellevue University; EdD, Northcentral University

**Bruch, Elizabeth**, BA, Elmhurst College; MS, Indiana University-Purdue University Indianapolis; PhD, University of Wisconsin – Madison

**Brydges, Bruce**, MEd, Wayne State University; EdD, Nova Southeastern University

**Bulik, Robert**, MEd, Alliant University San Diego; PhD, University of Wisconsin Madison

**Bullock, Cheryl**, BA, Sangamon State University; MA, University of Illinois at Urbana-Champaign; PhD, University of Illinois at Urbana-Champaign

**Bumpers, Erica**, MA, University of Missouri - Kansas City; EdS, University of Missouri - Kansas City

**C**

**Cameron, Petronella**, MA, California State University, Los Angeles; PhD, Walden University

**Campbell, Kathryn**, BA, University of California, Los Angeles; MS, Dominican University of California; EdD, University of the Pacific

**Chester, Todd**, MS, National Louis University; PhD, Walden University

**Christensen, Summer**, MAT, Webster University; EDD, The University of South Dakota

**Clayton, Phyllis**, BS, Pittsburg State University; MS, Pittsburg State University; EdS, Pittsburg State University; EdD, University of Arkansas

**Conley, Enid**, BS, Palm Beach Atlantic University; MS, Palm Beach Atlantic University; EdS, Florida Atlantic University; PhD, Florida Atlantic University

**Cosimano, Michael**, BA, Florida Atlantic University; MEd, Florida Atlantic University; EdD, Florida Atlantic University

**Covington, Marsha**, BA, California State University, Sacramento; MEd, Montana State University – Bozeman; EdD, Montana State University – Bozeman

**Crawford, Stanley**, MA, Webster University; EdD, University of North Texas

**Cullen, Donita**, BA, Clark Atlanta University; MA, University of Phoenix; EdS, Jacksonville State University; PhD, Mercer University

**Czeropski, Susetta**, MAEd, University of Phoenix; PhD, Capella University

**D**

**Dean Sr., Mark Dewayne**, BEd, South Carolina State University – Orangeburg; MEd, South Carolina State University – Orangeburg; EdS, South Carolina State University – Orangeburg; EdD, South Carolina State University – Orangeburg

**Decker, Shannon**, BA, Arizona State University; MED, Arizona State University; MBA, Arizona State University; PhD, Arizona State University

**Dolley, Frances**, BA, Eastern Michigan University; MEd, Wayne State University; MA, University of Detroit Mercy; EdD, Wayne State University

**Dooley, Gwendolyn**, BS, Jackson State University; MPA, Jackson State University; EdD, Nova Southeastern University

**Doran, Cheryl, BA**, Sonoma State University; BBA, Boise State University; MS, Capella University; PhD, Capella University

**E**

**Elineema, Jennifer**, BA, Bridgewater State College; MAT, Bridgewater State College; EdD, University of Massachusetts Lowell

**Emmons, Katherine**, BA, University of California, Santa Cruz; MA, University of California, Santa Barbara; PhD, University of California, Santa Barbara

**Enns, Beverly**, BA, Bemidji State University; MS, Bemidji State University; EdS, University of St. Thomas; EdD, University of St. Thomas

**F**

**Flores, Paul**, BA, Brown University; MS, Nova Southeastern University; MS, University of Central Florida; EdD, University of Central Florida; PhD, University of Central Florida

**Ford, Thomas**, BS, Widener University; MBA, Widener University; EdD, Widener University

**Foster, Elizabeth**, BSEd, Ohio University; MEd, North Carolina State University; EdD, North Carolina State University

**Fowler, Dale**, BA, Cornerstone University; MBA, Western Michigan University; EdD, Argosy University Sarasota

**Freer, Kevin**, BA, Le Moyne College; MS, Syracuse University; PhD, Florida State University

**G**

**Gable, Karla**, BA, Arizona State University; MAEd, Arizona State University; MC, Arizona State University; EdD, Capella University

**Garcia, Lisa**, BS, University of Tennessee, Knoxville; MSA, Florida International University; EdD, University of Phoenix

**Gaskins, Amy**, BS, Texas Tech University; MEd, East Central University; EdD, University of Nevada, Las Vegas

**Gibson, Adrienne**, BA, Rutgers University; MSN, Arizona State University; ScEdD, Curtin University – Australia

**Gibson, Linda**, BA, Cleveland State University; BSE, Cleveland State University; MEd, Ashland University; PhD, University of Dayton

**Gilbert, Deborah**, BA, State University of New York at Oswego; MA, University of Phoenix; EdD, Nova Southeastern University

**Girdley, Angela**, BME, University of Louisville; MA, University of Louisville; MDiv, Southern Baptist Theological Seminary; PhD, University of Louisville

**Grant, Jessie**, MA, The University of Iowa; PhD, Western Michigan University

**Green, Katherine**, BA, State University of New York at Albany; MS, Troy State University; PhD, University of Tennessee

**Guillory, Patricia**, BA, University of West Georgia; MEd, University of West Georgia; EdS, Georgia State University; PhD, Georgia State University

**Faculty, continued***School of Education, continued*

- H**
- Haas, Nancy**, BA, Arizona State University; MEd, Arizona State University; PhD, Arizona State University
- Hollinger, Jay**, BA, The Ohio State University; BS, The Ohio State University; MA, The Ohio State University; EdD, University of Texas – Pan American
- Holtz, Jennifer**, BA, Newman University; MA, Wichita State University; PhD, Kansas State University
- Holzberg, Carol**, BA, McGill University – Canada; MA, University of Iowa; PhD, Boston University
- Howell, Cynthia**, BA, The College of William & Mary; MA, Western Washington University; EdD, Northern Arizona University
- Hughes, Gail**, BS, University of Minnesota – Twin Cities; MA, University of Minnesota – Twin Cities; PhD, University of Minnesota – Twin Cities
- I**
- Iacona, Carla**, BA, Saint Mary of the Woods College; MA, University of Notre Dame; EdD, Indiana University Bloomington
- Ibarra, David**, BS, Bowling Green State University; MA, The Ohio State University; JD, University of Toledo
- J**
- Jackson, Ruthenia**, BS, West Chester University of Pennsylvania; MA, Antioch University; EdD, Nova Southeastern University
- Jackson, Zena**, BA, University of North Texas; MA, University of Texas Arlington; PhD, University of North Texas
- Jacobs, Howard**, BA, Fairleigh Dickinson University; MA, Montclair State University; PhD, Walden University
- Jacobson, Marlene**, MA, South Dakota State University; EdD, The University of South Dakota
- Jazzar, Michael**, BA, Western Michigan University; MA, Western Michigan University; EdS, Michigan State University; PhD, Michigan State University
- Jeizan, Salha**, BA, University of Nairobi - Kenya; MA, University of Nairobi - Kenya; MA, McGill University - Canada; EdD, University of Minnesota
- Jenkins, Cassandra**, BS, Claflin University; MEd, South Carolina State University; EdD, Nova Southeastern University
- Johnson, Bruce**, MBA, University of Phoenix; MS, Capella University; PhD, Capella University
- Johnson, John**, MA, Azusa Pacific University; PhD, Biola University
- Jones, Kathryn**, MEd, Lamar University; EdD, Lamar University
- K**
- Kanai, Therese**, BA, University of Hawaii at Manoa; MEd, Heritage College; PhD, Walden University
- Kays, Elena**, BFA, Centenary College; MA, East Stroudsburg University; PhD, Capella University
- Kieffer, Joy**, MSN, University of Phoenix; PhD, Walden University
- Klimoski, Victor**, BA, Saint John's University; MA, Saint John's University; MS, St. Cloud State University; PhD, University of Minnesota
- Klocinski, John**, BBA, University of Toledo; MEd, University of Toledo; EdS, University of Toledo; PhD, University of Toledo
- Korth, Sharon**, BS, Miami University – Oxford; MEd, Miami University – Oxford; EdD, University of Cincinnati
- Kozoll, Charles**, BS, University of Michigan; MA, Boston University; EdD, Columbia University
- Krebs, Tyler**, BA, University of St. Thomas; MA, College of St. Scholastica; PhD, Capella University
- Kuo-Newhouse, Amy M.**, BA, National Kaohsiung Normal University; ME-PD, University of Wisconsin – River Falls; PhD, University of Minnesota – Twin Cities
- L**
- Lane, Carla**, BS, Washington University; MA, Webster University; EdD, University of Missouri – St. Louis
- Lao, Teresa**, BA, Ateneo De Manila University; MA, Ball State University; PhD, New Mexico State University
- Larson, Mark**, BA, St. Cloud State University; MS, St. Cloud State University; PhD, University of Minnesota
- Latino, Jennifer**, BS, University of North Carolina; MEd, North Carolina State University; EdD, Florida State University
- Lawrence, Dennis**, BA, Rockhurst University; MA, University of Kansas; EdD, University of Kansas
- Laws, Lynea**, BBA, University of Mary Hardin Baylor; MEd, Tarleton State University; PhD, Capella University
- LeBlanc, Alyce**, BMus, Oberlin College; MS, University of Southern California; PhD, Old Dominion University
- Ledford, Alice**, BA, University of North Carolina at Chapel Hill; BS, University of North Carolina at Chapel Hill; MEd, University of North Carolina Greensboro; EdD, Regent University
- Lee, Tyjaun**, BSS, Ohio University; MEd, Ohio University; PhD, Ohio University
- Leggett, Emily**, BS, University of Texas Medical Branch; MS, Oklahoma State University – Stillwater; EdD, Oklahoma State University – Stillwater
- Leialoha-Hartstack, Shelly**, BS, Northwest Missouri State University; MEd, Graceland University; PhD, Walden University
- Lewis, Barbara**, BCJ, New Mexico State University; BA, New Mexico State University; MBA, State University of New York at Oswego; MSM, State University of New York at Oswego; PhD, Syracuse University
- Ligeikis, Kelli**, BS, Clarkson University; MA, State University of New York at Binghamton; EdD, University of Phoenix
- Lopez-Molina, Generosa**, BA, Northeastern Illinois University; MA, Northeastern Illinois University; PhD, Capella University
- Luxenburg, Sherman**, BA, McGill University – Canada; MEd, Virginia Commonwealth University; EdD, Virginia Commonwealth University
- M**
- MacFarlane, Bronwyn**, BS, University of Missouri—Columbia; MEd, University of Missouri—Columbia; MCOUN, Stephens College; PhD, The College of William & Mary
- Maldonado, Nancy**, MA, Barry University; PhD, Barry University
- McIntyre-Brandly, Melissa**, BS, University of Central Texas; MA, University of Phoenix; MAEd, University of Phoenix; MAOM, University of Phoenix; PhD, Capella University
- McNealy, Tara**, BSW, University of Georgia; MEd, Campbell University; MS, Troy State University; PhD, University of Arizona
- McNeil, Teronda**, BA, Methodist College; MS, Central Michigan University; PhD, Capella University
- Medley, Gale**, BA, Harding University Graduate School of Religion; MAT, University of Memphis; EdD, University of Memphis
- Michael-Chadwell, Sharon**, BA, University of Texas at San Antonio; MA, Webster University; MBA, Webster University; EdD, University of Phoenix
- Miketic, Joyce**, BSN, University of Pittsburgh; MBA, University of Pittsburgh; PhD, University of Pittsburgh
- Miley, Jennifer**, MEd, Texas A&M University Commerce; EdD, Texas A&M University Commerce
- Minchella, Karen**, BS, Mercy College of Detroit; MEd, Wayne State University; PhD, Wayne State University
- Misite, Phyllis**, BS, Framingham State College; MA, Boston College; PhD, Boston College
- Mondell, Kathleen**, BS, Ohio University; MEd, University of Toledo; PhD, University of Toledo
- Moore, Pamela**, BS, Furman University; MA, Southeastern Baptist Theo Sem; PhD, Capella University
- Morse, Cernata**, BSM, University of Phoenix; MBA, Walden University; PhD, Walden University
- Moskowitz, Howard**, PhD, University of Toledo
- Mottaz, Carole**, BA, University of Lancaster – United Kingdom; BS, University of Wisconsin – River Falls; MS, University of Wisconsin – River Falls; EdD, University of St. Thomas
- Musial, Diann**, BA, Rosary College; MA, Roosevelt University; CAS, University of Chicago; EdD, Northern Illinois University
- N**
- Nelson, Brie**, BSE, Missouri Baptist College; MSE, Missouri Baptist College; EdD, Nova Southeastern University
- Nies, John**, BA, Hastings College; MA, University of Nebraska – Lincoln; PhD, University of Nebraska – Lincoln
- O**
- O'Donnell, Lorraine**, BSE, University of Texas at El Paso; MEd, University of Texas at El Paso; EdE, New Mexico State University

**Faculty, continued***School of Education, continued*

**Onderdonk, James C.**, BA, The College of William & Mary; MS, Old Dominion University; PhD, Old Dominion University

**Orizondo-Harding, Yolanda**, BA, University of Central Florida; MS, Nova Southeastern University; EdD, Nova Southeastern University

**Owens-Kristenson, Jodi**, BS, University of Minnesota; ELM, Mankato State University; MS, Mankato State University; EdD, Walden University

**P**

**Papi, Thomas**, BA, Widener University; MEd, Duquesne University; MEd, Widener University; EdD, Widener University

**Parks, Eric**, BA, University of California, Los Angeles; MS, University of Southern California; PhD, University of Southern California

**Penfold Navarro, Catherine**, MSE, Azusa Pacific University; PhD, University of Kentucky

**Pickens, Lisset**, BS, Georgia Southern University; MEd, Mercer University; MEd, University of West Alabama; EdD, Nova Southeastern University

**Pilcher, Jobeth**, BSN, Baylor University; MS, California College for Health; EdD, Northcentral University

**R**

**Rasmussen, Christopher**, BA, Gustavus Adolphus College; MS, Minnesota State University, Mankato; PhD, University of Michigan – Ann Arbor

**Reason, Lisa**, BEd, University of Toledo; MEd, Bowling Green State University; PhD, Capella University

**Rector, Jeffrey**, BA, Tennessee Temple University; MEd, University of Tennessee Chattanooga; EdD, University of Tennessee Chattanooga

**Redden, Charlotte**, BA, Indiana State University; MA, University of Denver; MA, University of Colorado; PhD, University of Denver

**Riskedal, Lynn**, BS, University of Illinois at Urbana-Champaign; MEd, University of Illinois at Urbana-Champaign; PhD, University of Minnesota

**Rivera, Melissa**, MEd, Harvard University; EdD, Harvard University

**Robinson, Pamela**, BA, University of Georgia; MA, Ball State University; PhD, Capella University

**Rodriguez, Alma**, BS, University of Texas – Pan American; MA, University of Texas – Pan American; PhD, Capella University

**Ronneberg, Jeffrey**, BA, Augsburg College; MS, Minnesota State University, Mankato; EdD, University of Minnesota – Twin Cities

**Ross, Tara**, BA, University of Florida; MA, Ohio University; PhD, Keiser University

**Rossman, Mark**, BA, New York University; MS, University of Bridgeport; EdD, University of Massachusetts Amherst

**Rossman, Maxine**, BS, New York University; MS, University of Bridgeport; EdD, University of Massachusetts Amherst

**Ruhe Marsh, Linda**, BS, Governors State University; MAEd, Governors State University; EdD, University of Phoenix

**Ryan, Patricia**, BA, University of Pittsburgh; MPA, University of Pittsburgh; PhD, Pennsylvania State University

**S**

**Sabet, Behrooz**, BS, Tehran College of Economics; MEd, State University of New York at Buffalo; EdD, State University of New York at Buffalo

**Samuel-Crosson, Loretta**, EdD, The University of Georgia

**Sanders, Michael**, BFA, University of Tennessee Knoxville; MS, University of Tennessee Knoxville; PhD, University of Tennessee Knoxville

**Schulze, Wendy**, MEd, Alabama A&M University; MS, Kaplan University Online; EdD, Argosy University Sarasota

**Scott, Arlene**, MA, New York University; PhD, New York University

**Simmons, Brandon**, BA, Methodist University; MAED, East Carolina University; MBA, Methodist University; EdD, University of North Carolina; PhD, North Carolina State University

**Skaruppa, Cindy**, BSED, The Ohio State University; MA, The Ohio State University; EdD, University of Miami

**Skelton, Jillian**, BA, The University of Georgia; MAT, University of Alabama- Tuscaloosa; EdD, University of Alabama - Tuscaloosa

**Smith, Debra**, MS, Emporia State University; EdD, University of Kansas

**Snyder, Leonard**, BA, Metropolitan State University; MA, University of Minnesota – Twin Cities; MA, Adler Graduate School

**Snyder, Leone**, BS, University of Minnesota – Twin Cities; MEd, University of Minnesota – Twin Cities; PhD, Capella University

**Spoor, Kimberly**, BA, College of St. Scholastica; MEd, Harvard Graduate School of Education; PhD, Capella University

**Stabile, Christopher**, BS, Nova Southeastern University; MA, Nova Southeastern University; EdD, Nova Southeastern University

**Stanley, Laurel**, BBA, Eastern New Mexico University; MEd, Eastern New Mexico University; EdD, University of North Florida

**Stark, Brian**, MAEd, Doane College; MEd, Concordia University Nebraska; MS, Kaplan University Online; EdD, College of Saint Mary; Grad cert, Kaplan University Online

**Stavredes, Bettina**, BS, University of Minnesota; MEd, University of Minnesota; PhD, University of Minnesota

**Stephens, Valerie**, BA, Rutgers State University New Jersey New Brunswick; MSW, Rutgers State University New Jersey Camden; EdD, Rutgers State University New Jersey Camden

**Stull, Stephen**, MA, Johns Hopkins University; MS, University of Southern California; PhD, Capella University

**Swenk, Jean**, BA, Pitzer College; MA, University of California, Davis; MA, Stanford University; PhD, Stanford University

**T**

**Taliaferro, James**, BME, Wichita State University; MMUS, Wichita State University; MEd, West Texas A&M University; EdD, Texas Tech University

**Taliaferro, Donna**, MSN, East Georgia College; PhD, Texas Woman's University

**Thompson, Thomas**, MA, Colorado Christian University; EdD Liberty University

**Togstad Percival, Robin**, MA, University of St. Thomas; EDD, University of Thomas

**Tripp, Robert**, MS, Florida State University; PhD, University of Nebraska - Lincoln

**Trujillo-Jenks, Laura**, BS, University of Texas at Austin; MA, Austin Peay State University; PhD, University of Texas at Austin

**V**

**Van Soelen, Thomas**, BA, Dordt College; MEd, Florida Atlantic University; EdS, Florida Atlantic University; PhD, The University of Georgia

**W**

**Waller, Edna**, BS, University of Montevallo; MA, William Carey University; PhD, University of Southern Mississippi

**Ward, Jason**, BA, Florida State University; MA, University of Phoenix; EdD, Nova Southeastern University

**Warren, Myisha**, BA, Georgia State University; MEd, University of West Georgia; EDD, Nova Southeastern University

**Wellington, Eric**, BA, Youngstown State University; MA, West Chester University of Pennsylvania; PhD, Capella University

**Wencel, Janice**, BA, Elmira College; MS, Florida State University; PhD, Florida State University

**Williams, Patricia**, MEd, Tarleton State University; EdD, Texas A&M University Commerce

**Williamson, Feranda**, BS, Northern Illinois University; MA, Roosevelt University; EdD, Nova Southeastern University

**Wold, William**, BA, Saint Mary's College; MA, College of St. Thomas; MA, Saint Mary's University of Minnesota; EdD, Saint Mary's University of Minnesota

**Worthington, Michael**, BS, Campbell University; MSE, University of Wisconsin – Superior; PhD, Capella University

**Wright, Shelton**, EdS, Jacksonville State University

**Z**

**Zender, Wendy**, BA, York University – Canada; BEd, University of Toronto; MEd, Arizona State University; PhD, University of Southern California

**Zuba, Marge**, BS, Saint Mary-of-the-Woods College; MSW, University of Illinois at Chicago; EdD, Northern Illinois University

Faculty, *continued*

## School of Nursing and Health Sciences

## A

**Aboul-Enein, Faisal**, MSN, University of North Texas Health Science Center; MPH, University of North Texas Health Science Center; DrPH, University of North Texas Health Science Center

**Aclin, Nicole**, BSN, University of Arkansas for Medical Science; MSN, University of Arkansas for Medical Science

**Adler, Katherine**, MSAD, Central Michigan University; DHA, Medical University of South Carolina

**Allen, Donna**, PhD, Texas Woman's University

**Allen, Wanda**, BS, The College of New Jersey; MSAD, Central Michigan University

**Alles, Yvonne**, MBA, Davenport University; DHA, University of Phoenix

**Alteza, Antonieta**, MSN, University of Texas Rio Grande; PhD, University of Texas - San Antonio

**Amuwo, Shakirudeen**, MPH, University of Illinois—Chicago; PhD, University of Illinois—Chicago

**Anderson, Cheryl**, BAPT, College of St. Scholastica; MBA, University of St. Thomas; PhD, Walden University

**Anderson, Mary Ann**, MS, Wagner College; DNP, Fairleigh Dickinson U Teaneck

**Anselm, Robin**, MSN, Case Western Reserve University; PhD, Walden University

**Atz, Teresa**, MSN, Medical University of South Carolina; PhD, Medical University of South Carolina

**Ausloos, Jodie**, MSN, University of Wisconsin Oshkosh; EdD, Nova Southeastern University

**Awad, Fawzi**, BS, University of Wisconsin - Eau Claire; PhD, Walden University

**Axley, Lawrette**, BS, Union University; MS, University of Tennessee Health Science Center; PhD, University of Tennessee Health Science Center

## B

**Bailey, Christy**, BSN, Clemson University; MSN, University of Phoenix; DNP, University of South Carolina Columbia

**Baker, Mary**, BBA, Mount Vernon Nazarene University; MSAD, Central Michigan University

**Balke, Janet**, BSN, University of Kansas Medical Center; MBA, University of Houston; MHA, University of Houston; PhD, Capella University

**Bandyopadhyay, Lalita**, BS, University of Delhi; MD, Windsor University School of Medicine; MA, Smith College; MPH, University of California Los Angeles; MBA, Columbia Southern University; MS, Columbia Southern University; DrPH, University of California Los Angeles

**Barlow, Raymond**, MDiv, Southwestern Baptist Theological Seminary; MS, John Brown University; MHA, Capella University; DHA, Capella University

**Barnard, Darleen**, BS, University of Maryland University College; MBA, University of Phoenix; DHA, University of Phoenix

**Barrera, Gloria**, MSN, Olivet Nazarene University

**Barry, Marie-Elena**, BS, College of Notre Dame Maryland; MS, Stevenson University; DNP, Chatham University

**Bass, Lacey**, MSN, University of Texas at Tyler; DNP, American Sentinel University

**Baumlein, Gail**, MSN, University of Akron; PhD, University of Akron

**Bennett, Michael**, MS, University of St. Francis; MBA, University of St. Francis; DHA, University of Phoenix

**Benton, Stacy**, BS, Xavier University of Louisiana; MPH, University of Chicago; PsyD, Argosy University - Chicago

**Beresford, Julia**, BA, University of North Carolina at Charlotte; MS, University of Maryland University College; DHA, University of Phoenix

**Beverly, DeAnna**, AA, Santa Fe Community College; MSN, University of Central Florida; DNP, University of Central Florida

**Bhatt, Ami**, MBA, University of Phoenix; MSN, University of Phoenix; DNP, Oakland University

**Blevins, Sonya**, BS, Clemson University; MS, Syracuse University; DNP, University of South Alabama

**Biddle-Childress, Rosemary**, MSN, University of Phoenix; EdD, University of Phoenix

**Bradshaw, Pamela**, MSN, Midwestern State University; DNP, Texas Tech University Health Sciences Center

**Bressie, Marylee**, BSN, University of South Alabama; MSN, University of South Alabama; DNP, Samford University

**Brittain, Chaka**, MHSC, Nova Southeastern University; Chamberlain College of Nursing - Addison

**Brooks, Matthew**, BS, Kennesaw State University; MPH, Virginia Commonwealth University; PhD, University of South Carolina - Columbia

**Burgess, Colleen**, BSN, University of Akron; MSN, University of Akron; EdD, University of North Carolina at Charlotte

**Burton, Mattie**, BSN, Morehead State University; MSN, University of Kentucky; PhD, University of Cincinnati

**Bryant, June**, BSN, University of South Florida; MSN, University of South Florida; DNP, University of South Florida

**Bryant, Lawrence**, AAS, Community College of Philadelphia; BSW, Temple University; MPH, Emory University; PhD, University of Georgia

**Bynum, Mary**, DHA, University of Phoenix

**Byous, Rosslynn**, BA, University of California, Santa Barbara; MS, University of La Verne; DPA, University of La Verne

## C

**Cadet, Anne**, MS, Chamberlain College of Nursing - Addison; DNP, Chamberlain College of Nursing - Addison

**Campbell, Elizabeth**, BSN, University of Miami; MSN, University of Phoenix; DNP, University of Miami

**Carpenter, Laura**, BSN, Louisiana State University Health Science Center; MSN, Southeastern Louisiana University; PhD Louisiana State University A&M

**Carsello, Christina**, MS, Stony Brook University

**Cash, Haley**, BS, Long Island University; MPH, Brown University; PhD, Brown University

**Cauthen, Delores**, BS, University of South Carolina; MEd, University of South Carolina; PhD, Walden University

**Chrishon, Kristopher**, BA, Morehouse College; MPH, University of Michigan, Ann Arbor; MPIL, Columbia University City of New York; PhD, Columbia University City of New York

**Clark, Amanda**, BSN, Duquesne University; DNP, Robert Morris University

**Clobes, Thomas**, BS, Bakersfield College; MS, Bakersfield College; PhD, Rutgers State University of New Jersey - Burnswick

**Cochran, Corinne**, MSN, University of Pennsylvania; DNP, George Washington University

**Cockerham, Mary Ellen**, MSN, University of Phoenix; DNP, Chatham University

**Comer, Emelinda**, MS, University of Utah; DNP, Chatham University

**Conner, Debra**, BSN, Barry University; MSN, Barry University; PhD, Barry University

**Cousert, Diane**, BSN, Lakeview College of Nursing; MS, University of Illinois - Chicago; DNO, Rush University

**Crowninshield, Elsie**, MS, California State University, Los Angeles; DNP, Loma Linda University

## D

**Dabu, Maria Theresa**, MSN, University of Phoenix; DNO, Touro University

**D'Angelo, Fabio**, BS, University of Hawaii; PhD, Union Institute & University

**D'Antonio, Jocelyn**, MS, Adelphi University; PhD, Walden University

**Davis, Ashley**, MSN, University of Arkansas for Medical Science

**Dayson, Diane**, BA, State University of New York at Cortland; MS, New York University; PhD, Walden University

**Dean-Ousley, Tyra**, BSN, Olivet Nazarene University; MSN, Olivet Nazarene University; EdD, Northcentral University

**Devereaux, Randolph**, MSPH, University of South Carolina - Columbia; PhD, University of Alabama—Birmingham

**Faculty, continued***School of Nursing and Health Sciences,  
continued*

**DeWitt, Joseann**, ASN, Alcorn State University; BSN, Northwestern State University; MSN, University of Mississippi; PHD, William Carey University

**Diesel, Holly**, MSN, University of Missouri - Kansas City; PhD, University of Missouri - Saint Louis

**Donnelli, Amber**, BSN, University of Phoenix; MSN, University of Phoenix; PhD, University of Nevada Las Vegas

**Dunnigan, Jocelyn**, MSN, University of Texas Medical Branch; PhD, University of North Dakota

**Dykes, Michelle**, MS, Valdosta State University; EdD, Georgia Southern University

**E**

**El-Amin, Salimah**, DrPH, Florida A&M University

**Elkins-Little, Erica**, BSN, University of South Alabama; MSN, University of South Alabama; DNP, University of South Alabama

**Erwin, Sheri**, MBA, University of Phoenix; MSN, University of Phoenix; DNP, Northern Arizona University

**Eymard, Amanda**, MSN, Loyola University New Orleans; DNSc, Louisiana State University Medical Center

**F**

**Fant, Catherine**, MSN, University of Nebraska Medical Center

**Farinde, Abimbola**, MS, Walden University; PhD, Walden University

**Foreman, Faith**, MPH, University of Texas Health Science Center; DrPH, University of Texas Health Science Center

**Forsythe, Lydia**, BA, Marquette University; MSN, University of Phoenix; MA, Fielding Graduate University; PhD, Fielding Graduate University

**Fossen, Peggy**, MSN, University of Phoenix; DNP, Regis University

**Fox, Ola**, MSN, University of South Alabama; DNSc, Louisiana State University Medical Center

**Francis, Nickesha**, MSN, Thomas Jefferson University

**Furukawa, Michael**, BS, Georgia Institute of Technology; MS, Georgia Institute of Technology; PhD, University of Pennsylvania

**G**

**Gabua, Sarah**, CERT, Walden University; MSN, Walden University; PhD, Walden University

**Gambone, James**, BA, Duquesne University; MA, University of New Mexico; PhD, University of New Mexico

**Garcia, Christina**, MSN, Bradley University; PhD, Illinois State University

**Garner, Jessica**, BSN, Spring Hill College; MSN, University of Alabama—Birmingham; DNP, University of Alabama—Birmingham

**George, Kevin**, MBA, Florida Institute of Technology; MSN, University of Wyoming

**Gilkin, Sherry**, MEd, Cambridge College

**Glenn, Rebecca**, BS, Auburn University; MSN, Troy University

**Golden, Deanna**, BSN, Lewis University; MSN, Lewis University; DNP, Chamberlain College of Nursing - Addison

**Goodman, Teresa**, RN, St. Petersburg College; BS, University of South Florida; MS, University of South Florida; PhD, University of South Florida

**Graebe, Jennifer**, MSN, Drexel University

**Green, Jennifer**, MSN, University of South Alabama; DNP, University of South Alabama

**Greenia, Earl**, MHA, University of Southern California; PhD, University of Southern California

**Guthrie, Patricia**, MS, University of Minnesota; PhD, University of Minnesota

**H**

**Haggins, Rosemary**, MSN, California State University - Dominguez Hills; DNP, University of Phoenix

**Hale, Susan**, MSN, Benedictine University; DNP, Chamberlain College of Nursing

**Hall, Constance**, BA, Hendrix College; MSN, University of Phoenix; EdD, University of Phoenix

**Hamdan, Zena**, MS, Wayne State University; PhD, Walden University

**Harkins, Charlene**, BA The College of St. Scholastica; MEd, University of Minnesota Duluth; EdD, University of Minnesota

**Harris, Anita**, BSN, University of Phoenix; MSN, University of Phoenix; MPH, University of Phoenix; DNP, Chamberlain College of Nursing

**Harvey, Margaret**, MA, Aquinas College; MSN, University of Phoenix; PhD, Walden University

**Heisler, Jacqueline**, BS, Indiana University of Pennsylvania; MPH, University of Pittsburgh; PhD, Capella University

**Hendricks, Rhonda**, MSN, Nova Southeastern University; PhD, Barry University

**Hendricks-Jackson, Laura**, AASN, Excelsior CU the St. New York; BSN, Excelsior CU the St. New York; MSN, Excelsior CU the St. New York; DNP, Excelsior CU the St. New York

**Hertelendy, Attila**, MS, University of Mississippi Medical Center; PhD, University of Mississippi Medical Center

**Hickman, Cynthia J**, MSN, Walden University; PhD, Walden University

**Hill, Ashley**, MPH, Walden University; PhD, Walden University

**Hood, Carolyn**, MSN, University of Arkansas for Medical Science

**Hooven, Katie**, BSN, West Chester University; MSN/ MBA, La Salle University; PhD, Villanova University

**Horoho, Debra**, BS, Indiana Wesleyan University; MS, Indiana Wesleyan University; MHSc, Trident University International

**Hughes, Seyra**, MBA, Kaplan University; MPH, Indiana University Bloomington; PhD, Walden University

**Hughey, Shawna**, BSN, South University; MSN, South University; DNP, Touro University

**I**

**Ijaz, Kashaf**, MPH, University of Oklahoma Health Sciences Center

**J**

**Janz, Deanna**, MS, Regis University; DNP, Chamberlain College of Nursing Addison

**Jarrett, Nancy**, MSN, University of Arkansas for Medical Sciences; DNP, University of Arkansas for Medical Sciences

**Jenkins, Letetia**, MHA, University of Phoenix

**Jennings, Sara**, RN, Bon Secours Memorial School of Nursing; BSN, Old Dominion University; MSN, Duquesne University; DNP, Duquesne University

**Jones, Michael**, MSN, University of Phoenix; MBA, University of Phoenix

**Jones, Terri S**, BS, State University of New York College; MSN, Case Western Reserve University; DNP, Case Western Reserve University - Ohio

**K**

**Kane, Colleen**, MSN, University of Phoenix; DNP, Concordia University Wisconsin

**Karjalainen, Terry**, BS, University of Michigan - Flint; MPA, University of Michigan - Flint; PhD, Capella University

**Kennedy, Annette**, MSN, Saint Louis University

**Kollanoor Samuel, Grace**, MS, University of Connecticut; MPHIL, Yale University; PhD, Yale University

**Konzelman, Lois**, MSN, Temple University; EdD, University of Alabama - Tuscaloosa

**Koob, Colleen**, MS, Northeastern University; DNP, Northeastern University

**Kreeger, Lisa**, BSN, DePaul University; MBA, Seattle University; PhD, Antioch University Midwest

**L**

**Lacey, Marylois**, BSN, University of Arkansas for Medical Science; MSN, University of Central Arkansas; PhD, University of Missouri Saint Louis

**Lara, Anne**, BSN, University of Delaware; MS, University of Delaware; EDD, Wilmington University

**Lazar, Bruce**, BA, Arizona State University; MBA, University of Phoenix; DM, University of Phoenix

**Leibold, Nancyruth**, BS, Nebraska Wesleyan University; MS, Creighton University; EdD, College of Saint Mary

**Loftus, Toni**, MHA, King's College; MBA, Wilkes University; MSN, Wilkes University; DNP, Wilkes University

**Faculty, continued***School of Nursing and Health Sciences, continued*

**Lowe, Andrea Pleshette**, DM, Apollo College Phoenix; MPH, Tulane University - New Orleans; BA Northwestern State University Natchitoches

**Lowery, Yvette**, BS, Norfolk State University; MSN, Jacksonville University; DNP, South University

**Lowry, Kristie**, MSN, University of Arkansas for Medical Sciences; DNP, University of Arkansas for Medical Sciences

**Luetke, Rebecca**, BSN, Regis University; MSN, Fort Hays State University; PhD, Northcentral University

**M**

**Magwood, Jametta**, BS, University of South Carolina; MPH, University of South Carolina; PhD, University of South Carolina

**Manty, JoAnn**, BSN, University of Wisconsin Milwaukee; MSN, Northern Michigan University; DNP, Oakland University

**Marcuccilli, Linda**, AS, Henry Ford Community College; BSN, Excelsior C U the St New York; MSN, Regis University; Graduate CERT, Wayne State University; DNP, Wayne State University

**Martinez, Kristina**, MSN, La Salle University; DNP, Drexel University

**Marzilli, Colleen**, BSN, University of Texas at Tyler; MSN, University of Texas at Tyler; MSN, University of Texas at Tyler; DNP, University of Tennessee Health Science Center

**Matheson, Linda**, BS, Alverno College; MS, University of Illinois - Chicago; PhD, Marquette University

**Matthews, Andrea**, MSN, Spalding University; DNP, Regis College

**Mattison-Faye, Amy**, MPH, University of SC Columbia; PhD, University of SC Columbia

**Matye, Sheila**, MSN, Gonzaga University; DNP, American Sentinel University

**Mays, Trilla**, MSN, University of Pennsylvania; PhD, Walden University

**McAlester, Candace**, BSN, Prairie View A&M University; MS, Texas Woman's University; DNP, Texas Woman's University

**McClain, Paulette**, MSN, Southern University A&M Baton Rouge; DNP, Rush University

**McClenny, Tammy**, MSN, University of Phoenix; EdD, University of West Georgia

**McCombs, Melissa**, MSN, Western University Health Sciences; DNP, Western University Health Sciences

**McConlogue, Lisa**, PhD, University of Nevada Las Vegas

**McDonald, Carmen**, MHA, University of Phoenix; MSN, University of Phoenix; PhD Walden University

**McGuire, Nicole**, BS, Indiana State University; MS, Indiana State University; DHSc, Indiana State University

**McNair, Chauntel**, MSN, University of Florida; PhD, University of South Florida

**McNicholas, Camille**, BS, University of Connecticut; MS, Southern Connecticut State University; PhD, Walden University

**Melton-Riddle, Deanna**, MS, National-Louis University; DHA, Central Michigan University

**Menton, Catherine**, BSN, University of South Alabama; MSN, University of South Alabama; DNP, University of South Alabama

**Merriam, Deborah**, MS, Canisius College; MSN, Daemen College; DSN, Sage College of Albany

**Meyer, Madeline**, MS, Nova Southeastern University; MBA, Nova Southeastern University; PhD, Walden University

**Miller, Christopher**, BS, Barry University; MS, St. Thomas University; DHS, Nova Southeastern University

**Miller, Lesa**, MS, University of Maryland Baltimore; MSN, American Sentinel University; DNP, Walden University

**Mims, Alkeisha**, MSN, University of Phoenix; MHA, University of Phoenix; DNP, Walden University

**Mincey, Krista**, DrPH, Georgia Southern University

**Minelli, Mark**, BS, Central Michigan University; MA, Central Michigan University; MPA, Western Michigan University; PhD, Union Institute & University

**Mitchell, Abigail**, BSN, Niagara University; MSN, University of Phoenix

**Moretz, Dana**, BS, Appalachian State University; MS, United States Sports Academy; ScD, Tulane University

**Morris, Amy**, MSN, University of Arkansas for Medical Science; DNP, University of Arkansas for Medical Science

**Morrisey, Carolyn**, MSN, University of Arkansas for Medical Science; DNP, University of Alabama at Birmingham

**Mulholland, James**, BSN, University of Arizona; MSN, University of Arizona; DNP, University of Arizona

**N**

**Nadder, Helena**, MS, Marshall University; MSN, Marshall University; PhD, Capella University

**Nelesen, Richard Anthony**, BA, University of Central Florida; MS, University of Miami; PhD, University of Miami

**Nerud, Kimberly**, AS, The University of South Dakota; BSN, South Dakota State University; MSN, University of Phoenix; PhD, South Dakota State University

**Newton, Lisa**, BSN, Nebraska Wesleyan University; MSN, Delta State University

**Niswander, Heidi**, MSN, University of Phoenix; DNP, American Sentinel University

**Nohelty, Susan**, BSN, Columbia Union College; MSN, Georgetown University; PhD, Walden University

**O**

**O'Connor, Megan**, BS, University of North Carolina; BSN, University of North Carolina; MSN, University of North Carolina; DNP, University of North Carolina

**P**

**Pajalich, LoriAnn**, BS, Wilkes University; MS, Wilkes University; DNP, Wilkes University

**Paluch, Edward**, BA, New York University; MA, Columbia University in the City of New York; MBA, Duke University; PhD, Columbia University in the City of New York

**Pantano, Susan**, MSN, Frontier School of Midwifery and Family Nursing; DNP, Frontier School of Midwifery and Family Nursing

**Patterson, Susan**, MS, University of Illinois—Chicago; DNP, Gardner Webb University

**Payton, Darryl**, PhD, University of Nebraska Lincoln

**Phillips, Karon**, MPH, University South Florida Tampa; PhD, University South Florida Tampa

**Phillips, Thelma**, MS, University of Michigan Ann Arbor; PhD, Wayne State University

**Pierce, Regina**, BSE, Wayne State University; MEd, Wayne State University; PhD, Wayne State University

**Putterman, Ilene**, BA, Emory University; MSW, University of Houston; EdD, University of Houston

**R**

**Raffaele, Jacqueline**, AS, Community College of Allegheny County; BSN, California University of Pennsylvania; MSN, Walden University; DNP, Walden University

**Raphael, Monae**, BA, Loyola University Maryland; MPH, Morgan State University; MS, Rutgers the State University of New Jersey; DrPH, New York Medical College

**Rasmus, Scott**, BS, Eastern Connecticut State University; MS, Stetson University; PhD, University of Central Florida

**Ray, Tiney**, BSN, College of New Rochelle; MSN, College of New Rochelle; DNP, Walden University

**Richins, Suzanne**, BS, St. Joseph's College; MBA, Utah State University; DHA, Medical University of South Carolina

**Rigdon, Whitney**, MSN, University of Cincinnati; DNP, Chamberlain College of Nursing - Addison

**Rivers, Joynelle**, BSN, University of South Carolina Columbia; MSN, Medical University of South Carolina; PhD, Medical University of South Carolina

**Roberson, Kerrie**, MBA, Dowling College; MSN, University of Phoenix; DHA, University of Phoenix

**Roberts, Bridget**, BSN, Eastern Kentucky University; MSN, Eastern Kentucky University; DNP, Eastern Kentucky University

**Roberts, Jason**, MHSC, Nova Southeastern University; DHSc, Nova Southeastern University

**Robertson, Samara**, BA, Goucher College; MSN, Frontier School of Midwifery and Family Nursing

**Robinson, Antonia**, BSN, Hawaii Pacific University; MSN, Walden University; DNP, Walden University

**Rosas, Eunice**, MSN, Walden University; DNP, Walden University



**Faculty, continued***School of Nursing and  
Health Sciences, continued*

**Rose, Michelle**, MA, Hofstra University; MPH, University South Florida Tampa; PhD, Walden University

**Ross, Christine**, MSN, Benedictine University; PhD, Chamberlain College of Nursing

**Rudd, Kathryn**, DNP, Walden University

**Runewicz, Jo Ann**, BSN, Gwynedd Mercy College; MSN, Gwynedd Mercy College; EdD, Nova Southeastern University

**Ryan, Donna**, MSN, Duke University; DNP, Duke University

**S**

**Saathoff, Angela**, BS Northern Illinois University BSN, Mississippi College: MSN, University of Mississippi Medical Center; DNP, University of South Alabama

**Samples, Oreta**, BS, Fort Valley State University; MPH, Fort Valley State University; DHSc, Nova Southeastern University

**Schramm, Jill**, BSN, Medical College of Virginia; MS, University of Colorado Springs; DNP, University of Colorado Springs

**Schweitzer, Tiffany**, MHA, Walden University; PhD, Walden University

**Shaw Hoopingartner, Diana**, BSN, Regis University; MSN, Regis University; DNPE, Regis University

**Sheppard, Kathryn**, BSN, University of Mobile; MA, University of Mobile; MSN, University of South Alabama; PhD, University of Alabama

**Simmons, Johnette**, MBA, Webster University; DHA, Medical University of South Carolina

**Simpson, Donald**, MPH, Tulane University; PhD, University of Arkansas - Pine Bluff

**Singer Pressman, Melissa**, MLIS, University of Arizona; PhD, University of Wisconsin - Milwaukee

**Smith, Shad**, MBA, Indiana Wesleyan University; DHA, Capella University

**Snider, Martha**, DNP, Walden University

**Sniffen, Kimberly**, BA, Sweet Briar College; BS, Johns Hopkins University; MS, Old Dominion University; DNP, Frontier School of Midwifery and Family Nursing

**Solomon, Abida**, BA, University of Ghana; BSN, University of Texas at Austin; MSN, University of Texas at Austin; PhD, University of Texas Health Science Center at Houston

**Sopor, Peggy**, MSN, University of Phoenix; DNP, Chamberlain College of Nursing

**Soper, Tracey**, MSN, University of Phoenix; EdD, University of Phoenix; DNP, Chamberlain College of Nursing Addison

**Southerland, Shiree**, PhD, University of Tennessee - Knoxville

**Spedding, Ben**, BA, Albright College; MA, Trenton State College

**Sperling, Linda**, BSN, University of Phoenix; MHA, University of Phoenix; MSN, University of Phoenix; DHA, University of Phoenix

**Stacy, Meresa**, MSAD, Central Michigan University; PhD, Walden University

**Stagg, Denise**, MSN, University of Louisiana at Lafayette; PhD, University of Texas at Tyler

**Stasurak, Adriane**, MSN, Widener University, DNP, Chatham University

**Stayner, Mindy**, BSN, Bowling Green State University OH; MS, University of Toledo OH; PhD, University of Phoenix

**Stechschulte, Paula**, BS, Eastern Michigan University; BSN, Eastern Michigan University; MS, Central Michigan University; PhD, Capella University

**Steelman, Eric**, MPH, A.T. Still University; MS, University of Nebraska - Kearney; DHSc, A.T. Still University

**Stover, Annisa**, MSN, Southern University A & M Baton Rouge

**Straughter, Tiffany**, BS, Franklin University; MBA, Franklin University; DHA, University of Phoenix

**Suttle, Catherine**, BS, University of South Florida; MSN, Belmont University; PhD, Capella University

**Swails, Andrea**, BSN, Ursuline College; MSN, Cleveland State University

**Swanson, Tracey**, MSN, University of Phoenix; DNP, Western University Health Sciences

**Swinton-Fulton, Sherita**, MSN, Winston Salem State University; DNP, University of Tennessee Health Sciences Center

**T**

**Teixeira, Mary Elizabeth**, MS, University of Massachusetts; DNP, Drexel University

**Terry, Allison**, MSN, Troy State University; PhD, Auburn University

**Throckmorton, Terry**, MSN, University of Kentucky

**Torres, Sara**, PhD, University of Texas at Austin

**Treschuk, Judith**, BSN, University of Connecticut; MSN, University of Connecticut; PhD, University of Rhode Island

**Tucker, Saran**, BS, University of California Riverside; MPH, Loma Linda University; PhD, University of California Irvine

**V**

**Vawter, Vickie**, MS, Boston College; DNP, American Sentinel University

**Vermillion, Joan**, BA, Pennsylvania State University; MEd, Pennsylvania State University; MBA, Keller Graduate School of Management; PhD, University of Florida

**Vieck, Jana, MS, University of Evansville; PhD, Indiana State University**

**Vogel, Connie**, BSN, The University of Iowa; MA, The University of Iowa; PhD, Iowa State University

**W**

**Wallace, Amanda**, MSN, Walden University; DNP, Walden University

**Warthen, Lawanda**, BA, North Carolina Wesleyan College; MS, Columbus State University; PhD, Walden University

**Washington, Carolyn**, BSN, California State University Dominguez Hills; MSN, California State University Dominguez Hills; DNP, Western University Health Sciences

**Wederski, Lonnie**, BA, Ottawa University; MBA, University of Phoenix; PhD, Walden University

**Welsh, Patricia**, MSN, Villanova University; EdD, Delaware State University

**Wenger, Larry**, MSW, University of Kansas

**White, Dolores**, BSN, McKendree College; MSN, McKendree College; DNP, Western Kentucky University

**Whiting, Chanadra**, MPH, Barry University; EdD, Nova Southeastern University

**Wiggins, Kathleen**, MBA, University of Phoenix; DHA, University of Phoenix

**Wiley, Georgena**, MSN, University of Phoenix; DNP, Indiana State University

**Williams, Lesa**, MSN, Lewis University; DNP, Walden University

**Williams, Vonetta**, BS, Florida A&M University; MPH, Florida A&M University; PhD, University South Florida Tampa

**Williamson, Wanda**, MSN, University of North Carolina - Greensboro; DNP, University of Alabama, Tuscaloosa

**Wise, Sandra**, BSN, Bowling Green State University; MS, Ohio State University; PhD, University of Toledo

**Worthy, James**, BS, Troy State University; MPA, Troy State University; MSPH, Walden University; PhD, Walden University

**Wosu, Oluwafeyikemi**, MPH, Loma Linda University; DrPH, Loma Linda University

**Z**

**Zemmer, Amanda**, MSN, University of Cincinnati

**Zerwekh, Jason**, BA, Texas Tech University; MPH, University of Texas Health Science Center; DPH, University of Texas Health Science Center

Faculty, *continued***Harold Abel School of Psychology****A**

**Acadia, Phyllis**, BA, The City College of Liberal Arts and Science; MS, The City College of New York; MA, Fielding Graduate University; PhD, Fielding Graduate University

**Adams, Katherine**, BA, St. Olaf College; MS, Winona State University

**Adler, Debora**, BA, University of California, Los Angeles; MA, University of California, Riverside; EdD, University of California, Los Angeles

**Ammer, Mark**, MA, Roosevelt University

**Astin, John**, BA, Hampshire College; MA, San Jose State University; PhD, University of California, Irvine

**B**

**Bangert, Arthur**, BA, Kent State University; MS, Youngstown State University; EdD, University of South Dakota; EdS, University of Nebraska – Kearney

**Barclay, Scott**, BS, University of Nevada Reno; MA, University of Nevada Reno; MS, Capella University; PsyD, Capella University

**Bar-Navon, Donna**, BS, Purdue University; MS, Nova Southeastern University; MS, Florida Institute of Technology; MBA, Regis University; PsyD, Florida Institute of Technology

**Becker, Mikaela**, BS, Park University; MA, Liberty University; PhD, Capella University

**Bell, Yvonne**, BSW, University of Missouri Saint Louis; PhD, Walden University

**Benjamin, Doreen**, BS, Illinois State University; MA, Argosy University; PsyD, Argosy University

**Benjamin, Elliot**, MS, University of Houston Downtown; MEd, Boston College; PhD, University of Maine; PhD, Saybrook University

**Bethel, Brian**, AAS, Ohio University; BA, Ohio University; MEd, Ohio University

**Bieger, George**, BS, United States Naval Academy; MA, University of West Florida; MA, University of West Florida (second); MS, Cornell University; PhD, Cornell University

**Boglarsky, Cheryl**, BA, University of Michigan – Dearborn; MA, Wayne State University; PhD, Wayne State University

**Boschert, Andrea**, MEd, University of Massachusetts Lowell

**Bostic, Rojeanne**, BA, Florida International University; MS, Florida International University; EdS, Florida International University; PhD, Union Institute & University

**Bratton, Danielle**, MA, Liberty University

**Brown, Andy**, BA, Campbell University; BS, Campbell University; MS, United States Sports Academy; EdD, Argosy University

**Brown, James**, BA, University of Arkansas at Little Rock; MA, University of Tulsa; PhD, Benedictine University

**Bruch, Angela**, BA, Valparaiso University; MEd, Loyola University – Chicago; MA, DePaul University; PhD, DePaul University

**Brue, Alan**, BA, State University of New York at New Paltz; MAEd, University of Florida; EdS, University of Florida; PhD, University of Florida

**Bujack, Lynette**, BGS, Indiana University; BS, Southern Utah University; MEd, Indiana University; PhD, Capella University

**Burgard, Jesse**, MS, Nova Southeastern University; PsyD Nova Southeastern University

**C**

**Cable, Lynda**, BA, University of Virginia; MA, Kent State University; PhD, Kent State University

**Caffaro, John**, BA, Long Island University; MA, United States International University; PhD, Fielding Graduate University

**Carr, Elisa**, MA, St Mary's University of Minnesota

**Carter, La Keita**, BA, Temple University; MS, Loyola College; PsyD, Loyola College

**Carter-McWoodson, Charletta**, BA, Trinity College; MA, Towson State University; PhD, Union Institute & University

**Chaney, Andreana**, MA, Rice University

**Chen, Tsuey-Hwa**, BA, National Taiwan University; PhD, University of Minnesota

**Cooper, Mark**, BS, Youngstown State University; MA, Towson State University; PhD, Kent State University

**Cree, Lisa**, BA, Southern Illinois University; MA, Roosevelt University; PhD, California School of Professional Psychology

**Culver, Tiffany**, MS, Mississippi State University; PhD, Mississippi State University

**Cummings, Victoria**, BS, Western Michigan University; MA, Chicago School of Professional Psychology

**D**

**Daly, Barry**, MA, Webster University; EdD, Argosy University Sarasota

**Damiani, Joseph**, BA, Ohio Northern University; MSW, University of Michigan - Ann Arbor; PsyS, Michigan School of Professional Psychology; PhD, Union Institute & University

**Davis, Joseph**, BA, Indiana University Bloomington; MS Ed, Indiana University Purdue University; PhD, University of Missouri Columbia

**Davy, Jennifer**, BS, Ball State University; MA, Ball State University

**Dill, Jody**, BS, University of Alabama at Birmingham; MA, University of Missouri – Columbia; PhD, University of Missouri – Columbia

**Donovan, Amy**, BA, St. Olaf College; MA, University of Minnesota; PhD, University of Minnesota

**Doogan, Mike**, MA, Sofia University; MAT, Concordia University; PhD, Sofia University

**Doyle, Anesa**, BS, The Ohio State University; MEd, The Ohio State University

**Drake, Sara**, BS, Central Michigan University; MCoun, University of Phoenix; PhD, Walden University

**Drumb, Lisa**, BS, Indiana State University; MA, Ball State University; PhD, Northcentral University

**E**

**Edwards, Weston**, BS, North Dakota State University; MA, University of St Thomas; MA, University of St Thomas; MDiv, University of St Thomas; MBA, Walden University; PhD, University of Minnesota

**Emick-Seibert, Jessica**, BA, University of Toledo; MA, University of Northern Colorado; PhD, University of Maryland

**Enright, Mary**, BA, University of Wisconsin – Madison; MA, University of Wisconsin – Madison; PhD, University of Wisconsin – Madison

**Estey, Alisa**, BA, University of Colorado at Colorado Springs; MA, University of Colorado at Colorado Springs; PhD, University of Wyoming

**F**

**Falbisch, Loren**, BA, Barnard College; MEd, Harvard University; EdD, Harvard University

**Favero-Puckett, Domenica**, BS, The College of William & Mary; PsyD, Old Dominion University

**Fenwick, Ricky**, BS, Ball State University; MS, Ball State University; PhD, Union Institute & University

**Fernandez, Loraine**, BS, McNeese State University; MA, McNeese State University; PhD, Georgia Institute of Technology

**Fero, Howard**, BA, Hofstra University; MS, Baruch College – City University New York; PhD, Claremont Graduate University

**Fischer, Bruce**, BA, University of Minnesota; MA, University of Minnesota; PhD, University of Minnesota

**Ford, Renee**, MS Ed, University of Wisconsin Superior; PhD, Walden University

**Fremont, Paula**, BA, University of Miami; MA, University of Missouri – Kansas City; PhD, Walden University

**Frese, Kent**, BE, Villanova University

**Fricko, Mary Ann**, BA, University of Michigan – Ann Arbor; PsyD, Central Michigan University

**G**

**Geimer, Jennifer**, BS, James Madison University; MA, James Madison University; PhD, Bowling Green State University

**Gilston, Alyssa**, BA, Fairleigh Dickinson University; MA, Fairleigh Dickinson University; MA, Argosy University; PsyD, Argosy University

**Glazer, Hilda**, BA, Beaver College; MS, University of North Texas; EdM, Rutgers University; EdD, Rutgers University

**Glazer, Margaret**, BES, St. Cloud State University; MS, St. Cloud State University; MBA, Minnesota School of Business

**Faculty, continued***Harold Abel School of Psychology, continued*

**Glidewell, Reba**, BA, Arkansas Tech University; MS, University of Southern Mississippi; PhD, University of Southern Mississippi

**Gontarz, Michael**, BA, University of Dallas; MSED, University of Wisconsin – La Crosse; EdD, Indiana University of Pennsylvania

**Grant, Laura**, MA, Chicago School of Professional Psychology

**H**

**Hale, Richard**, BSBA, University of Phoenix; MBA, University of Phoenix; PhD, Capella University

**Hazout, Ruhama**, BA, Nova Southeastern University; MS, Nova Southeastern University; PhD, Nova Southeastern University

**Heller, Karen**, BA, University of Michigan – Flint; MA, New York University; EdD, Nova Southeastern University

**Henderson, Alexander**, BA, The University of Georgia; MSW, University of South Carolina - Columbia; PhD, University of Memphis

**Hill, Celeste**, BA, University of Alabama; MA, University of Alabama; MS, University of Alabama; PhD, University of Alabama

**Hoffman, Bobby**, BA, Fairleigh Dickinson University; MA, Fairleigh Dickinson University; PhD, University of Nevada, Las Vegas

**Hotchkiss, Juanita**, MSW, Adelphi University

**Howard, Janet**, BS, Hobart & William Smith Colleges; MEd, University of Massachusetts Boston; PsyD, Argosy University Chicago

**Hudson, Scott**, BA, University of Minnesota Duluth; MS, University of Wisconsin-Stout; PsyD, Argosy University Twin Cities

**Hughes, Kathleen**, BA, Rutgers University; MA, Fairleigh Dickinson University; PhD, Capella University

**Huitt, William**, BS, University of South Alabama; MEd, University of Florida; PhD, University of Florida

**Hunt, Jean**, BA, University of Tennessee Knoxville; PhD, University of Tennessee Knoxville

**Husenits, Kimberely**, BA, Indiana University of Pennsylvania; MA, Indiana University of Pennsylvania; PsyD, Indiana University of Pennsylvania

Hyde, Shelley, MS, Kaplan University Davenport

**I**

**Inserto, Fathiah**, Diploma, University of Singapore; MA, Fielding Graduate University; PhD, Fielding Graduate University

**J**

**James-Lamonica, Tara**, BS, SUNY College at Brockport; MS, Mercy College; PhD, Walden University

**Jarvis, Sara**, BA, University of Florida; MEd, University of Florida; EdS, University of Florida; PhD, Union Institute & University

**Jiang, Mei**, BA, Sichuan Normal University – China; MPAcc, Texas A&M University; MS, Texas A&M University; PhD, Texas A&M University

**Johnson, Julie**, BA, University of Minnesota; MS, Walden University; PhD, Walden University

**Jones, Deborah**, BS, Southern Arkansas University; MEd, Southern Arkansas University

**Jones, Lynn**, BA, University of Michigan – Ann Arbor; BA, University of Michigan – Flint; MA, Oakland University; PhD, Temple University

**Joppich, Heather**, BA, College of Saint Rose; MS, Springfield College; PhD, Tennessee State University

**Josilowski, Chana**, MS, Mercy College; PhD, Capella University

**Jung, Nicole**, BS, Florida State University; MS, Florida Institute of Technology; PsyD, Florida Institute of Technology

**K**

**Kavar, Louis**, BA, Duquesne University; MA, Duquesne University; PhD, University of Pittsburgh

**Kenny, Clara**, BA, George Washington University; MA, George Washington University

**King, Carolyn**, BA, Southern State College; MA, University of Michigan; PhD, University of Michigan

**King, Heidi**, BA, University of Pennsylvania; MA, University of Florida Gainesville; PhD, University of Florida Gainesville

**King, Thomas**, BA, University South Florida Tampa; MA, University South Florida Tampa; PhD, University South Florida Tampa

**Kingsdorf, Sheri**, MA, Teachers College Columbia University; PhD, University of Miami

**Knihtila, Charissa**, MS, Sage College

**Koman, Elizabeth**, BA, California State Polytechnic University, Pomona; MA, Claremont Graduate University; PhD, Case Western Reserve University

**Kramer, Thomas**, BS, University of Massachusetts; MA, Long Island University C.W. Post Campus; MPhil, The Graduate School and University Center – City University of New York; MPH, Columbia University; PhD, The Graduate School and University Center – City University of New York

**Krause, Sharlen**, BA, Mount Marty College; MA, University of South Dakota; MA, University of South Dakota (second); EdD, University of South Dakota

**Krebs, Krista**, BA, University of Nebraska; MS, Iowa State University; PhD, Iowa State University

Kupferman, Douglas, BA, Muhlenberg College; MA, Long Island University C. W. Post

**L**

**La Guardia, Amanda**, BS, East Tennessee State University; MA, East Tennessee State University; PhD, Old Dominion University

**Bolme-Lake, Tawnyea**, BA, University of Minnesota Duluth; MSE, University of Wisconsin – Superior; EdS, University of Wisconsin – Superior; PhD, Capella University

**Lancaster, Mary**, MS, Nova Southeastern University

**Lasley, Julianne**, BA, Western Michigan University; MA, University of Nevada, Reno

**Lau, Ryan**, BA, Buena Vista University; MS, Walden University

**Linnville, Steven**, MA, University of West Florida; PhD, Southern Illinois University - Carbondale

**Loeff, Stacy**, BA, University of California Davis; MA, Pepperdine University

**Loehrer, Rebecca**, BA, Baylor University; MS, Radford University; PhD, Texas A&M University

**Lohr, Bethany**, BS, University of Alabama; MS, University Georgia; PhD, University of Georgia

**M**

**Maestas, Michael**, BS, McPherson College; MA, University of Nebraska – Lincoln; PhD, University of Nebraska – Lincoln

**Malpass, Diane**, BA, California State University; MA, Pepperdine University; PhD, Pepperdine University

**Malpass, John**, BS, United States Military Academy; MS, Indiana University; MA, Central Michigan University; MS, West Coast University; MBA, Pepperdine University; PhD, University of Southern California

**Marks-Frey, Marilyn**, BA, Roosevelt University; MS, Illinois Institute of Technology; PhD, Illinois Institute of Technology

**Martinez, Isaac**, BA, University of Texas at Austin; MS, Oklahoma State – Stillwater; PhD, Oklahoma State – Stillwater

**Mates, Meredith**, MA, Ball State University; CERT, Ball State University

**Matthews, Elizabeth**, BA, New York University; MA, Columbia University; MPhil, The Graduate School and University Center – City University of New York; PhD, The Graduate School and University Center – City University of New York

**Max, Chana**, MS, Mercy College; PhD, Capella University

**McCaslin, Mark**, BS, University of Wyoming; BS, University of Wyoming; MS, University of Wyoming; MA, Sofia University; PhD, University of Nebraska Lincoln

**McCrow, Marguerite**, MA, California State University

**McIntyre, John**, BA, Stetson University; MA, Stetson University

**Mehrotra, Chandra**, BSc, Agra University; MEd, Gorakhpur University; PhD, The Ohio State University

**Mends-Cole, Saydee**, BA, Southern Illinois University; MS, Rochester Institute of Technology; MEd, Southern Illinois University; EdD, Wayne State University

**Mercer, Gina**, BA, Saint Bonaventure University; MS, University of Tennessee Knoxville; PhD, University of Houston Downtown

**Faculty, continued***Harold Abel School of Psychology, continued*

**Mihalache, Gabriela**, BA, Indiana University; MA, University of Notre Dame; PhD, Institute of Transpersonal Psychology

**Milla, Susan Rose**, BA, CUNY Queens College; MA, University of Kansas; PhD, University of Kansas

**Miller, Jerry**, MA, University South Florida Tampa; PhD, University South Florida Tampa

**Moody, Marcia**, BA, University of Michigan – Ann Arbor; MEd, University of Maryland; PhD, University of Wisconsin – Madison

**Moeller, Keisha**, BA, California State University Northridge; MS, California State University Northridge; CERT, The Chicago School of Professional Psychology

**Moore, John**, BS, Columbia Southern University; MA, Northcentral University; PhD, Northcentral University

**Muchnick, Kim**, BA, University of Colorado at Colorado Springs; MA, University of San Diego; PhD, Capella University

**Mueller, Kristi**, MA, Argosy University; PsyD, Argosy University

**Murray, Andrea**, MA, Professional School of Psychology; PhD, Professional School of Psychology

**N**

**Nassen, Lana**, BS, Southern Illinois University Carbondale; BA, Southern Illinois University -Carbondale; MAEd, University of Akron; PhD, University Northern Colorado

**Nepo, Kaori**, MEd, Temple University; PhD, Temple University

**Neuman-Aamle**, Jody, BS, Grand Valley State University; PhD, University of Minnesota

**Nicolet, Irene**, BA, Saint Mary's University of Minnesota; MA, Northern Arizona University; PhD, Capella University

**Nocita, Andrew**, BA, Michigan State University; MA, Miami University; PhD, Miami University

**O**

**O'Connor, Michele**, MEd, Pennsylvania State University University Park

**Ofei-Dodoo, Samuel**, MPA, Wichita State University; MA, Wichita State University; PhD, Wichita State University

**Olsen, Brigit**, BA, North Park University; MBA, North Park University; PhD, Walden University

**Ottomanelli, Gennaro**, BS, Manhattan College; MS, Fordham University; PhD, New York University

**Overman, Rick**, BA, Indiana University Bloomington; MA, Indiana University Bloomington; PsyD, Argosy University, Chicago

**Owens, Jeremy**, MA, University of Colorado at Boulder; PhD, University of Colorado at Boulder

**Oyler, James**, BS, University of Utah; MA, University of Arizona; PhD, University of Arizona

**P**

**Pack, Shana**, BA, Transylvania University; MS, University of Kentucky – Lexington; PhD, University of Kentucky – Lexington

**Paloski, Lynn**, BS, University of Wisconsin – Oshkosh; MEd, University of Wisconsin – Oshkosh

**Pannell, Erin**, BA, University of Texas at Austin; MEd, Texas State University - San Marcos; EdD, Argosy University, Sarasota

**Papazian, Jacob**, BS, Eastern Michigan University; MS, Eastern Michigan University

**Parise, Megan**, BS, Northern Illinois University; MA, Northern Illinois University

**Parnham, Samantha**, BS, Slippery Rock University of Pennsylvania; MS, University of Phoenix; MA, Ball State University

**Pepmiller, Elizabeth**, BA, San Jose State University; MA, Lindenwood University

**Phronebarger, Andrea**, BS, College of Charleston; MA, University of North Carolina at Charlotte

**Pinnow, Eleni**, BA, St. Olaf College; MA, State University of New York at Binghamton; PhD, State University of New York at Binghamton

**Pitselos, John**, MA, The New School; PhD, Hofstra University

**R**

**Raphael, Michael**, BA, University of Massachusetts Amherst; MA, Western Michigan University; PhD, University of Akron

**Reagle, Barbara**, BS, Slippery Rock University; MEd, Slippery Rock University; PhD, University of Pittsburgh

**Reddout, Jeffrey**, BS, Cornell University; MS, Syracuse University; PhD, Syracuse University

**Reichmuth, Diane**, BA, Briar Cliff University; MA, Pepperdine University; PsyD, Pepperdine University

**Reinecke, Dana**, BA, CUNY Queens College; MA, CUNY Queens College; MPHIL, Graduate School & University Center CUNY; PhD, Graduate School & University Center CUNY

**Reynolds, RaShai**, BS, Ball State University; MA, Ball State University; MAEd, Ball State University

**Reynolds, Susanna**, BA, New York University; MS, Massachusetts Institute of Technology; MA, Princeton University; PhD, Princeton University

**Rich, Jonathan**, BA, University of California, San Diego; MA, San Diego State University; PhD, California School of Professional Psychology

**Riggins Sampson, Lana**, BA, Fisk University; MA, Columbia University Columbia College; MS, Alliant International University Alameda; PhD, Alliant International University Alameda

**Riley, Elizabeth**, BA, Chapman University; MA, Southern Methodist University; PhD, Southern Methodist University

**Riviera, Diana**, BS, Nova Southeastern University; MA, Nova Southeastern University; PhD, Nova Southeastern University

**Roberts, Roseanne**, BA, DeSales University; MEd, Lehigh University; Phd, Capella University

**Roberts Martin, Rebecca**, PhD, Kent State University

**Robinson, Linda**, BS, Southern Illinois University -Carbondale; MA, Governors State University; PsyD, Argosy University Chicago

**Russell, Donna**, BA, Webster University; MEd, University of Missouri – Columbia; PhD, University of Missouri – St. Louis

**Ryan, Melissa**, BA, St. Cloud State University; MA, Roosevelt University

**S**

**Sabato, Lisa**, BS, Pennsylvania State University University Park; MS, Capella University

**Santonastasi, Antonio**, BS, University of Maryland College Park; MHR, University of Oklahoma Norman; PhD, Walden University

**Sarnoff, David**, BA, Harvard University; MS, University of Kentucky; PhD, University of Kentucky

**Schatzman, Bard**, BA, Westminster College; MS, Central Missouri State University; PhD, University of Missouri – Columbia

**Schneider, Robert**, BA, Florida State University; MS, Washington State University; PhD, Washington State University

**Secret, Wayland**, BA, University of California, Santa Cruz; MA, University of Oregon; PhD, University of Oregon

**Shelton, Dana**, BA, University of Tulsa; MA, University of Tulsa; PhD, Walden University

**Snyder, Diane**, BA, San Diego State University; MA, National University

**Snyder, Leonard**, BA, Metropolitan State University; MA, University of Minnesota; MA, Adler Graduate School

**Sowa, Hilary**, MA, Boston College; PhD, Bowling Green State University

**Stephenson, Cherie**, BA, University of Wyoming; MS, Capella University

**Stolfi, Laura**, MSE, Hofstra University

**Styles, Deborah**, BFA, Emerson College; MFA, University of San Diego; MA, California Institute of Integral Studies; PsyD, California School of Professional Psychology

**Styles, Douglas**, BA, University of California, Santa Cruz; MA, California Institute of Integral Studies; PsyD, California School of Professional Psychology – Alameda

**Sullivan, Laura**, BA, Purdue University; MS, Butler University

**Sweet-Christian, Angela**, MED, Aquinas College; PhD, Walden University

**T**

**Terlizzi, Charlene**, BA, Mundelein College; MA, Adler School of Professional Psychology; PsyD, Adler School of Professional Psychology

**Faculty, continued***Harold Abel School of Psychology, continued*

**Tovar, Mario**, BA, University of Texas - Rio Grande; MA, University of Texas - Rio Grande; MA, University of Texas - Rio Grande; PhD, Walden University

**Toy, Olivia Anne**, BA, Ball State University; MA, Ball State University

**Turner, Daniel**, BA, Georgia State University; MA, University of Phoenix; EdD, Nova Southeastern University

**Turner, Lynne**, MA, Western Michigan University; PhD, Western Michigan University

**V**

**Vail, Thomas**, BS, Florida State University; MTh, Harding Graduate School of Theology; MSST, United States Army War College; PhD, Saybrook Institute

**Van Haveren, Richard**, BS, Carroll College; MSED, University of Miami; PhD, Oklahoma State University

**Veiguela, Maritza**, BA, Florida International University; MS, Florida International University

**Vogele Welch**, Deborah, BA, Hawaii Pacific University; MA, Professional School of Psychological Studies; PhD, Union Institute & University

**W**

**Walsh, John**, MA, Adler School of Professional Psychology; PhD, Adler School of Professional Psychology

**Whinghter, Linda Jean**, BA, Emory University; MS, Clemson University; PhD, Bowling Green State University

**Williams, Dustin Grant**, BA, University of Missouri - Kansas City; MCOUN, University of Missouri - Kansas City; PhD, University of North Dakota

**Williams, Erica**, BS, Alabama State University; MS, Alabama State University

**Williamson, Rodney**, BA, University of Portland; MS, Portland State University; PhD, University of Maryland

**Winningham, Sarah**, ALB, Marian College; MA, Ball State University

**Wowra, Scott**, BA, North Carolina State University; MA, Wake Forest University; PhD, University of Florida

**Wozniak, Renee**, BA, Arizona State University; MEd, Northern Arizona University; PhD, Arizona State University

**Wright, Michelle**, BS, University of Central Florida; MS, Auburn University; PhD, DePaul University

**Y**

**Yu, Chong Ho**, BS, Bemidji State University; BA, Bemidji State University; MHR, University of Oklahoma; MEd, University of Oklahoma; PhD, Arizona State University

**Z**

**Zax, Brian**, BA, University of California, Los Angeles; MA, The Ohio State University; PhD, The Ohio State University

**School of Public Service Leadership****A**

**Anderson-Engler, Annette**, MS, Nova Southeastern University; PhD, Saybrook University

**Andrews, Courtney**, BA, University of Missouri - St. Louis; MPA, University of Missouri - St. Louis; PhD, University of Missouri - St. Louis

**B**

**Bishop, Shanel**, DSW, Univ of Tennessee Knoxville

**Bouie-Haynes, Gwen**, PhD, Jackson State University

**C**

**Cappiccie, Amy**, BA, Kentucky Wesleyan College; MS, University of Louisville; PhD, University of Louisville

**Coleman, Kenya**, MSW, Howard University; MA, Argosy Univ Washington DC; PsyD, Argosy Univ Washington DC

**Combs, Brett, BS**, Palm Beach Atlantic University; MS, University of Central Florida

**Conis, Pete, BS**, Iowa State University; MS, Iowa State University; PhD, Iowa State University

**Cook, Bob**, BSBA, Coastal Carolina University; MSAD, Central Michigan University; DBA, Argosy University Orange

**D**

**Daniel, Elycia**, BA, Auburn University; MA, Clark Atlanta University

**DeLong Hamilton, Tobi**, BSW, Florida Atlantic University; MS, Florida International University; PhD, Colorado St. University, Fort Collins

**DiBari, David**, BA, University of Colorado at Colorado Springs; MCJ, University of Colorado at Denver; EdD, Argosy University

**DiCarlo, John**, BA, Indiana University of Pennsylvania; MS, Lynn University

**Durr, James**, BBA, Northwood University; MS, Lynn University

**E**

**Ellington, Renata**, MEd, Southern Illinois University Carbondale; PhD, Walden University

**Ersing, Robin**, BA, State University of New York College; MSW, SUNY at Buffalo; PhD, SUNY at Buffalo

**F**

**Farris, Kimberly, BA**, The University of Georgia; MSW, Clark Atlanta University; MPH, Emory University; PhD, University of Texas at Austin

**G**

**Genao, Soribel**, MS, CUNY Hunter College; PhD, Rutgers State University

**H**

**Harris, Cynthia, BA**, Howard University; MSW, Howard University; DHA, Central Michigan University

**Herron, Rita, BS**, Florida State University; MPA, University of North Florida; PhD, Florida State University

**Hilliman, Charlyn**, BS, John Jay College of Criminal Justice - City University of New York; MPA, John Jay College of Criminal Justice - City University of New York; MPhil, The Graduate School and University Center - City University of New York; PhD, The Graduate School and University Center - City University of New York

**Hohenstern, Kathrin**, MSW, University of Kansas

**Hunziker, Stephanie**, BA, University at Albany SUNY; MA, University at Albany SUNY; PhD, University at Albany SUNY

**J**

**Jaeckle, Tina**, BS, Florida Southern College; MS, Nova Southeastern University; MSW, University of Houston Downtown; PhD, Nova Southeastern University

**Johnson, Todd**, BS, Cardinal Stritch University; MA, University of St. Thomas

**K**

**Kawam, Elisa**, BSW, Arizona State University; MSW, Arizona State University; PhD, Arizona State University

**Kerwood, Scott**, BS, Oklahoma State University; MPA, University of Oklahoma; PhD, Walden University

**Kill, Misti**, BA, Minnesota State University Moorhead; MS, North Dakota State University; PhD, North Dakota State University

**Klein, Steven**, BA, Yale University; MA, University of North Carolina at Chapel Hill; LLM, Temple University; JD, University of North Carolina at Chapel Hill; PhD, University of North Carolina at Chapel Hill; PhD, University of North Carolina at Chapel Hill (second)

**L**

**Langston, Delores**, MSW, Michigan State University; PhD, Capella University

**Lannon, Mary**, MA, American Public University

**Leerburger, Marian**, BA, Colby College; MA, American University; MS, Georgetown University; PhD, University of Maryland

**M**

**Maranga, Kennedy**, MS, Walden University; LLM, Washington University in Saint Louis

**McCafferty, Addie**, EdD, Trident University International

**Merrill, Crystal**, BS, Fielding Graduate University; MSW, University of Maryland Baltimore

**Mink, Ellen**, BA, SUNY College at Oneonta; PhD, SUNY College of Buffalo

**Faculty, continued***School of Public Service Leadership,  
continued*

**Moran, Nathan**, BS, Midwestern State University; MA, Sam Houston State University; PhD, Sam Houston State University

**O**

**O'Connor, Michael**, BBA, Ohio University; MBA, Ohio University; EdD, University of Akron

**Ojo, David**, BS, Ahmadu Bello University – Nigeria; MBA, National University; MS, Indiana State University; PhD, Union Institute & University

**P**

**Pascarella, Joseph**, BA, Rowan University; MA, CUNY John Jay College; MPhil, Graduate School & University Center CUNY; PhD, Graduate School & University Center CUNY

**Paynich, Daniel**, BS, Minot State University; MS, Minot State University

**Paynich, Rebecca**, MA, Washington State University Pullman; PhD, Washington State University Pullman

**Pope, James**, BS, Columbus State University; MS, Troy State University; MPA, Columbus State University

**R**

**Reinsmith-Jones, Kelley**, MSW, Eastern Washington University Cheney; PhD, Gonzaga University

**Rice, Stephen**, BA, Rollins College; MA, University of Illinois at Urbana Champaign; PhD, University of Illinois at Urbana-Champaign

**Roland, Brian**, BA, University at Albany SUNY; MSW, University at Albany SUNY; PhD, University at Albany SUNY

**S**

**Schneider, Jeffrey**, BA, Gannon University; MS, Mercyhurst College; EdD, University of Pittsburgh

**Seddon, Ayn**, BA, University of Pittsburgh; MA, Edinboro University of Pennsylvania; PhD, Indiana University of Pennsylvania

**Slovak, Karen**, MS, Case Western Reserve University; PhD, Case Western Reserve University

**Smith, Kendra**, MPA, University of Oklahoma Norman Campus; PhD, Arizona State University

**Strouse, Heather**, BA, Capital University; MA, University of Phoenix; DM, University of Phoenix

**T**

**Towns, Jennifer**, MSW, University of Michigan, Ann Arbor; PhD, Walden University

**V**

**Verrill, Stephen**, BS, University of South Maine; BS, Florida Gulf Coast University; MS, University of South Florida; PhD, University of South Florida

**Versuk, Karen**, MBA, Eastern University; PhD, Walden University

**W**

**Wallace, Ronnie**, MBA, Regis College; PhD, Capella University

**Watkins, Karen**, PhD, The University of Georgia

**Webb, Michael**, BA, Bellevue University; MS, Mercy College; PhD, Walden University

**Welch, Tiffany**, BSW, Mansfield University; MSW, Marywood University; DSW, Capella University

**Widener, Murray, BS**, Columbus State University; MPA, Columbus State University; DPA, University of Alabama, Tuscaloosa

**Y**

**Yeager, Bonnie**, BS, Fairleigh Dickinson University; MADS, Fairleigh Dickinson University; DM, University of Phoenix

**Department of Social Work****A**

**Adams, Alicia**, BS, Jacksonville State University; MSW, University of Michigan, Ann Arbor; PhD, The University of Georgia

**Agelidis, Jennifer**, PhD, California Southern University

**B**

**Bagwell, Tim**, BS, Southern Ill Univ,Carbondale; BA, Southern Ill Univ,Carbondale; MS, Southern Ill Univ,Carbondale; PhD, Saint Louis University; CERT, Univ Maryland Univ College

**Beachem, Kenyuana**, MSW, Jackson State University; PhD, Mississippi College

**Bonimy, Madlyn**, MM, McGill University QC Canada; PhD, Tennessee State University

**C**

**Campbell, Erica**, BA, University of Missouri Columbia; MSW, University of Missouri Columbia; PhD, University of Missouri Columbia

**Carter, Kay**, BA, Wichita State University; MS, Case Western Reserve University; PhD, University of Idaho

**Christenson, Brian**, BSW, Lewis Clark State College; MSW, Eastern Washington University; PhD, University of Idaho

**Cohen, Harold**, BS, Towson University; MS, University of Maryland Baltimore County; PhD, Walden University

**D**

**De Paris, Richard**, BPA, National University; MPA, National University; MBA, National University; DPA, University of LaVerne

**E**

**Erakovich, Rod**, BA, Embry Riddle Aeronautical University; MBA, Embry Riddle Aeronautical University; PhD, University of Texas Arlington

**Esmail, Ashraf**, BA, LA State University A&M; MA, Georgia State University; MS, Duplichain University; PhD, Union Institute & University

**Ewing, Carolyn**, MSW, University of South Carolina Columbia; DHA, Capella University

**F**

**Farrel, Dorothy**, BS, Colorado State University; MSW, Colorado State University; DM, University of Phoenix

**Franco, Diana**, MS, Columbia University City of New York; DSW, New York University

**Frederick-Holton, Sara**, BA, Longwood University; MSW, University of Connecticut; PhD, Walden University

**Friedman, Bruce**, MSW, Washington University St. Louis; PhD, Case Western Reserve University

**G**

**Grimes, Nancy**, BS, Barry University; MPA, Troy State University

**H**

**Hurd, Debra**, BA, University of Arkansas Fayetteville; MPA, University of Arkansas Fayetteville; PhD, University of Arkansas Fayetteville

**J**

**Jennings, Lisa**, BBA, Faulkner University; MSW, University of Alabama Tuscaloosa; PhD, University of Alabama Birmingham

**L**

**Laine, John**, MPA, Metropolitan Coll of New York; PhD, Walden University

**M**

**Martinez, Marcos**, BSW, Dana College; MSW, New Mexico Highlands University; PhD, Arizona State University

**Matis, Selina**, MS, California University of Pennsylvania; MSW, California University of Pennsylvania; PhD, Widener University

**McLaughlin, Thomas**, MSW, University of New England; PhD, Union Institute and University

**P**

**Palloff, Rena**, BA, University of Wisconsin – Madison; MSW, University of Wisconsin – Milwaukee; MA, Fielding Graduate University; PhD, Fielding Graduate University

**Powell, David**, BA, Baldwin Wallace College; MA, Ohio University, Zanesville; PhD, Miami University

**Q**

**Quijano, Louise**, MSW, SUNY at Buffalo; PhD, Syracuse University

**Quinn, Adam**, MSW, University of Washington; PhD, The University of Georgia

## Faculty, *continued*

*School of Public Service Leadership,  
continued*

---

### R

**Raske, Martha**, MS, Illinois Institute of Technology;  
MSW, University of Illinois; PhD, University of Illinois

**Ripoll, Patricia, MA**, Temple University; MBA, La  
Salle University; PhD, Pennsylvania State University—  
University Park

### S

**Sherman, Patricia**, PhD, Rutgers The State University  
of New Jersey

**Sidell, Nancy**, MSSA, Case Western Reserve  
University; PhD, Ohio State University

**Slovak, Karen**, MS, Case Western Reserve University;  
PhD, Case Western Reserve University

**Sundvall, Jamie**, BA, Northwest Nazarene College;  
MSW, Northwest Nazarene College; PhD, The Chicago  
School of Professional Psychology

### T

**Taksey, Christopher**, BA, Florida Atlantic University;  
MA, Ashford University

**Tirrito, Teresa**, BA, Queens College – City University  
of New York; MSW, Adelphi University; PhD, Fordham  
University

### W

**Walter, Jd**, MPA, Walden University; PhD, Walden  
University

**Webb, Scena**, MS, Capella University

# State Regulatory Information

## State Authorization

Capella University is registered as a private institution with the Minnesota Office of Higher Education and is an approved institutional participant in the National Council for State Authorization Reciprocity Agreements (NC-SARA).

Capella is authorized to operate in all SARA member states (<https://nc-sara.org/sara-states>), and is registered, authorized, or otherwise not subject to approval in all states not currently participating in SARA.

### California Bureau for Private Postsecondary Education

P.O. Box 980818  
West Sacramento, CA 95798-0818  
888.370.7589  
[www.bppe.ca.gov](http://www.bppe.ca.gov)

### Florida Department of Education

325 W. Gaines St., Suite 1414  
Tallahassee, FL 32399-0400  
888.224.6684  
License #2809  
<http://www.fldoe.org/cie>

### Georgia Nonpublic Postsecondary Education Commission

2082 East Exchange Place; Suite 220  
Tucker, GA 30084-5305  
770.414.3300  
<https://gnpec.georgia.gov>

### Tennessee Higher Education Commission

404 James Robertson Parkway, Suite 1900  
Nashville, TN 37243-0830  
615.741.3605  
<http://www.tn.gov/thec>

Capella University is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

### Minnesota Office of Higher Education

Capella is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Minnesota Office of Higher Education  
1450 Energy Park Dr., Suite 350  
St. Paul, MN 55108  
[www.ohe.state.mn.us](http://www.ohe.state.mn.us) 651-642-0567

### Washington State Nursing Care Quality Assurance Commission (NCQAC)

Capella University is approved by the Washington State Nursing Care Quality Assurance Commission to provide practice experiences in the state of Washington for DNP and MSN programs. For more information go to this website link:

<http://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/>

## Campus Centers

### Florida

20 North Orange Avenue, Suite 102B  
Orlando, FL 32801 (Pending regulatory approval)

### Georgia

805 Peachtree Street, Suite E1  
Atlanta, GA 30308

1330 Augusta West Parkway  
Augusta, GA, 30909

### Tennessee

7275 Appling Farms Parkway  
Memphis, TN 38133



**ACCREDITATION:** Capella University is accredited by the Higher Learning Commission.

**CAPELLA UNIVERSITY:** Capella Tower, 225 South Sixth Street, Ninth Floor, Minneapolis, MN 55402, 1.888.CAPELLA (227.3552), [www.capella.edu](http://www.capella.edu).

©2021. Capella University.



2020–2021 University Catalog, Volume 20–21, No. 2

# January Addendum

Effective January 11, 2021

## Page 121 - Division of Arts and Sciences courses

The following general education, FlexPath option course list has been updated to reflect course numbering prefix updates.

### General Education Courses, FlexPath option<sup>†</sup>

#### Communication

COM-FP1100	Navigating a Digital World (2 program points)
COM-FP1200	Communication at Work (2 program points)
COM-FP2050	Visual Design in Communications (1.5 program points)
COM-FP3700	Conflict Resolution (3 program points)
COM-FPX1100	Navigating a Digital World (2 program points)
COM-FPX1200	Communication at Work (2 program points)
COM-FPX3700	Conflict Resolution (3 program points)
ENG-FP1000	English Composition (3 program points)
ENG-FP1200	Discover the Writer in You (2 program points)
ENG-FP2200	The Power of Persuasion (2 program points)
ENG-FPX1000	English Composition (3 program points)
ENG-FPX1200	Discover the Writer in You (2 program points)

#### Humanities

HUM-FPX1100	Exploring Cultures: Adapting in a Global World (2 program points)
PHI-FP2000	Ethics (3 program points)
PHI-FP3200	Ethics in Health Care (3 program points)
PHI-FPX2000	Ethics (3 program points)
PHI-FPX3200	Ethics in Health Care (3 program points)

#### Natural Science and Mathematics

BIO-FP1000	Human Biology (3 program points)
BIO-FP2000	Environmental Health (3 program points)
BIO-FPX1000	Human Biology (3 program points)
BIO-FPX2000	Environmental Health (3 program points)
MAT-FP1050	College Algebra (3 program points)
MAT-FP1100	Using Math in the Real World (2 program points)
MAT-FP2001	Statistical Reasoning (3 program points)
MAT-FP2051 *	Discrete Mathematics (3 program points)
MAT-FPX2001	Statistical Reasoning (3 program points)
MAT-FPX2100	Data-Driven Decisions (2 program points)

#### Social Science

ECO-FP1100	Taking Charge of Your Economic Future (2 program points)
ECO-FPX1100	Taking Charge of Your Economic Future (2 program points)
HIS-FP1100	U.S. History: Learn from the Past, Prepare for the Future (2 program points)
PSYC-FP1000	Introduction to Psychology (3 program points)
PSYC-FP1100	Smarter Decisions Through Psychology (2 program points)
SOC-FP1000	Introduction to Human Society (3 Program Points)
SOC-FP1100	Story of Us: Embracing Diversity and Collaboration (2 program points)
SOC-FP1200	Preparing for the Future of Work (2 program points)
SOC-FP2000	Cultural Diversity (3 program points)
SOC-FPX1000	Introduction to Human Society (3 Program Points)
SOC-FPX1200	Preparing for the Future of Work (2 program points)
SOC-FPX2000	Cultural Diversity (3 program points)

<sup>†</sup> Some Capella degree programs and specializations require specific courses as part of their curriculum. Learners should refer to their program requirements.

## Page 233–236 - Undergraduate Psychology Academic Offerings

The following undergraduate psychology offering has been updated to reflect course numbering prefix updates.

### General Psychology, FlexPath option

Undergraduate learners in the General Psychology specialization integrate psychology knowledge with associated skills by engaging in a curriculum that presents fundamental psychological concepts, theories, empirical findings, and historical trends. In particular, learners focus on social, abnormal, positive, and biological psychology and lifespan development, motivation and performance, learning and cognition, research methodology, culture and diversity, and ethics. Successful graduates of this specialization are prepared to build on their knowledge and skills at the graduate level or pursue careers in a variety of settings, including education, public service, law enforcement and corrections, business, human development, and rehabilitation and mental health. Learners who pursue this specialization through the FlexPath option earn a BS in Psychology through self-paced demonstrations of competencies.

### General Education Requirements

A minimum of 22.5 program points; see *General Education Courses, FlexPath option*.<sup>†</sup>

#### Required courses:

BIO-FP1000	Human Biology (3 program points)
ENG-FP1000	English Composition (3 program points)
MAT-FP2001	Statistical Reasoning (3 program points)
PHI-FP2000	Ethics (3 program points)
PSYC-FP1000	Introduction to Psychology (3 program points)

### Additional Program Requirements

#### Core courses - 33 program points

PSYC-FP3002	Developing a Psychology Perspective (3 program points)
PSYC-FP3210 *	Human Lifespan Development (3 program points)
PSYC-FP3500 *	Learning and Cognition (3 program points)
PSYC-FP3520 *	Introduction to Social Psychology (3 program points)
PSYC-FP3540 *	Culture, Ethnicity, and Diversity (3 program points)
PSYC-FP4100 *	History and Modern Systems of Psychology (3 program points)
PSYC-FP4310 *	Biological Psychology (3 program points)
PSYC-FP4600 *	Research Methods in Psychology (3 program points)
PSYC-FP4700 *	Statistics for the Behavioral Sciences (3 program points)

In addition, choose 6 program points of undergraduate psychology courses.<sup>†</sup>

#### Elective courses - 31.5 program points

Complete at least 31.5 program points of additional undergraduate courses.<sup>†</sup>

#### Capstone course - 3 program points

#### Taken during the learner's final quarter:

PSYC-FP4900 *	Psychology Capstone Project (3 program points)
---------------	--

**Total** **At least 90 program points**

<sup>†</sup> Learners in this specialization choose general education, undergraduate psychology, and elective courses from the FlexPath (-FP) course list.

## Pages 263–421 - Course Descriptions

The following course descriptions have been added or updated.

## FlexPath Course Descriptions

The following courses may require live web conferencing activities and/or learner audio/video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations.

### Psychology

**PSYC-FP1000 - Introduction to Psychology (3 program points).** This course is an introduction to the basic theories and principles of psychology and of the scientific methods of psychologists. Learners build understanding of core psychological theories and research and their application in areas of the brain, learning, memory, personality, social influence, lifespan development, psychopathology, and applied psychology. Learners apply the psychological concepts they learn to everyday situations through discussions and assignments.

**PSYC-FP2200 - Educational Psychology (1.5 program points).** Learners in this course gain knowledge of and explain psychology theories and research as applied to development and learning in educational contexts, including behavioral, cognitive, and constructivist theories. Learners analyze the role of motivation in learning, and through a case study and practice approach, apply their knowledge in educational settings.

**PSYC-FP2700 - Child Development (1.5 program points).** In this course, learners examine and apply theory and research in the cognitive, social, and physical domains of human development from prenatal through middle childhood. Learners describe how cultural and societal contexts shape development during childhood, and investigate career options in child development and related fields.

**PSYC-FP2800 - Introduction to Human Sexuality (1.5 program points).** In this course, learners examine the physical, cognitive, and social-emotional aspects of human sexuality as they relate to current and historical perspectives. Learners analyze social and biological foundations of human sexuality and develop their understanding of sexuality in individuals and their relationships. Learners also apply theory and historical perspectives to their study of human reproduction, contraception and abortion, sexuality and social policy, and sexual behavior and contemporary society. In addition, learners demonstrate their knowledge of ethical practices that guide professional behavior in the field of human sexuality.

**PSYC-FP2900 - Introduction to Psychology of Personality (1.5 program points).** In this introductory course, learners gain and demonstrate knowledge of theories of personality psychology. Learners apply these theories to human traits, behaviors, and emotional issues within the field of psychology. **Prerequisite(s): PSYC-FP1000.**

**PSYC-FP3002 - Developing a Psychology Perspective (3 program points).** This course builds and strengthens learners' academic writing, critical-thinking, problem-solving, research, and organizational skills in relation to psychology, so that they may apply a psychology perspective within their program and the workplace. During the course, learners develop an understanding of ethical principles and standards as they relate to topics in psychology. **For BS in Psychology, FlexPath option learners only. Learners may only earn credit for PSYC3002 or PSYC-FP3002 or PSYC3003. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**PSYC-FP3110 - Abnormal Psychology (3 program points).** The focus of this course is abnormal behavior, which learners investigate using the framework of mental pathology. Learners evaluate scientific, empirically based analyses of mental disorders and deviant behavior. Learners also examine the range of psychological disorders and assess the disorders' biological, psychological, and social consequences. In addition, learners demonstrate their knowledge of abnormal psychology treatment methods. **Prerequisite(s): PSYC-FP1000.**

**PSYC-FP3210 - Human Lifespan Development (3 program points).** This course is a survey of physical, cognitive, emotional, and social development throughout the lifespan as viewed by research and theories, both classical and contemporary. Learners explore the interaction between heredity and the environment, the research methods used by developmental psychologists, and apply stage and non-stage human development theories and research to modern problems and individual experiences. **Prerequisite(s): PSYC-FP1000, PSYC-FP3540.**

**PSYC-FP3500 - Learning and Cognition (3 program points).** Learners in this course apply theories, research, and methods of human learning and cognition to lifelong learning and development. Learners gain and demonstrate their knowledge of classical and operant learning, perception, attention, memory systems, and encoding and retrieval processes and the role of reasoning, knowledge, and language in learning and cognition. **Prerequisite(s): PSYC-FP1000, PSYC-FP3520.**

**PSYC-FP3520 - Introduction to Social Psychology (3 program points).** This course is an introduction to the scientific study of the social context on an individual's thoughts, feelings, and behaviors and

the three areas of social perception, interaction, and influence in particular. Learners gain and demonstrate knowledge of social cognition; the social self; interpersonal relationships; helping behavior; group behavior; attitude formation; aggression; conformity; obedience; and social perceptions related to gender, race, and culture. **Prerequisite(s): PSYC-FP1000, PSYC-FP3210.**

**PSYC-FP3540 - Culture, Ethnicity, and Diversity (3 program points).** In this course, learners integrate their knowledge of theories and research of culture, ethnicity, diversity, and social interaction with current trends and challenges associated with cultural diversity. Learners analyze social issues related to gender, age, race, religion, sexual orientation, and mental and physical disability and assess the effects of prejudice, discrimination, and institutional oppression. **Prerequisite(s): PSYC-FP1000.**

**PSYC-FP3770 - Psychology of Human Motivation and Performance (3 program points).** Learners apply theory and research findings to understand and solve problems in human motivation and performance. Learners explore theories and concepts central to understanding motivation. Learners examine intrinsic and extrinsic motivation, stress, emotions, optimal challenge, self-regulation, and more. Learners research and apply strategies to analyze how motivation and performance can be improved in areas such as, work, education, sports, addictions, and public health. Learners apply motivation theories and concepts to their own motivation and performance goals. **Prerequisite(s): PSYC-FP1000.**

**PSYC-FP4100 - History and Modern Systems of Psychology (3 program points).** Learners in this course build and demonstrate their knowledge of the history of psychology as an academic discipline, with an emphasis on the lives of various significant psychologists and the historical and social events that shaped the development of the field as a science. Learners also identify the evolution of the field's ideas of the mind, paradigmatic approaches influencing the discipline, and various psychology systems that have developed as a result of rapid social and technological change. **Prerequisite(s): PSYC-FP1000, PSYC-FP3520.**

**PSYC-FP4110 - Positive Psychology (3 program points).** In this course, learners apply theory, research, and evidence-based practices in the scientific study of optimal human functioning. Learners evaluate the development of positive emotional, cognitive, and behavioral states and traits such as happiness and well-being, self-efficacy, optimism, hope, wisdom, courage, mindfulness, flow, spirituality, empathy, altruism, gratitude, forgiveness, and love and articulate how they influence flourishing relationships. Learners also assess and employ positive psychology principles in personal and professional settings from a strengths perspective. **Prerequisite(s): PSYC-FP1000.**

**PSYC-FP4200 - Foundations of Industrial and Organizational Psychology (3 program points).**

In this course, learners gain and demonstrate foundational knowledge of industrial and organizational psychology and human behavior in the workplace. Learners identify and evaluate influences on individual and team workplace behavior. Learners also analyze individual differences, employee attitudes and motivation, job analysis and performance, training and development, and leadership as they affect an organization. **Prerequisite(s): PSYC-FP1000.**

**PSYC-FP4210 - Cyberpsychology (3 program points).**

In this course, an introduction to the fundamentals of cyberpsychology, learners apply their knowledge of the evolution and theory of cyberpsychology to cognition, perception, emotion, motivation, and human behavior. Learners also evaluate the physical and psychosocial impacts of cyberpsychology and identify the procedures, methods, and techniques used to conduct empirical cyberpsychological research.

**PSYC-FP4310 - Biological Psychology (3 program points).**

In this course, learners synthesize theories of mind-body connection with the biological bases of behavior. Learners demonstrate their knowledge of the structure and functions of the nervous system; brain evolution and plasticity; methodology of physiological psychology; and the neurological bases of sensation, perception, motivation, emotion, and higher cortical functions.

**Prerequisite(s): BIO-FP1000, PSYC-FP1000, PSYC-FP3520.**

**PSYC-FP4600 - Research Methods in Psychology (3 program points).**

Learners in this course demonstrate their knowledge of fundamental research methods and tools used in psychology. Learners use research methods and designs to show how the scientific method can be applied to the study of human behavior and thought, including ethical considerations for conducting research with human participants. **Prerequisite(s): PSYC-FP1000, PSYC-FP4700. Cannot be fulfilled by transfer or prior learning assessment.**

**PSYC-FP4700 - Statistics for the Behavioral Sciences (3 program points).**

In this course, learners apply quantitative statistics to the study of human behavior. Learners systematically examine and test hypotheses and relationships using statistical software; interpret, display, and present statistical data; and analyze the validity of arguments based on statistics. In particular, learners gain and demonstrate skills required to conduct statistical sampling, define statistical assumptions and requirements, test statistical differences between and among groups, evaluate correlations, calculate effect size and confidence intervals, and determine practical and statistical significance.

**Prerequisite(s): MAT-FP2001, PSYC-FP1000, PSYC-FP3520. Cannot be fulfilled by transfer or prior learning assessment.**

**PSYC-FP4900 - Psychology Capstone Project (3 program points).**

The capstone project is the culmination of the bachelor's degree program in Psychology and provides learners the opportunity to demonstrate the research, analysis, writing, and communication skills they've gained during their program. Throughout the course, learners examine real-life implications of psychology and how practicing the principles of the field may optimally contribute to society. During the capstone experience, learners also explore how this degree can support their next steps, both professionally and personally. **For BS in Psychology, FlexPath option learners only. Must be taken during the learner's final quarter. Prerequisite(s): PSYC-FP4600. Cannot be fulfilled by transfer or prior learning assessment.**

2020–2021 University Catalog, Volume 20–21, No. 2

# Catalog Addendum

Effective April 12, 2021

## Page 121 - Division of Arts and Sciences courses

The following general education, FlexPath option course list has been updated.

### General Education Courses, FlexPath option<sup>†</sup>

Choose 22.5 program points with a minimum of 3 program points from each category.

#### Communication

- COM-FP1100 Navigating a Digital World (2 program points)
- COM-FP1200 Communication at Work (2 program points)
- COM-FP2050 Visual Design in Communications (1.5 program points)
- COM-FP3700 Conflict Resolution (3 program points)
- COM-FPX1100 Navigating a Digital World (2 program points)
- COM-FPX1200 Communication at Work (2 program points)
- COM-FPX3700 Conflict Resolution (3 program points)
- ENG-FP1000 English Composition (3 program points)
- ENG-FP1200 Discover the Writer in You (2 program points)
- ENG-FP2200 The Power of Persuasion (2 program points)
- ENG-FPX1000 English Composition (3 program points)
- ENG-FPX1200 Discover the Writer in You (2 program points)

#### Humanities

- HUM-FPX1100 Exploring Cultures: Adapting in a Global World (2 program points)
- PHI-FP2000 Ethics (3 program points)
- PHI-FP3200 Ethics in Health Care (3 program points)
- PHI-FPX2000 Ethics (3 program points)
- PHI-FPX3200 Ethics in Health Care (3 program points)

#### Natural Science and Mathematics

- BIO-FP1000 Human Biology (3 program points)
- BIO-FP2000 Environmental Health (3 program points)
- BIO-FPX1000 Human Biology (3 program points)
- BIO-FPX2000 Environmental Health (3 program points)
- MAT-FP1050 College Algebra (3 program points)
- MAT-FP1100 Using Math in the Real World (2 program points)
- MAT-FP2001 Statistical Reasoning (3 program points)
- MAT-FP2051 \* Discrete Mathematics (3 program points)
- MAT-FPX2001 Statistical Reasoning (3 program points)
- MAT-FPX2100 Data-Driven Decisions (2 program points)

#### Social Science

- ECO-FP1100 Taking Charge of Your Economic Future (2 program points)
- ECO-FPX1100 Taking Charge of Your Economic Future (2 program points)
- HIS-FP1100 U.S. History: Learn from the Past, Prepare for the Future (2 program points)
- PSYC-FP1100 Smarter Decisions Through Psychology (2 program points)
- PSYC-FPX1000 Introduction to Psychology (3 program points)
- SOC-FP1000 Introduction to Human Society (3 Program Points)
- SOC-FP1100 Story of Us: Embracing Diversity and Collaboration (2 program points)
- SOC-FP1200 Preparing for the Future of Work (2 program points)
- SOC-FP2000 Cultural Diversity (3 program points)
- SOC-FPX1000 Introduction to Human Society (3 Program Points)
- SOC-FPX1200 Preparing for the Future of Work (2 program points)
- SOC-FPX2000 Cultural Diversity (3 program points)

In addition, choose 10.5 program points of undergraduate courses from general education courses above.

**† Some Capella degree programs and specializations require specific courses as part of their curriculum. Learners should refer to their program requirements.**



**Pages 130–138 - Undergraduate Business Academic Offerings**

The following undergraduate business offerings have been updated to reflect course number prefix updates.

**Bachelor of Science (BS) in Business Specializations**

**Accounting, FlexPath option**

In the Accounting specialization, learners acquire and apply various methods of ethically maintaining accurate and up-to-date financial records and reporting procedures for business transactions. Learners also gain and practice an understanding of a wide array of accounting-related services, including budget analysis, financial and investment planning, and financial statement and internal control auditing. These skills prepare graduates for a profession in financial, managerial, or government accounting. In addition to accounting expertise, learners in this specialization demonstrate the interpersonal and communication skills required to present information to both internal and external clients, influencing organizational effectiveness at all levels of their organization. This specialization is not designed to prepare learners for a CPA exam. Learners who pursue this specialization through the FlexPath option earn a BS in Business through self-paced demonstrations of competencies.

**General Education Requirements**

A minimum of 22.5 program points; see *General Education Courses, FlexPath option*.†

**Additional Program Requirements**

- Core courses - 21 program points
- BUS-FPX3007 Developing a Business Perspective (3 program points)
- BUS-FPX3011 Fundamentals of Management (1.5 program points)
- BUS-FPX3012 Fundamentals of Leadership (1.5 program points)
- BUS-FPX3021 Fundamentals of Business Law (1.5 program points)
- BUS-FPX3022 Fundamentals of Supply Chain Management (1.5 program points)
- BUS-FPX3030 Fundamentals of Marketing and Sales (3 program points)
- BUS-FPX3040 Fundamentals of Human Resource Management (3 program points)
- BUS-FPX3050 Fundamentals of Organizational Communication (3 program points)
- BUS-FPX3061 Fundamentals of Accounting (1.5 program points)
- BUS-FPX3062 Fundamentals of Finance (1.5 program points)

- Specialization courses - 24 program points
- BUS-FPX4060 \* Financial Accounting Principles (3 program points)
- BUS-FPX4061 \* Managerial Accounting Principles (3 program points)

- BUS-FPX4062 \* Intermediate Financial Accounting Topics and Trends (3 program points)
- BUS-FPX4063 \* Advanced Financial Accounting Topics and Trends (3 program points)
- BUS-FPX4064 \* Cost Accounting for Planning and Control (3 program points)
- BUS-FPX4065 \* Income Tax Concepts and Strategies (3 program points)
- BUS-FPX4068 \* Contemporary Auditing Using Investigative Accounting Practices (3 program points)
- BUS-FPX4070 \* Foundations in Finance (3 program points)

Elective courses - 19.5 program points  
Choose courses to fulfill total program points.†

Capstone course - 3 program points

Taken during the learner's final quarter:

- BUS-FPX4993 Business Capstone Project (3 program points)

**Total 90 program points**

† Learners in this specialization choose general education and elective courses from the FlexPath (-FPX) course list.

**Business Administration, FlexPath option**

The BS Business Administration specialization provides learners with opportunities to develop and demonstrate the business, interpersonal, and professional knowledge, skills, and abilities needed to contribute to organizational effectiveness across all functional levels in manufacturing, service, professional, and government arenas. Learners select elective courses based on their individual professional needs. Learners who pursue this specialization through the FlexPath option earn a BS in Business through self-paced demonstrations of competencies.

**General Education Requirements**

A minimum of 22.5 program points; see *General Education Courses, FlexPath option*.†

**Additional Program Requirements**

- Core courses - 21 program points
- BUS-FPX3007 Developing a Business Perspective (3 program points)
- BUS-FPX3011 Fundamentals of Management (1.5 program points)
- BUS-FPX3012 Fundamentals of Leadership (1.5 program points)
- BUS-FPX3021 Fundamentals of Business Law (1.5 program points)
- BUS-FPX3022 Fundamentals of Supply Chain Management (1.5 program points)
- BUS-FPX3030 Fundamentals of Marketing and Sales (3 program points)
- BUS-FPX3040 Fundamentals of Human Resource Management (3 program points)

- BUS-FPX3050 Fundamentals of Organizational Communication (3 program points)
- BUS-FPX3061 Fundamentals of Accounting (1.5 program points)
- BUS-FPX3062 Fundamentals of Finance (1.5 program points)

Specialization courses - 18 program points

Required course:

- BUS-FPX4801 Ethics and Enterprise (3 program points)

In addition, choose 15 program points of upper-division business or project management courses.†

Elective courses - 25.5 program points

Choose additional FlexPath undergraduate courses to fulfill total program points.†

Capstone course - 3 program points

Taken during the learner's final quarter:

- BUS-FPX4993 Business Capstone Project (3 program points)

**Total At least 90 program points**

† Learners in this specialization choose general education, specialization, and elective courses from the FlexPath (-FPX) course list.

**Health Care Management, FlexPath option**

The bachelor's Health Care Management specialization provides learners with an opportunity to demonstrate their understanding of basic health care business functions, including accounting, finance, human resources, communications, and marketing, as well as more focused functions such as quality assurance, risk management, and health care operations. Other specialization topics include health care laws and regulations, leadership, and ethics. Successful graduates of this specialization are prepared to pursue leadership or management roles in today's challenging health care environment. Learners who pursue this specialization through the FlexPath option earn a BS in Business through self-paced demonstrations of competencies.

**General Education Requirements**

A minimum of 22.5 program points; see *General Education Courses, FlexPath option*.†

**Additional Program Requirements**

- Core courses - 21 program points
- BUS-FPX3006 Developing a Health Care Management Perspective (3 program points)
- BUS-FPX3011 Fundamentals of Management (1.5 program points)
- BUS-FPX3012 Fundamentals of Leadership (1.5 program points)
- BUS-FPX3026 Foundations and Future of Health Care Delivery Management (3 program points)

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

*BS in Business Specializations, continued*

BUS-FPX3030	Fundamentals of Marketing and Sales (3 program points)
BUS-FPX3040	Fundamentals of Human Resource Management (3 program points)
BUS-FPX3050	Fundamentals of Organizational Communication (3 program points)
BUS-FPX3061	Fundamentals of Accounting (1.5 program points)
BUS-FPX3062	Fundamentals of Finance (1.5 program points)
<i>Specialization courses - 24 program points</i>	
BUS-FPX4121 *	Ethics in Health Care Management (3 program points)
BUS-FPX4122 *	Health Care Economics (3 program points)
BUS-FPX4123 *	Quality Assurance and Risk Management (3 program points)
BUS-FPX4124 *	Health Care Marketing and Strategic Planning (3 program points)
BUS-FPX4125 *	Legal Aspects of Health Care Management (3 program points)
BUS-FPX4126 *	Health Care Information Management (3 program points)
BUS-FPX4127 *	Evidence-Based Health Care Management (3 program points)
BUS-FPX4128 *	Cultural Competence in Health Care (3 program points)
<i>Elective courses - 19.5 program points</i>	
<i>Choose courses to fulfill total program points.†</i>	
<i>Capstone course - 3 program points</i>	
<i>Taken during the learner's final quarter:</i>	
BUS-FPX4993	Business Capstone Project (3 program points)

**Total 90 program points**

† Learners in this specialization choose general education, specialization, and elective courses from the FlexPath (-FPX) course list.

**Human Resource Management, FlexPath option**

Learners in the bachelor's Human Resource Management specialization build the human resource management, interpersonal, and professional thinking skills needed to manage talent, develop intellectual capital, deal with continuous change, and impact organizational effectiveness as HR leaders and managers at all levels of their organizations. Learners gain and demonstrate a working knowledge of how to staff an organization, train and develop employees, maintain a fair and equitable compensation system, establish human resource policies and procedures, and institute strategies to meet the HR needs for the organization's future. Learners who pursue this specialization through the FlexPath option earn a BS in Business through self-paced demonstrations of competencies.

**General Education Requirements**

A minimum of 22.5 program points; see *General Education Courses, FlexPath option.†*

**Additional Program Requirements**

<i>Core courses - 21 program points</i>	
BUS-FPX3007	Developing a Business Perspective (3 program points)
BUS-FPX3011	Fundamentals of Management (1.5 program points)
BUS-FPX3012	Fundamentals of Leadership (1.5 program points)
BUS-FPX3021	Fundamentals of Business Law (1.5 program points)
BUS-FPX3022	Fundamentals of Supply Chain Management (1.5 program points)
BUS-FPX3030	Fundamentals of Marketing and Sales (3 program points)
BUS-FPX3040	Fundamentals of Human Resource Management (3 program points)
BUS-FPX3050	Fundamentals of Organizational Communication (3 program points)
BUS-FPX3061	Fundamentals of Accounting (1.5 program points)
BUS-FPX3062	Fundamentals of Finance (1.5 program points)
<i>Specialization courses - 24 program points</i>	
BUS-FPX4043 *	Compensation and Benefits Management (3 program points)
BUS-FPX4044 *	Legal Issues in Human Resource Management (3 program points)
BUS-FPX4045 *	Recruiting, Retention, and Development (3 program points)
BUS-FPX4046 *	Employee and Labor Relations (3 program points)
BUS-FPX4047 *	Employee Training and Development (3 program points)
BUS-FPX4048 *	International Human Resource Management Issues (3 program points)
BUS-FPX4801	Ethics and Enterprise (3 program points)
BUS-FPX4802	Change Management (3 program points)
<i>Elective courses - 19.5 program points</i>	
<i>Choose courses to fulfill total program points.†</i>	
<i>Capstone course - 3 program points</i>	
<i>Taken during the learner's final quarter:</i>	
BUS-FPX4993	Business Capstone Project (3 program points)

**Total 90 program points**

† Learners in this specialization choose general education, specialization, and elective courses from the FlexPath (-FPX) course list.

**Management and Leadership, FlexPath option**

Learners in the bachelor's Management and Leadership specialization develop and apply the skills and competencies necessary to successfully coordinate, implement, promote, supervise, and lead people in a dynamic, global environment. Throughout the specialization, learners demonstrate the management, interpersonal, and professional thinking skills needed to impact organizational effectiveness as leaders and managers at all levels of their organizations. Learners who pursue this specialization through the FlexPath option earn a BS in Business through self-paced demonstrations of competencies.

**General Education Requirements**

A minimum of 22.5 program points; see *General Education Courses, FlexPath option.†*

**Additional Program Requirements**

<i>Core courses - 21 program points</i>	
BUS-FPX3007	Developing a Business Perspective (3 program points)
BUS-FPX3011	Fundamentals of Management (1.5 program points)
BUS-FPX3012	Fundamentals of Leadership (1.5 program points)
BUS-FPX3021	Fundamentals of Business Law (1.5 program points)
BUS-FPX3022	Fundamentals of Supply Chain Management (1.5 program points)
BUS-FPX3030	Fundamentals of Marketing and Sales (3 program points)
BUS-FPX3040	Fundamentals of Human Resource Management (3 program points)
BUS-FPX3050	Fundamentals of Organizational Communication (3 program points)
BUS-FPX3061	Fundamentals of Accounting (1.5 program points)
BUS-FPX3062	Fundamentals of Finance (1.5 program points)
<i>Specialization courses - 24 program points</i>	
BUS-FPX4011 *	Virtual Team Collaboration (3 program points)
BUS-FPX4012 *	Leadership in Organizations (3 program points)
BUS-FPX4013 *	Organizational Structure, Learning, and Performance (3 program points)
BUS-FPX4014 *	Operations Management for Competitive Advantage (3 program points)
BUS-FPX4015 *	Strategic Planning and Implementation (3 program points)
BUS-FPX4016 *	Global Business Relationships (3 program points)
BUS-FPX4801	Ethics and Enterprise (3 program points)
BUS-FPX4802	Change Management (3 program points)

**Total 90 program points**

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.



*BS in Business Specializations, continued*

*Elective courses - 19.5 program points*  
 Choose courses to fulfill total program points.†

*Capstone course - 3 program points*

*Taken during the learner's final quarter:*

BUS-FPX4993 Business Capstone Project  
 (3 program points)

**Total 90 program points**

† Learners in this specialization choose general education, specialization, and elective courses from the FlexPath (-FPX) course list.

**Project Management, FlexPath option**

The Project Management specialization provides undergraduate business learners with a foundational education in the processes, procedures, tools, and techniques of coordinating and managing projects in an organizational setting. The curriculum integrates practice and theory, and focuses on the basics of project management and ten knowledge areas of practice, including but not limited to resource allocation, risk assessment, and stakeholder management. Learners examine the role of project manager as a change agent working with others to create value for an organization. The curriculum focuses on development of project management technical skills, professional behavior, and strategic awareness that is required to make informed decisions. Successful graduates of this specialization are prepared to pursue careers as project coordinators, project managers, business analysts, and program managers. Learners who pursue this specialization through the FlexPath option earn a BS in Business through self-paced demonstrations of competencies.

**Additional Program Requirements**

*Core courses - 21 program points*

BUS-FPX3007 Developing a Business Perspective  
 (3 program points)

BUS-FPX3011 Fundamentals of Management  
 (1.5 program points)

BUS-FPX3012 Fundamentals of Leadership  
 (1.5 program points)

BUS-FPX3022 Fundamentals of Supply Chain Management  
 (1.5 program points)

BUS-FPX3030 Fundamentals of Marketing and Sales  
 (3 program points)

BUS-FPX3040 Fundamentals of Human Resource Management  
 (3 program points)

BUS-FPX3050 Fundamentals of Organizational Communication  
 (3 program points)

BUS-FPX3061 Fundamentals of Accounting  
 (1.5 program points)

BUS-FPX3062 Fundamentals of Finance  
 (1.5 program points)

PM-FPX3000 Principles of Project Management  
 (1.5 program points)

*Specialization courses - 24 program points*

PM-FPX4010 \* Process Groups and Knowledge Areas in Project Management  
 (3 program points)

PM-FPX4020 \* Integration and Scope Management  
 (3 program points)

PM-FPX4030 \* Scheduling, Cost, and Quality Management  
 (3 program points)

PM-FPX4040 \* Human Resources and Motivation Management  
 (3 program points)

PM-FPX4050 \* Communication and Stakeholder Management  
 (3 program points)

PM-FPX4060 \* Risk Management in Project Management  
 (3 program points)

PM-FPX4070 \* Procurement Management in Project Management  
 (3 program points)

PM-FPX4080 \* Agile Project Management  
 (3 program points)

*Elective courses - 19.5 program points*

*Choose courses to fulfill total program points.†*

*Capstone course - 3 program points*

*Taken during the learner's final quarter:*

BUS-FPX4993 Business Capstone Project  
 (3 program points)

**Total 90 program points**

† Learners in this specialization choose general education, specialization, and elective courses from the FlexPath (-FPX) course list.

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

**Pages 139–151 - Graduate—Business Academic Offerings**

The following table has been updated to reflect the addition of the MS in Human Resource Management specializations in General Human Resource Management; General Human Resource Management, FlexPath option; Health Care; and Health Care, FlexPath option. It also reflects the retirements of graduate certificates in Business Administration and Business Administration, FlexPath option.

## Graduate—Business Academic Offerings

Degree Programs	Specializations	Certificate Programs	Multiple Specializations <i>(must be within the same degree program)</i>
Doctor of Philosophy (PhD) in Business Management	General Business Management		
	Accounting		
	Human Resource Management		
	Information Technology Management		
	Leadership		
	Project Management		
	Strategy and Innovation		
Doctor of Business Administration (DBA)	Accounting		
	Business Intelligence		
	Global Operations and Supply Chain Management		
	Human Resource Management		
	Information Technology Management		
	Leadership		
	Project Management		
	Strategy and Innovation		
Master of Business Administration (MBA)	Self-Designed		
	Self-Designed, FlexPath option		
	Health Care Management		✓
	Health Care Management, FlexPath option		
	Human Resource Management		✓
	Human Resource Management, FlexPath option		
	Project Management		✓
	Project Management, FlexPath option		
Master of Science (MS) in Human Resource Management	General Human Resouce Management		
	General Human Resouce Management, FlexPath option		
	Health Care		
	Health Care, FlexPath option		
		Graduate Certificate in Human Resource Management	

**Pages 140–151 - Graduate Business Academic Offerings**

The following graduate business offerings have been added or updated.

**Master of Science (MS) in Human Resource Management Specializations**

**General Human Resource Management**

The General Human Resource Management specialization provides learners with the knowledge and skills to lead and manage strategic and operational human resources management (HRM) functions in organizations. Learners select courses based on their individual professional needs to gain knowledge of specific areas in the discipline and profession of HRM and develop their ability to effectively address real-world HRM challenges to deliver business results.

**Eleven Required Courses At least 45 quarter credits**

- HRM5002 Survey of Human Resource Management in Practice (4 quarter credits)
- HRM5055 \* Comprehensive Reward Systems (4 quarter credits)
- HRM5060 \* Sourcing and Managing Talent in the Workplace (4 quarter credits)
- HRM5065 \* Employment Law in the Successful Workplace (4 quarter credits)
- HRM5070 \* Workplace Learning in the Digital Age (4 quarter credits)
- HRM5080 \* Evidence-Based Decision Making for Human Resource Professionals (4 quarter credits)
- HRM5090 \* Retaining and Engaging Employees for the Modern Workforce (4 quarter credits)

*In addition, choose three from the following courses AND the capstone course:*

- ED7631 \* Introduction to Training and Performance Systems (4 quarter credits)
- HRM5075 \* Leading and Influencing for the Human Resource Practitioner (4 quarter credits)
- HRM5100 \* HRM Professional Internship (4 quarter credits)
- HRM5112 Certification Examination Preparation for the aPHR, PHR and SPHR (4 quarter credits)
- HRM5115 Certification Examination Preparation for the SHRM-CP and SHRM-SCP (4 quarter credits)
- HRM5118 \* Human Resource Legal Challenges and Solutions (4 quarter credits)
- HRM5120 \* Global Human Resource Practice (4 quarter credits)
- HRM5401 \* The Legal, Ethical, and Regulatory Environment of Health Care (4 quarter credits)

- HRM5402 \* Planning, Sourcing, and Developing Talent in Health Care Organizations (4 quarter credits)
- HRM5403 \* Transforming the Employee Experience in Health Care (4 quarter credits)
- LEAD5210 Leading Global and Diverse Cultures (4 quarter credits)
- LEAD5220 Leader as Change Agent (4 quarter credits)
- PSY8711 Principles of Industrial/Organizational Psychology (5 quarter credits)

*Taken during the learner's final quarter:*

- HRM5960 \* HRM Capstone: Improving and Transforming HR Practice (5 quarter credits)

**Total At least 45 quarter credits**

**General Human Resource Management, FlexPath option**

The General Human Resource Management specialization provides learners with the knowledge and skills to lead and manage strategic and operational human resources management (HRM) functions in organizations. Learners select courses based on their individual professional needs to gain knowledge of specific areas in the discipline and profession of HRM and develop their ability to effectively address real-world HRM challenges to deliver business results. Learners who pursue this specialization through the FlexPath option earn a MS in Human resource Management through self-paced demonstrations of competencies.

**Eleven Required Courses At least 22.5 program points**

- HRM-FPX5002 Survey of Human Resource Management in Practice (2 program points)
- HRM-FPX5055 \* Comprehensive Reward Systems (2 program points)
- HRM-FPX5060 \* Sourcing and Managing Talent in the Workplace (2 program points)
- HRM-FPX5065 \* Employment Law in the Successful Workplace (2 program points)
- HRM-FPX5070 \* Workplace Learning in the Digital Age (2 program points)
- HRM-FPX5080 \* Evidence-Based Decision Making for Human Resource Professionals (2 program points)
- HRM-FPX5090 \* Retaining and Engaging Employees for the Modern Workforce (2 program points)

*In addition, choose three from the following courses AND the capstone course:*

- HRM-FPX5075 \* Leading and Influencing for the Human Resource Practitioner (2 program points)

- HRM-FPX5118 \* Human Resource Legal Challenges and Solutions (2 program points)
  - HRM-FPX5120 \* Global Human Resource Practice (2 program points)
  - LEAD-FPX5210 Leading Global and Diverse Cultures (2 program points)
  - LEAD-FPX5220 Leader as Change Agent (2 program points)
- Taken during the learner's final quarter:*
- HRM-FPX5960 \* HRM Capstone: Improving and Transforming HR Practice (2.5 program points)

**Total At least 22.5 Program Points**

**Health Care**

The Health Care specialization provides learners with the knowledge and skills to lead and manage strategic human resources management (HRM) functions in a health care organization's legal and regulatory environment. Learners develop competencies in how to help manage the health care employee experience which include workforce planning, talent utilization and development, a high-performance culture, and employee wellness.

**Eleven Required Courses At least 45 quarter credits**

*Core courses:*

- HRM5002 Survey of Human Resource Management in Practice (4 quarter credits)
- HRM5055 \* Comprehensive Reward Systems (4 quarter credits)
- HRM5060 \* Sourcing and Managing Talent in the Workplace (4 quarter credits)
- HRM5065 \* Employment Law in the Successful Workplace (4 quarter credits)
- HRM5070 \* Workplace Learning in the Digital Age (4 quarter credits)
- HRM5080 \* Evidence-Based Decision Making for Human Resource Professionals (4 quarter credits)
- HRM5090 \* Retaining and Engaging Employees for the Modern Workforce (4 quarter credits)

*Specialization courses:*

- HRM5401 \* The Legal, Ethical, and Regulatory Environment of Health Care (4 quarter credits)
- HRM5402 \* Planning, Sourcing, and Developing Talent in Health Care Organizations (4 quarter credits)
- HRM5403 \* Transforming the Employee Experience in Health Care (4 quarter credits)

*Taken during the learner's final quarter:*

- HRM5960 \* HRM Capstone: Improving and Transforming HR Practice (5 quarter credits)

**Total At least 45 quarter credits**

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

*MS in Human Resource Management  
Specializations, continued*

**Health Care, FlexPath option**

The Health Care specialization provides learners with the knowledge and skills to lead and manage strategic human resources management (HRM) functions in a health care organization’s legal and regulatory environment. Learners develop competencies in how to help manage the health care employee experience which include workforce planning, talent utilization and development, a high-performance culture, and employee wellness. Learners who pursue this specialization through the FlexPath option earn an MS in Human Resource Management through self-demonstration of competencies.

**Eleven Required Courses                      At least 22.5 program points**

*Core courses:*

- HRM-FPX5002    Survey of Human Resource Management in Practice (2 program points)
- HRM-FPX5055 \*    Comprehensive Reward Systems (2 program points)
- HRM-FPX5060 \*    Sourcing and Managing Talent in the Workplace (2 program points)
- HRM-FPX5065 \*    Employment Law in the Successful Workplace (2 program points)
- HRM-FPX5070 \*    Workplace Learning in the Digital Age (2 program points)
- HRM-FPX5080 \*    Evidence-Based Decision Making for Human Resource Professionals (2 program points)
- HRM-FPX5090 \*    Retaining and Engaging Employees for the Modern Workforce (2 program points)

*Specialization courses:*

- HRM-FPX5401 \*    The Legal, Ethical, and Regulatory Environment of Health Care (2 program points)
- HRM-FPX5402 \*    Planning, Sourcing, and Developing Talent in Health Care Organizations (2 program points)
- HRM-FPX5403 \*    Transforming the Employee Experience in Health Care (2 program points)

*Taken during the learner’s final quarter:*

- HRM-FPX5960 \*    HRM Capstone: Improving and Transforming HR Practice (2.5 program points)

**Total    At least 22.5 program points**

**Business Graduate Certificate Programs**

**Human Resource Management**

The Human Resource Management graduate certificate provides learners with the principles and practices of the human resource management function. Learners in this graduate certificate have the opportunity to enhance skills, knowledge, and abilities through the development of HR competencies.

**Four Required Courses                      16 quarter credits**

- HRM5002    Survey of Human Resource Management in Practice (4 quarter credits)
  - HRM5060 \*    Sourcing and Managing Talent in the Workplace (4 quarter credits)
  - HRM5090 \*    Retaining and Engaging Employees for the Modern Workforce (4 quarter credits)
- In addition, choose one from the following courses:*
- HRM5055 \*    Comprehensive Reward Systems (4 quarter credits)
  - HRM5065 \*    Employment Law in the Successful Workplace (4 quarter credits)
  - HRM5070 \*    Workplace Learning in the Digital Age (4 quarter credits)
  - HRM5075 \*    Leading and Influencing for the Human Resource Practitioner (4 quarter credits)
  - HRM5112    Certification Examination Preparation for the aPHR, PHR and SPHR (4 quarter credits)
  - HRM5115    Certification Examination Preparation for the SHRM-CP and SHRM-SCP (4 quarter credits)

**Total    16 quarter credits**

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

**Pages 152–151 - Undergraduate—Technology Academic Offerings**

The following table has been updated to reflect the retirements of BS in Information Technology specializations in Health Information Management; Project Management; and Project Management, FlexPath option. It also reflects the retirements of undergraduate certificates in Network Technology: Cisco®, Network Technology: Microsoft®, and Software Development; combined options in BS in IT/MS in IAC and BS in IT, IAC/MS in IAC; and the Business Intelligence concentration.

# Undergraduate—Technology Academic Offerings

Degree Program	Specializations/Minors	Concentrations													Honors Pathway	Multiple Specializations <i>(must be within the same degree program)</i>
		Accounting	Addictions	Behavioral Health	Cloud Application Development	Finance	Forensic Psychology	Health Care Management	Human Resource Management	Management and Leadership	Marketing	Mobile Development	Project Management	Programming and Application Development		
Bachelor of Science (BS) in Information Technology	General Information Technology	✓					✓	✓		✓	✓				✓	✓
	General Information Technology, FlexPath option															
	Information Assurance and Cybersecurity	✓					✓	✓		✓	✓				✓	✓
	Information Assurance and Cybersecurity, FlexPath option															
	Data Analytics Minor	✓					✓	✓		✓	✓					✓
	Data Management Minor	✓					✓	✓		✓	✓					✓
	Network Technology Cisco® Minor	✓					✓	✓		✓	✓					✓
	Network Technology Microsoft® Minor	✓					✓	✓		✓	✓					✓
	Software Development											✓	✓	✓	✓	✓

**Pages 161–168 - Graduate—Technology Academic Offerings**

The following table has been updated to reflect the retirements of graduate certificates in Analytics Using SAS, Advanced Analytics Using SAS, Digital Forensics, Information Assurance and Cybersecurity, Network Defense, and Project Management.

## Graduate—Technology Academic Offerings

Degree Programs	Specializations	Certificate Programs	Multiple Specializations <i>(must be within the same degree program)</i>
Doctor of Philosophy (PhD) in Information Technology	General Information Technology		
	Information Assurance and Cybersecurity		
	Project Management		
Doctor of Information Technology (DIT)	General Information Technology		
	Information Assurance and Cybersecurity		
	Project Management		
Master of Science (MS) in Analytics			
Master of Science (MS) in Information Assurance and Cybersecurity	Digital Forensics		✓
	Health Care Security		✓
	Network Defense		✓
Master of Science (MS) in Information Technology	General Information Technology		
	Analytics		✓
	Cybersecurity		✓
	Enterprise Networks and Cloud Computing		✓
	Project Management		✓

**Pages 186–202 - Education Academic Offerings**

The following table has been updated to reflect the retirements of PhD in Education specializations in Curriculum and Instruction, and Postsecondary and Adult Education. It also reflects retirements of MS in Education Innovation and Technology specializations in Competency-Based Instruction, Instruction in the 1:1 Environment, Personalized Learning, and Professional Growth and Development.

# Education Academic Offerings

Degree Programs	Specializations			Concentrations		Multiple Specializations <i>(must be within the same degree program)</i>
	General	Higher Education and Training	P-12	District Leadership	School Leadership	
Doctor of Philosophy (PhD) in Education			Leadership in Educational Administration	✓	✓	
			Special Education Leadership			
		Instructional Design for Online Learning				
		Leadership for Higher Education				
		Nursing Education				
Doctor of Education (EdD)	Adult Education					
			Curriculum and Instruction			
		Educational Leadership				
		Performance Improvement Leadership				
			Reading and Literacy			
Master of Education (MEd) in Teaching and Learning						
Master of Education (MEd) in Teaching and Learning, FlexPath option						
Master of Science (MS) in Education			Curriculum and Instruction			✓
			Early Childhood Education			✓
			Early Childhood Education Studies			✓
			English Language Learning and Teaching			✓
			Leadership in Educational Administration		✓	✓
			Reading and Literacy			✓
			Special Education Teaching			✓
		Instructional Design for Online Learning				✓
		Training and Performance Improvement				✓
Master of Science (MS) in Education Innovation and Technology	General Educational Technology					
Master of Science (MS) in Higher Education		Adult Education				
		Higher Education Leadership and Administration				
		Integrative Studies				

**Pages 208–212 - Undergraduate Nursing Academic Offerings**

The following undergraduate nursing offerings have been updated to reflect course number prefix changes.

**Department of Nursing**

**Bachelor of Science in Nursing (BSN) Degree Program, FlexPath option**

The Bachelor of Science in Nursing accredited degree program (RN-to-BSN) prepares registered nurses for expanded professional nursing practice that impacts patient, systems, and population outcomes. In the program, learners develop and integrate knowledge and skills in patient-centered care, population health, interprofessional collaboration and teamwork, quality improvement, evidence-based practice, and informatics. Learners who pursue this degree program through the FlexPath option earn a BSN through self-paced demonstrations of competencies.

**General Education Requirements**

A minimum of 22.5 program points; see *General Education Courses, FlexPath option.*<sup>†</sup>

**Additional Program Requirements**

*Foundational nursing courses - 15 program points*

*Undergraduate nursing skills coursework totaling 15 program points<sup>†</sup>*

*Required courses - 21 program points*

NHS-FPX4000	Developing a Health Care Perspective (3 program points)
NURS-FPX4010	Leading People, Processes, and Organizations in Interprofessional Practice (3 program points)
NURS-FPX4020	Improving Quality of Care and Patient Safety (3 program points)
NURS-FPX4030	Making Evidence-Based Decisions (3 program points)
NURS-FPX4040	Managing Health Information and Technology (3 program points)
NURS-FPX4050	Coordinating Patient-Centered Care (3 program points)
NURS-FPX4060	Practicing in the Community to Improve Population Health (3 program points)

*Elective courses - 28.5 program points*

*Choose additional FlexPath undergraduate courses to fulfill total program points.<sup>†</sup>*

*Capstone course - 3 program points*

*Taken during the learner's final quarter:*

NURS-FPX4900	* Capstone Project for Nursing (3 program points)
--------------	---

**Total** **At least 90 program points**

**Alabama and Washington residents are not eligible to enroll in this degree program.**

**The BSN, FlexPath option degree program requires learners to maintain a current, independently verifiable, and unrestricted RN license throughout their program.**

<sup>†</sup> Learners in this degree program choose general education, foundational nursing, and elective courses from the FlexPath (-FPX) course list.

**Accelerated Master's Pathway, BSN/MSN option, FlexPath option**

*Learners enrolled in the Accelerated Master's Pathway, BSN/MSN option, FlexPath option complete the following master's-level courses in lieu of NURS-FPX4020 and NURS-FPX4030.*

*Master's-level courses - 6 program points*

NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health (2 program points)
NURS-FPX6016	Quality Improvement of Interprofessional Care (2 program points)
NHS-FPX6004	Health Care Law and Policy (2 program points)

*These courses are taken in addition to the general education and remaining required courses.*

**Total** **90 program points**

**Admission to the Accelerated Master's Pathway. BSN/MSN option, FlexPath option requires learners to have a current, unrestricted RN license.**

**Pages 215–228 - Graduate Nursing Academic Offerings**

The following graduate nursing offerings have been updated to reflect course number prefix changes.

**Department of Nursing**

**Master of Science in Nursing (MSN) Specializations**

**Care Coordination, FlexPath option**

Learners in the MSN Care Coordination specialization examine and apply theories, research, and best practices for the nurse care coordinator. The specialization curriculum emphasizes client assessment and evaluation; care planning; transitioning of care; clinical efficiency; and monitoring, reporting, and analysis techniques used to meet the needs of individuals, caregivers, families, communities, populations, and healthcare organizations. Throughout the specialization, learners evaluate the historical evolution of care coordination and its relevance in population health, emerging health care models and their relationships to care coordination, care coordination structure and process, legal and ethical considerations, the role of cultural competence in care coordination, and the role professional nursing leadership plays in achieving successful quality measurement. Successful graduates of this specialization are prepared to pursue director-level and leadership positions in a wide range of health care settings and organizations that specialize in care coordination nursing. Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies.

**Practicum Requirement(s):**

Minimum of 100 practicum hours. See the **Practicum** section, below, for more information.

**RN-to-MSN Care Coordination, FlexPath option**

**Three Required Bridge Courses 6 program points**

*Required courses:*

NURS-FPX5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health (2 program points)
NURS-FPX5005	Introduction to Nursing Research, Ethics, and Technology (2 program points)
NURS-FPX5007	Leadership for Nursing Practice (2 program points)

**Thirteen Required Courses 27 program points**

*Core courses:*

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's Learners (2 program points)
NHS-FPX6004	Health Care Law and Policy (2 program points)
NHS-FPX6008	Economics and Decision Making in Health Care (2 program points)

<sup>†</sup> Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

**GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.**



*MSN Specializations continued*

- NURS-FPX6011 Evidence-Based Practice for Patient-Centered Care and Population Health (2 program points)
- NURS-FPX6016 Quality Improvement of Interprofessional Care (2 program points)
- NURS-FPX6021 Biopsychosocial Concepts for Advanced Nursing Practice 1 (2 program points)
- NURS-FPX6026 Biopsychosocial Concepts for Advanced Nursing Practice 2 (2 program points)
- NURS-FPX6030 MSN Practicum and Capstone (3 program points)<sup>†</sup>

*Specialization courses:*

- NURS-FPX6610 Introduction to Care Coordination (2 program points)
- NURS-FPX6612 Health Care Models Used in Care Coordination (2 program points)
- NURS-FPX6614 Structure and Process in Care Coordination (2 program points)
- NURS-FPX6616 Ethical and Legal Considerations in Care Coordination (2 program points)
- NURS-FPX6618 Leadership in Care Coordination (2 program points)

**MSN Care Coordination,**

**FlexPath option Total  
27 program points**

**RN-to-MSN Care Coordination,  
FlexPath option Total 33 program points**

**Alabama residents are not eligible to enroll in this degree program.**

**This specialization does not prepare graduates for licensure as an RN or APRN.**

**Learners enrolled in the MSN Care Coordination and RN-to-MSN Care Coordination FlexPath option specializations are required to maintain a current, unrestricted RN license throughout their program.**

<sup>†</sup> **Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.**

**Nursing Education, FlexPath option**

The MSN Nursing Education specialization is designed to prepare professional nurses for the advanced specialty role of a nurse educator and presents the theories, research, and best practices relevant to nursing education. Throughout their coursework, learners develop the knowledge and skills required to facilitate learning; design, deliver, evaluate, and assess nursing education programs; and effectively assess and evaluate learners in a variety of educational settings. Successful graduates of this specialization are prepared to pursue roles as nurse educators in academic and health care settings. The requirements for this specialization are designed to meet the educational requirements for the Certified Nurse Educator (CNE) credential offered by the National League for Nursing (NLN). Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies.

**Practicum Requirement(s):**

Minimum of 100 practicum hours. See the **Practicum** section, below, for more information.

**RN-to-MSN Nursing Education, FlexPath option**

**Three Required Bridge Courses 6 program points**

*Required courses:*

- NURS-FPX5003 Health Assessment and Promotion for Disease Prevention in Population-Focused Health (2 program points)
- NURS-FPX5005 Introduction to Nursing Research, Ethics, and Technology (2 program points)
- NURS-FPX5007 Leadership for Nursing Practice (2 program points)

**Thirteen Required Courses 27 program points**

*Core courses:*

- NHS-FPX5004 Communication, Collaboration, and Case Analysis for Master's Learners (2 program points)
- NHS-FPX6004 Health Care Law and Policy (2 program points)
- NHS-FPX6008 Economics and Decision Making in Health Care (2 program points)
- NURS-FPX6011 Evidence-Based Practice for Patient-Centered Care and Population Health (2 program points)
- NURS-FPX6016 Quality Improvement of Interprofessional Care (2 program points)
- NURS-FPX6021 Biopsychosocial Concepts for Advanced Nursing Practice 1 (2 program points)
- NURS-FPX6026 Biopsychosocial Concepts for Advanced Nursing Practice 2 (2 program points)
- NURS-FPX6030 MSN Practicum and Capstone (3 program points)<sup>†</sup>

*Specialization courses:*

- NURS-FPX6103 The Nurse Educator Role (2 program points)
- NURS-FPX6105 Teaching and Active Learning Strategies (2 program points)
- NURS-FPX6107 Curriculum Design, Development, and Evaluation (2 program points)
- NURS-FPX6109 Integrating Technology into Nursing Education (2 program points)
- NURS-FPX6111 Assessment and Evaluation in Nursing Education (2 program points)

**MSN Nursing Education,  
FlexPath option Total 27 program points**

**RN-to-MSN Nursing Education,  
FlexPath option Total 33 program points**

**Alabama residents are not eligible to enroll in this degree program.**

**This specialization does not prepare graduates for licensure as an RN or APRN.**

**Learners enrolled in the MSN Nursing Education and RN-to-MSN Nursing Education FlexPath option specializations are required to maintain a current, unrestricted RN license throughout their program.**

<sup>†</sup> **Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.**

**Nursing Informatics, FlexPath option**

In the MSN Nursing Informatics specialization, learners analyze and implement contemporary models, theories, research, and best practices for providing nursing care across the lifespan using various health care technologies. Learners investigate the world of health informatics and examine the depth and breadth of health information systems and how they influence strategic planning, decision making, and clinical project management. The specialization curriculum emphasizes best practices in health informatics essentials, including patient safety, electronic medical records, workflow, meaningful use, change management, and the health information system life cycle. Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies.

**Practicum Requirement(s):**

Minimum of 200 practicum hours. See the **Practicum** section, below, for more information.

**RN-to-MSN Nursing Informatics, FlexPath option**

**Three Required Bridge Courses 6 program points**

*Required courses:*

- NURS-FPX5003 Health Assessment and Promotion for Disease Prevention in Population-Focused Health (2 program points)
- NURS-FPX5005 Introduction to Nursing Research, Ethics, and Technology (2 program points)
- NURS-FPX5007 Leadership for Nursing Practice (2 program points)

**Thirteen Required Courses 27 program points**

*Core courses:*

- NHS-FPX5004 Communication, Collaboration, and Case Analysis for Master's Learners (2 program points)
- NHS-FPX6004 Health Care Law and Policy (2 program points)
- NHS-FPX6008 Economics and Decision Making in Health Care (2 program points)
- NURS-FPX6011 Evidence-Based Practice for Patient-Centered Care and Population Health (2 program points)
- NURS-FPX6016 Quality Improvement of Interprofessional Care (2 program points)
- NURS-FPX6021 Biopsychosocial Concepts for Advanced Nursing Practice 1 (2 program points)

<sup>\*</sup> **Denotes courses that have prerequisite(s). Refer to the descriptions for further details.**

**GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.**

*MSN Specializations, continued*

- NURS-FPX6026 Biopsychosocial Concepts for Advanced Nursing Practice 2 (2 program points)
  - NURS-FPX6030 MSN Practicum and Capstone (3 program points)<sup>†</sup>
- Specialization courses:*
- NURS-FPX6410 Fundamentals of Nursing Informatics (2 program points)
  - NURS-FPX6412 Analysis of Clinical Information Systems and Application to Nursing Practice (2 program points)
  - NURS-FPX6414 Advancing Health Care Through Data Mining (2 program points)
  - NURS-FPX6416 Managing the Nursing Informatics Life Cycle (2 program points)
  - NURS-FPX6025 MSN Practicum (2 program points)<sup>†</sup>

<b>MSN Nursing Informatics, FlexPath option Total</b>	<b>27 program points</b>
<b>RN-to-MSN Nursing Informatics, FlexPath option Total</b>	<b>33 program points</b>

**Alabama residents are not eligible to enroll in this degree program.**

**This specialization does not prepare graduates for licensure as an RN or APRN.**

**Learners enrolled in the MSN Nursing Informatics and RN-to-MSN Nursing Informatics FlexPath option specializations are required to maintain a current, unrestricted RN license throughout their program.**

**<sup>†</sup> Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.**

**Nursing Leadership and Administration, FlexPath option**

The MSN Nursing Leadership and Administration specialization presents advanced theories, research, and evidence-based best practices for executive leadership and administration in nursing. Learners develop the knowledge and skills nurse executives need to lead health care innovations, respond to health care challenges and trends, and manage health care quality and safety as well as the finance and operations of the health care organization. Throughout the specialization, learners also assess and further strengthen their characteristics as ethical and culturally aware health care leaders, visionaries, and risk takers and gain an understanding of how to effectively communicate with other members of a health care team to promote strategic thinking, planning, and interprofessional collaboration in practice. Successful graduates of this specialization are prepared to pursue roles as nurse executives in a variety of health care delivery settings. Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies.

**Practicum Requirement(s):**

Minimum of 100 practicum hours. See the [Practicum](#) section, below, for more information.

**RN-to-MSN Nursing Leadership and Administration, FlexPath option**

**Three Required Bridge Courses 6 program points**

*Required courses:*

- NURS-FPX5003 Health Assessment and Promotion for Disease Prevention in Population-Focused Health (2 program points)
- NURS-FPX5005 Introduction to Nursing Research, Ethics, and Technology (2 program points)
- NURS-FPX5007 Leadership for Nursing Practice (2 program points)

**Thirteen Required Courses 27 program points**

*Core courses:*

- NHS-FPX5004 Communication, Collaboration, and Case Analysis for Master's Learners (2 program points)
- NHS-FPX6004 Health Care Law and Policy (2 program points)
- NHS-FPX6008 Economics and Decision Making in Health Care (2 program points)
- NURS-FPX6011 Evidence-Based Practice for Patient-Centered Care and Population Health (2 program points)
- NURS-FPX6016 Quality Improvement of Interprofessional Care (2 program points)
- NURS-FPX6021 Biopsychosocial Concepts for Advanced Nursing Practice 1 (2 program points)
- NURS-FPX6026 Biopsychosocial Concepts for Advanced Nursing Practice 2 (2 program points)
- NURS-FPX6030 MSN Practicum and Capstone (3 program points)<sup>†</sup>

*Specialization courses:*

- NURS-FPX6210 Leadership and Management for Nurse Executives (2 program points)
- NURS-FPX6212 Health Care Quality and Safety Management (2 program points)
- NURS-FPX6214 Health Care Informatics and Technology (2 program points)
- NURS-FPX6216 Advanced Finance and Operations Management (2 program points)
- NURS-FPX6218 Leading the Future of Health Care (2 program points)

**MSN Nursing Leadership and Administration, FlexPath option Total 27 program points**

**RN-to-MSN Nursing Leadership and Administration, FlexPath option Total 33 program points**

**Alabama residents are not eligible to enroll in this degree program.**

**This specialization does not prepare graduates for licensure as an RN or APRN.**

**Learners enrolled in the MSN Nursing Leadership and Administration and RN-to-MSN Nursing Leadership and Administration FlexPath option specializations are required to maintain a current, unrestricted RN license throughout their program.**

**<sup>†</sup> Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.**

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

**Page 233–236 - Undergraduate Psychology Academic Offerings**

The following undergraduate psychology offering has been updated to reflect course numbering prefix updates.

**Bachelor of Science (BS) in Psychology Specializations**

**General Psychology, FlexPath option**

Undergraduate learners in the General Psychology specialization integrate psychology knowledge with associated skills by engaging in a curriculum that presents fundamental psychological concepts, theories, empirical findings, and historical trends. In particular, learners focus on social, abnormal, positive, and biological psychology and lifespan development, motivation and performance, learning and cognition, research methodology, culture and diversity, and ethics. Successful graduates of this specialization are prepared to build on their knowledge and skills at the graduate level or pursue careers in a variety of settings, including education, public service, law enforcement and corrections, business, human development, and rehabilitation and mental health. Learners who pursue this specialization through the FlexPath option earn a BS in Psychology through self-paced demonstrations of competencies.

**General Education Requirements**

A minimum of 22.5 program points; see [General Education Courses, FlexPath option](#).†

Required courses:

- BIO-FPX1000 Human Biology (3 program points)
- ENG-FPX1000 English Composition (3 program points)
- MAT-FPX2001 Statistical Reasoning (3 program points)
- PHI-FPX2000 Ethics (3 program points)
- PSYC-FPX1000 Introduction to Psychology (3 program points)

**Additional Program Requirements**

Core courses - 33 program points

- PSYC-FPX3002 Developing a Psychology Perspective (3 program points)
- PSYC-FPX3210 \* Human Lifespan Development (3 program points)
- PSYC-FPX3500 \* Learning and Cognition (3 program points)
- PSYC-FPX3520 \* Introduction to Social Psychology (3 program points)
- PSYC-FPX3540 \* Culture, Ethnicity, and Diversity (3 program points)
- PSYC-FPX4100 \* History and Modern Systems of Psychology (3 program points)
- PSYC-FPX4310 \* Biological Psychology (3 program points)
- PSYC-FPX4600 \* Research Methods in Psychology (3 program points)
- PSYC-FPX4700 \* Statistics for the Behavioral Sciences (3 program points)

In addition, choose 6 program points of undergraduate psychology courses.†

Elective courses - 31.5 program points

Complete at least 31.5 program points of additional undergraduate courses.†

Capstone course - 3 program points

Taken during the learner's final quarter:

PSYC-FPX4900 \* Psychology Capstone Project (3 program points)

**Total** **At least 90 program points**

† Learners in this specialization choose general education, undergraduate psychology, and elective courses from the FlexPath (-FPX) course list.

**Page 239–252 - Graduate Psychology Academic Offerings**

The following graduate psychology offerings have been updated.

**Doctor of Philosophy (PhD) in Psychology Specialization**

**Behavior Analysis**

The doctoral Behavior Analysis specialization is designed for behavior analyst professionals seeking to serve as academic, research, or clinical leaders in the field of behavior analysis. Learners integrate basic behavior analytic theory, as well as basic and applied research with the practice of applied behavior analysis. Upon completion, learners are prepared to pursue careers in leadership positions within the practice of applied behavior analysis as well as academic and research positions. In combination with a behavior-analytic dissertation, learners who complete this specialization can apply for the doctoral designation as a certified behavior analyst. These specialization requirements are not intended to prepare graduates for licensure as professional counselors or licensed psychologists.

**Twenty-One Required Courses** **At least 88 quarter credits**

**Residency Requirement(s):**

Three ten-week courses with a four-day embedded residency experience (PSY-R8925, PSY-R8926, PSY-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Core courses:

- PSY8002 Foundations of Theory and Practice for Doctoral Psychology Learners (5 quarter credits)
- PSY7115 Research Foundations of History and Systems in Psychology (5 quarter credits)
- PSY7543 \* Ethics and Multicultural Issues in Psychology (5 quarter credits)
- PSY7868 Qualitative Design and Analysis (4 quarter credits)
- PSY8307 \* Advanced Single-Subject Research Design for Behavior Analysis (5 quarter credits)
- PSY8625 \*\* Advanced Inferential Statistics (5 quarter credits)
- PSY8658 \*\* Quantitative Research Methods in Psychology (5 quarter credits)
- PSY-R8925 \* PhD Dissertation Research Seminar Track 1 (3 quarter credits)
- PSY-R8926 \* PhD Dissertation Research Seminar Track 2 (3 quarter credits)
- PSY-R8927 \* PhD Dissertation Research Seminar Track 3 (3 quarter credits)

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

*PhD in Psychology Specialization, continued*

*Specialization courses:*

PSY8301	Single-Subject Research Design Methods (5 quarter credits)
PSY8302	Behaviorism (5 quarter credits)
PSY8303	Experimental Analysis of Behavior (5 quarter credits)
PSY8304	Analysis of Verbal Behavior (5 quarter credits)
PSY8305	Organizational Behavior Management (5 quarter credits)
PSY8306	Education and Teaching in Applied Behavior Analysis (5 quarter credits)

*Upon completion of all required coursework:*

PSY9919 *	Doctoral Comprehensive Examination (3 quarter credits)
-----------	--

*Learners must register for PSY9960 a minimum of four times to fulfill their specialization requirements.*

PSY9960 *	Dissertation Coursework (3 quarter credits each)
-----------	--

**Three Elective Courses            15 quarter credits**

*Choose three from the following thirteen courses:*

PSY6010	Human Prenatal Development (5 quarter credits)
PSY6020 *	Topics in Child and Adolescent Development (5 quarter credits)
PSY7220	Child Psychology (5 quarter credits)
PSY7230	Adolescent Psychology (5 quarter credits)
PSY7422	Motivation (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)
PSY7860	Survey of Research Methods (4 quarter credits)
PSY7864	Quantitative Design and Analysis (4 quarter credits)
PSY8150	Exceptional Children in the Classroom (5 quarter credits)
PSY8711	Principles of Industrial/Organizational Psychology (5 quarter credits)
PSY8730	Consultation Psychology (5 quarter credits)
PSY8763 *	Program Evaluation (5 quarter credits)
PSY8840 *	Principles of Sport Psychology (5 quarter credits)

**Total                                    At least 103 quarter credits**

**\*\* This course has a prerequisite that is not listed as a required course, which may increase the total number of courses needed to complete this specialization. See course descriptions for additional course prerequisites.**

**Doctor of Psychology (PsyD) Specialization**

**Clinical Psychology**

The PsyD Clinical Psychology specialization provides learners with comprehensive clinical training based on theoretical and scientific foundations of psychology, including psychological assessment and intervention. This specialization is designed to prepare graduates to be eligible to apply for clinical psychologist licensure in many states. The curriculum provides both online coursework and face-to-face residencies that focus on ethics, multicultural perspectives, supervision, clinical interviewing skills, cognitive and personality assessment, diagnosis and psychopathology, psychotherapy theory and treatment, and psychological report writing. Learners also engage in traditional clinical training experiences and complete a clinically relevant research project. Learners who choose this specialization typically pursue careers as licensed clinical psychologists, who may provide services in psychotherapy, psychological testing, mental health consulting, research, and higher education teaching.

**Personal Suitability and Fitness for the Profession**  
 Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators in the PsyD Clinical Psychology specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

**Degree Requirement(s):**

- Learners start the PsyD program on an annual basis by registering for PSY8001 in the fall. This course must be completed before registering for other courses.
- Learners may transfer a maximum of 15 quarter credits (three courses) toward a PsyD.
- Learners must complete three academic years of full-time enrollment (at least nine quarters during which learners are registered for 10 or more quarter credits of coursework, exclusive of internship and dissertation courses).

- Learners must complete a minimum of 15 quarter credits at Capella University prior to beginning the year-in-residence.

- Learners must maintain full-time enrollment status during the year-in-residence, completing a minimum of 40 quarter credits during the five quarters of the year-in-residence.

- Learners must register for PSY7113, PSY8220, PSY8230, PSY8240, PSY8310, PSY8316, PSY8330, and PSY8371 during the year-in-residence, in the quarter specified. Learners should refer to the Clinical PsyD Program Manual for general sequencing guidelines.

- Learners must demonstrate readiness for clinical training by completing all year-in-residence coursework and requirements, including passing the Practicum Readiness Evaluation.

- Learners must complete a supervised, site-based practicum and associated coursework.

- Learners must pass the Clinical Competency Examination.

- Learners must complete a clinical dissertation and associated coursework.

- Learners must complete a supervised, site-based internship and associated coursework.

**Residency Requirement(s):**

Clinical Psychology year-in-residence. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see the [PsyD Year-in-Residence](#) section, below, and the Clinical Psychology year-in-residence courses.

PSY-R8301	Professional Issues in Clinical Psychology (non-credit)
PSY-R8302	Intervention: Building Effective Relationships (non-credit)
PSY-R8304	Assessment: Introduction to Psychological Testing (non-credit)
PSY-R8305	Intervention: Diagnostic Interviewing (non-credit)
PSY-R8306	Intervention: Case Formulation (non-credit)
PSY-R8307	Intervention: Treatment Planning (non-credit)
PSY-R8308	Intervention: Crisis Intervention and Risk Assessment (non-credit)
PSY-R8309	Assessment: Adult Cognitive, Achievement, and Adaptive Functioning (non-credit)
PSY-R8310	Assessment: Child Cognitive, Achievement, and Adaptive Functioning (non-credit)
PSY-R8311	Assessment: Personality (non-credit)
PSY-R8312	Assessment: Integrated Report Writing and Case Discussion (non-credit)
PSY-R8313	Assessment: Measuring Treatment and Program Effectiveness (non-credit)
PSY-R8314	Intervention: The Practice of Psychotherapy (non-credit)
PSY-R8316	Residency Capstone: Preparing for Practicum Training (non-credit)

**\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.**

**GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.**

*PsyD Specialization, continued*

PSY-V8303	Professional Development and Socialization (non-credit)
PSY-V8315	Practicum Readiness Evaluation (non-credit)

**Clinical Training Requirement(s):**

*Minimum of 1,000 practicum hours and 2,000 pre-doctoral internship hours. See the PsyD Clinical Training section, below, for more information.*

**Twenty-Five Required Courses 125 quarter credits**

*Core courses:*

PSY8001	Orientation to Professional Psychology (5 quarter credits)
PSY7113	History and Systems of Psychology (5 quarter credits)
PSY7210	Lifespan Development (5 quarter credits)
PSY7320 **	Advanced Biological Psychology (5 quarter credits)
PSY7421	Cognitive/Affective Psychology (5 quarter credits)
PSY7520	Social Psychology (5 quarter credits)
PSY7540	Multicultural Perspectives in Human Behavior (5 quarter credits)
PSY8501**	Advanced Research Methods and Statistics for Professional Psychology (5 quarter credits)
PSY8502 **	Advanced Research Design and Methodology for Professional Psychology (5 quarter credits)

*Specialization courses:*

PSY8220 **	Advanced Psychopathology (5 quarter credits)
PSY8230 **	Psychological Testing (5 quarter credits)
PSY8240 *	Advanced Psychological Testing (5 quarter credits)
PSY8310	Theories of Psychotherapy (5 quarter credits)
PSY8316	Evidence-Based Practice in Psychology (5 quarter credits)
PSY8330	Ethics and Standards of Professional Practice (5 quarter credits)
PSY8371	Strategies of Clinical Supervision and Consultation (5 quarter credits)

*In addition, choose a minimum of three doctoral practicum series courses:*

PSY8951 *	Doctoral Practicum Series (5 quarter credits)
PSY8952 *	Doctoral Practicum Series (5 quarter credits)
PSY8953 *	Doctoral Practicum Series (5 quarter credits)
PSY8954 *	Doctoral Practicum Series (5 quarter credits)
PSY8955 *	Doctoral Practicum Series (5 quarter credits)
PSY8956 *	Doctoral Practicum Series (5 quarter credits)
PSY8957 *	Doctoral Practicum Series (5 quarter credits)
PSY8958 *	Doctoral Practicum Series (5 quarter credits)

*In addition, choose a minimum of two clinical dissertation series courses:*

PSY9911 *	Clinical Dissertation Series (5 quarter credits)
-----------	--

PSY9912 *	Clinical Dissertation Series (5 quarter credits)
PSY9913 *	Clinical Dissertation Series (5 quarter credits)
PSY9914 *	Clinical Dissertation Series (5 quarter credits)
PSY9915 *	Clinical Dissertation Series (5 quarter credits)
PSY9916 *	Clinical Dissertation Series (5 quarter credits)
PSY9917 *	Clinical Dissertation Series (5 quarter credits)
PSY9918 *	Clinical Dissertation Series (5 quarter credits)

*In addition, choose a minimum of four doctoral internship series courses:*

PSY8971 *	Doctoral Internship Series (5 quarter credits)
PSY8972 *	Doctoral Internship Series (5 quarter credits)
PSY8973 *	Doctoral Internship Series (5 quarter credits)
PSY8974 *	Doctoral Internship Series (5 quarter credits)
PSY8975 *	Doctoral Internship Series (5 quarter credits)
PSY8976 *	Doctoral Internship Series (5 quarter credits)
PSY8977 *	Doctoral Internship Series (5 quarter credits)
PSY8978 *	Doctoral Internship Series (5 quarter credits)

**Four Elective Courses 20 quarter credits**

*Choose any graduate courses, excluding introductory and special topics courses, lectures, seminars, practica, internships, and any Capella-designated first course.*

**Total 145 quarter credits**

**\*\* This course has a prerequisite that is not listed as a required course, which may increase the total number of courses needed to complete this specialization. See course descriptions for additional course prerequisites.**

**Courses without a PSY designation may be worth fewer than five quarter credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Psychology can be used as an option to complete the total required credits needed for graduation.**

**This specialization is not accredited by the American Psychological Association (APA) or by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website ([www.capella.edu](http://www.capella.edu)).**

**Iowa and Maryland residents are not eligible to enroll in this specialization.**

**PsyD Clinical Psychology Year-in-Residence**

The residency requirement for the PsyD Clinical Psychology specialization is satisfied by completion of the Clinical Psychology year-in-residence. The year-in-residence provides opportunities for learners to develop clinical skills and to strengthen their socialization into the profession of psychology, and for faculty to assess learners' clinical skills and evaluate their fitness for the field of professional psychology. All residencies are taught by Clinical PsyD faculty and occur in a face-to-face format, with faculty and learners both onsite.

The Clinical Psychology year-in-residence requires the following:

- Learners must complete a minimum of 15 quarter credits at Capella University prior to beginning the year-in-residence.
- Learners must maintain full-time, continuous enrollment status during the year-in-residence, registering for at least 10 quarter credits of coursework during at least three quarters and completing a minimum of 40 quarter credits during the five quarters of the year-in-residence.
- Learners must register for PSY7113, PSY8220, PSY8230, PSY8240, PSY8310, PSY8316, PSY8330, and PSY8371 during the year-in-residence, in the quarter specified. Learners should refer to the *Clinical PsyD Program Manual* for general sequencing guidelines.
- Learners must demonstrate readiness for clinical training by completing all year-in-residence coursework and requirements, including passing the Practicum Readiness Evaluation.

The Clinical Psychology year-in-residence includes the following activities:

- A. Learners complete at least 500 hours of formally scheduled face-to-face instruction and professional socialization with PsyD Clinical Psychology specialization faculty and learners during the five quarters of the year-in-residence. All learners are required to be physically present at each residency experience. These formally scheduled residency experiences take place over a period not to exceed 13 months and are associated with specific online courses, and include the following components, taken in sequence:
  - Learners begin the Clinical Psychology year-in-residence with the first twelve-day extended seminar (PSY-R8301, PSY-R8302, PSY-V8303, PSY-R8304), typically scheduled in June.

**\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.**

**GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.**

- Learners complete eight consecutive residency courses (PSY-R8305–PSY-R8312), typically scheduled August through May.
  - Learners complete the Clinical Psychology year-in-residence with the final twelve-day extended seminar (PSY-R8313, PSY-R8314, PSY-V8315, PSY-R8316), typically scheduled in June.
- B. Learners complete at least 100 hours of participation in professional activities. These activities must be completed during the year-in-residence but extend beyond the year-in-residence requirements described above. Activities include participation in local, state, and national professional organizations, and engaging in scholarly activities commonly associated with doctoral professional psychology training. These hours are documented in the learner’s Professional Portfolio.
3. Faculty evaluate learners’ clinical skills and fitness for the profession, thereby satisfying their professional and ethical obligations to ensure that all learners have the competence necessary to progress to clinical training and that they demonstrate personal suitability and fitness for the profession of psychology. Faculty evaluate learners’ readiness for clinical training and fitness for the profession formatively throughout the year-in-residence and summatively in the Practicum Readiness Evaluation at the conclusion of the year-in-residence.

For more detailed information on residencies, learners should refer to the *Clinical PsyD Program Manual*.

The Clinical Psychology year-in-residence has three fundamental objectives.

1. Learners develop clinical skills and demonstrate readiness for clinical training by engaging in face-to-face training and practice opportunities for skills development. Learners develop and demonstrate competency in relationship building; diagnostic interviewing; case formulation; treatment planning; crisis intervention and risk assessment; adult and child cognitive, achievement, and adaptive functioning assessment; personality assessment; report writing and case discussion; measuring treatment and program effectiveness; and implementing psychotherapy.
2. Learners develop and demonstrate the professional and personal competencies required for appropriate socialization into the profession of psychology, including suitability and fitness for the profession. Learners develop these competencies by working closely with faculty and other learners, engaging in professional training and scholarship, and participating in social and intellectual discussions with faculty and peers to acquire the habits, skills, and insights necessary for the professional practice of psychology. Learners acquire the ability to manage professional relationships in an effective and appropriate manner; exhibit the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations; demonstrate self-awareness, self-reflection, self-evaluation, and ethical responsibility; demonstrate openness to processes of supervision and a commitment to lifelong learning; and satisfactorily resolve issues or problems that interfere with professional development or functioning.

---

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

## Pages 263–421 - Course Descriptions

The following course descriptions have been added or updated.

## GuidedPath Course Descriptions

The following courses may require live web conferencing activities and/or learner audio/video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations.

### Psychology (Graduate)

**PSY-V8303 - Professional Development and Socialization (non-credit).** This residency experience is focused on the learner's development as a psychologist-in-training and socialization into the profession of psychology. Learners develop an understanding of program components and requirements; examine appropriate use of program resources to successfully complete the year; explore professional organizations to facilitate their professional growth; begin developing a professional portfolio; and identify and embrace the attitudes and language of professional psychology. **This residency experience is virtual. This residency requirement is associated with PSY8330.**

**PSY-V8315 - Practicum Readiness Evaluation (non-credit).** This residency experience marks the progression from pre-practicum training to practicum readiness and includes the Clinical Skills Demonstration, Clinical Knowledge Assessment, and Professional Portfolio Review. By passing all three parts of this evaluation, learners demonstrate the skills, knowledge, and attitudes necessary for beginning practicum training. **This residency experience is virtual. This residency requirement is associated with PSY8371.**

## FlexPath Course Descriptions

The following courses may require live web conferencing activities and/or learner audio/video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations.

### Business

**BUS-FPX3006 - Developing a Health Care Management Perspective (3 program points).** In this course, learners develop basic knowledge of how fundamental business principles and leadership styles apply to health care management. In addition, learners explore managerial roles, responsibilities, and ethical practices, and apply critical thinking, problem solving, and technical skills to healthcare management practice. **For BS Health Care Management, FlexPath option learners only. Learners may only earn credit for BUS3003 or BUS-FPX3006 or BUS-FPX3007. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**BUS-FPX3007 - Developing a Business Perspective (3 program points).** In this course, learners build and strengthen the knowledge, skills, and abilities needed to succeed in their program and the workplace. Learners engage in interactive activities that help them develop and demonstrate a business perspective and expand their organizational, research, critical-thinking, and problem-solving skills. Other topics include ethics, team relationships, project creation, and writing effectively for business. **For BS in Business, FlexPath option learners only. Learners may only earn credit for BUS3003 or BUS-FPX3006 or BUS-FPX3007. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**BUS-FPX3011 - Fundamentals of Management (1.5 program points).** In this course, learners examine the fundamental principles of management and the characteristics that make an effective manager. Learners then apply these principles in management decision-making roles of planner, organizer, controller, and communicator. **Learners who have received credit for BUS3010 may not take BUS-FPX3011.**

**BUS-FPX3012 - Fundamentals of Leadership (1.5 program points).** This course is an introduction to principles and theories of leadership behavior and their application in business and community settings. Learners develop and demonstrate awareness of the characteristics, styles, and practices necessary for effective leadership. **Learners who have received credit for BUS3010 may not take BUS-FPX3012.**

**BUS-FPX3021 - Fundamentals of Business Law (1.5 program points).** In this course, learners explore and articulate the influences on businesses of statutory, contract, tort, and legal entity law. Learners evaluate the historical underpinnings and

origins of the court system's ability to adjudicate commercial disputes. Learners also develop and demonstrate their legal vocabulary, an understanding of core legal concepts, and basic legal research skills.

**BUS-FPX3022 - Fundamentals of Supply Chain Management (1.5 program points).** This course is an introduction to modern concepts and practices of efficient supply chain management. Learners build their knowledge of and demonstrate the relevance of supply chain design in support of organizational strategy and assess the effectiveness of supply chains to meet customer demands. Through the use of case studies, learners also analyze existing supply chain systems and recommend improvements.

**BUS-FPX3026 - Foundations and Future of Health Care Delivery Management (3 program points).** This course offers an in-depth study of national and global healthcare from a business management perspective. Learners examine the history and evolution of both the U.S. and global healthcare delivery systems. Learners also apply critical thinking skills to analyze a variety of management challenges related to population health indicators, political, economic, and consumer driven forces. Finally, learners explore the high level of change and innovation in the healthcare system by applying change management concepts and skills related to emerging and future trends in healthcare delivery.

**BUS-FPX3030 - Fundamentals of Marketing and Sales (3 program points).** In this course, learners focus on the fundamentals of marketing and sales, including market research and planning, product differentiation and positioning, marketing communications, differences between consumer and business markets, and relational marketing and sales strategy. Learners demonstrate course competencies by preparing and presenting a marketing and sales plan and a corresponding marketing and sales strategy for a simple product offering.

**BUS-FPX3040 - Fundamentals of Human Resource Management (3 program points).** This course is a survey of the human resources management (HRM) field and its function and role in the organization. Learners develop their knowledge of fundamental HRM principles and demonstrate competencies in areas such as compensation and benefits, legal requirements, and training and development.

**BUS-FPX3050 - Fundamentals of Organizational Communication (3 program points).** This course helps learners understand and apply the fundamentals of organizational communication. Learners analyze the interrelationship of organizational communication, symbols, culture, performance, and effective communication practices in relationships internal and external to the enterprise. Learners also examine how effective organizational communication contributes to successful organizational performance and the ways elements of organizational communication interact and function in an enterprise.

**BUS-FPX3061 - Fundamentals of Accounting (1.5 program points).** This course is an introduction to the accounting function in modern business organizations. Learners define accounting terminology and explore its application to accounting principles. Learners also apply accounting cycle strategies to business financial events and prepare financial statements from accounting system data. **Learners who have received credit for BUS3060 may not take BUS-FPX3061.**

**BUS-FPX3062 - Fundamentals of Finance (1.5 program points).** In this course, learners gain and apply finance basics including the time value of money concepts, stock and bond valuation techniques, and capital budgeting processes. Learners also demonstrate ways the relationship of domestic and global financial environments affect financial markets. **Learners who have received credit for BUS3060 may not take BUS-FPX3062.**

**BUS-FPX4011 - Virtual Team Collaboration (3 program points).** Learners gain knowledge of and examine practical communication and collaboration skills necessary for effective participation in and leadership of teams in a virtual networked context. Learners also analyze various forms of collaborative leadership and participate in collaborative leadership experiences within a virtual networked organizational setting. **Prerequisite(s): BUS3010, or BUS-FPX3011 and BUS-FPX3012.**

**BUS-FPX4012 - Leadership in Organizations (3 program points).** In this course, learners create effective theories of leadership in the networked enterprise at different organizational levels and from different perspectives. Learners develop and demonstrate their knowledge of the skills that support personal characteristics of effective leaders, such as coaching strategies, personal integrity, trustworthiness, courage and generosity, and an ability to encourage others to participate in leadership. **Prerequisite(s): BUS3010, or BUS-FPX3011 and BUS-FPX3012.**

**BUS-FPX4013 - Organizational Structure, Learning, and Performance (3 program points).** Learners in this course analyze organizational structures and their influence on organizational intelligence, learning ability, and the practical performance of an enterprise. The course includes an emphasis on the adaptive and responsive organization and its relationship to enterprise stakeholders and environment. Learners evaluate a case study that illustrates the interrelatedness of organizational structure, learning, and performance in order to create a model of a high-performance organization. **Prerequisite(s): BUS3010, or BUS-FPX3011 and BUS-FPX3012.**

**BUS-FPX4014 - Operations Management for Competitive Advantage (3 program points).** This course is a survey of operations management. Learners analyze strategic product and service design, major capacity and location decision-making processes, and process and control system operations. Learners use case studies to build a working knowledge of the important concepts and decision-making tools. **Prerequisite(s): BUS3010, or BUS-FPX3011 and BUS-FPX3012.**

**BUS-FPX4015 - Strategic Planning and Implementation (3 program points).** Learners develop their understanding of strategic planning and implementation using case studies and simulations of various business planning processes and by exploring the unpredictable dimension of strategic business planning. Learners show how integrating unplanned developments into existing strategy is an important part of real-world strategic planning. **Prerequisite(s): BUS3010, or BUS-FPX3011 and BUS-FPX3012.**

**BUS-FPX4016 - Global Business Relationships (3 program points).** Within an international business research framework, learners use selected case studies and complementary theory to build and demonstrate a broad understanding of international business. Learners analyze multiple dimensions of international business including cultural; business structure; finance and trade; technology and communications; and political, economic, and legal perspectives to determine patterns and hierarchies in international business cultures. **Prerequisite(s): BUS3010, or BUS-FPX3011 and BUS-FPX3012.**

**BUS-FPX4024 - Customer Behavior (3 program points).** Learners in this course demonstrate their knowledge of ways customers acquire, consume, and dispose of products and services. Learners analyze the buyer behavior of individual consumers, businesses, and governments and evaluate the influence demographics, popular culture, and subcultures have on buyer behavior. Learners also assess the managerial application of consumer behavior concepts, including current issues associated with ethics, law, and regulation. **Prerequisite(s): BUS-FPX3030.**

**BUS-FPX4043 - Compensation and Benefits Management (3 program points).** In this course, learners focus on theories related to compensation and reward systems in organizations and the practices used to create and maintain these systems. Course competencies include creating a base benefit plan, evaluating incentive programs, and analyzing the effects of laws and regulatory agencies on compensation and benefits strategies. Learners also demonstrate a working knowledge of social and legal issues pertaining to compensation and of the skills organizations need to maintain competitive HR functions. **Prerequisite(s): BUS-FPX3040.**

**BUS-FPX4044 - Legal Issues in Human Resource Management (3 program points).** In this course, learners identify the scope and purpose of the legal framework of an enterprise. Learners analyze the effects of legal issues on an organization's human resource management function. Learners also create strategies for managing legal issues and identify ways to implement them. **Prerequisite(s): BUS-FPX3040.**

**BUS-FPX4045 - Recruiting, Retention, and Development (3 program points).** This course focuses on strategies for recruiting, selecting, and retaining top talent in support of the strategic needs of an organization. Learners analyze talent and acquisition strategies within the context of laws

and regulations and explore current recruitment and selection techniques. **Prerequisite(s): BUS-FPX3040.**

**BUS-FPX4046 - Employee and Labor Relations (3 program points).** This course focuses on the dynamics of creating a mutually beneficial relationship between employer and employee. Topics include maintaining legal compliance and cultivating positive employee morale. Learners analyze and explain factors that affect the relationships between employees and organizations and how workplace policies can influence ethically and legally sound human resource management practices. Learners also examine and describe the impact of labor unions on the organization. **Prerequisite(s): BUS-FPX3040, BUS-FPX3045.**

**BUS-FPX4047 - Employee Training and Development (3 program points).** In this course, learners assess and apply strategies of building effective training solutions that support an organization's human resource management goals. Learners identify Business strategies that lead to measurable and meaningful performance results, and gain and practice a deeper understanding of learning organizations. **Prerequisite(s): BUS-FPX3040.**

**BUS-FPX4048 - International Human Resource Management Issues (3 program points).** This course is an introduction to human resource management (HRM) in multinational corporations. Learners analyze global issues that affect HRM practices and investigate the role of culture and its influence in these organizations. **Prerequisite(s): BUS-FPX3040.**

**BUS-FPX4060 - Financial Accounting Principles (3 program points).** This course focuses on financial accounting principles and ways accounting information is used to assess an organization's financial performance. Learners evaluate the relationship between business events and accounting systems and analyze an organization's financial structure. **Prerequisite(s): BUS3060 or BUS-FPX3061.**

**BUS-FPX4061 - Managerial Accounting Principles (3 program points).** In this course, learners identify the role of accounting as it relates to managing an organization, then analyze accounting systems and financial statements. Learners also apply sound budgeting and time value of money principles from a managerial perspective. **Prerequisite(s): BUS-FPX4060.**

**BUS-FPX4062 - Intermediate Financial Accounting Topics and Trends (3 program points).** Learners in this course develop and exercise a working knowledge of financial accounting theory and practice using Generally Accepted Accounting Principles (GAAP) and Financial Accounting Standards Board (FASB) pronouncements. Learners acquire financial reporting skills and apply financial statement conceptual frameworks to prepare financial statements. **Prerequisite(s): BUS-FPX4060.**



**BUS-FPX4063 - Advanced Financial Accounting Topics and Trends (3 program points).** In this course, learners analyze and apply advanced financial accounting concepts and consolidated financial statement information. Learners also evaluate the influence of global money markets and demonstrate knowledge of partnership and corporate accounting issues and governmental entities. **Prerequisite(s):** *BUS-FPX4062.*

**BUS-FPX4064 - Cost Accounting for Planning and Control (3 program points).** This course emphasizes the role of cost and managerial accounting in the planning, control, and performance evaluation of business organizations. Learners examine the theory and practice of business control and identify strategic aspects within business decision cycles. **Prerequisite(s):** *BUS-FPX4061.*

**BUS-FPX4065 - Income Tax Concepts and Strategies (3 program points).** In this course, learners build and strengthen their knowledge of fundamental concepts of individual, partnership, and corporate income taxation and tax-related transactions. Learners examine events that affect tax decisions, apply tax guidelines, and analyze tax forms. **Prerequisite(s):** *BUS-FPX4060.*

**BUS-FPX4068 - Contemporary Auditing Using Investigative Accounting Practices (3 program points).** In this course, learners analyze the various types of financial and forensic audits, and the environment surrounding financial and forensic auditing. Learners also assess the background, practice and methods of conducting an audit, and ancillary services offered during an examination. Finally, learners use previously acquired accounting knowledge and investigative skills to render opinions and answer financial questions. **Prerequisite(s):** *BUS-FPX4063.*

**BUS-FPX4070 - Foundations in Finance (3 program points).** Learners in this course analyze principles of financial decision making and ways global economic conditions affect financial theory and decision-making processes. Learners also evaluate and apply finance principles using financial tools. **Prerequisite(s):** *BUS3060 or BUS-FPX3062.*

**BUS-FPX4121 - Ethics in Health Care Management (3 program points).** The focus of this course is on the ethical principles that guide health care management practices. Learners examine the role of personal moral integrity in ethical health care leadership, as well as the external and internal forces that influence health care management. Finally, learners also analyze a variety of ethical dilemmas that health care leaders face in today's rapidly changing health care environment. **Prerequisite(s):** *BUS-FPX3026.*

**BUS-FPX4122 - Health Care Economics (3 program points).** This course offers an in-depth study of health care economics and prepares learners to apply this knowledge to the future needs of health care organizations. It focuses on issues related to efficiency, effectiveness, value, and behavior in the production and consumption

of health care. Learners examine current trends and historical perspectives in the health care industry to understand its unique economic structure, while applying critical thinking skills to analyze systemic impacts of the behavior of individuals, health care providers, public and private organizations, and governments. Learners also evaluate current public policies and reimbursement systems as well as their impacts on the overall health care system. **Prerequisite(s):** *BUS-FPX3026; BUS3060, or BUS-FPX3061 and BUS-FPX3062.*

**BUS-FPX4123 - Quality Assurance and Risk Management (3 program points).** In this course, learners research the interconnected functions of quality assurance and risk management in the health care field and show how these factors are used to increase the quality of patient care and decrease the risk of litigation. Learners strategically analyze key components of quality assurance and risk management functions, quality indicators, and valid and reliable sources of decision-making information. Learners also use quality assurance assessment and evaluation to demonstrate how to continually meet an organization's educational needs. **Prerequisite(s):** *BUS-FPX3026.*

**BUS-FPX4124 - Health Care Marketing and Strategic Planning (3 program points).** Learners in this course build and apply a working knowledge of marketing and strategic planning in the health care field. Learners analyze external and internal marketing data, investigate industry competitive forces and marketing trends, and examine quality indicators and sources of consumer-driven information that are vital to the development of a marketing plan. Learners also use surveys and focus groups to assess consumer wants and demands. This course emphasizes the critical role of marketing in the health care organization's overall strategic plan and the associated significance of aligning marketing and strategic plan goals. **Prerequisite(s):** *BUS-FPX3026, BUS-FPX3030.*

**BUS-FPX4125 - Legal Aspects of Health Care Management (3 program points).** In this course, learners gauge the impact of laws and regulations in various health care organization contexts. Learners analyze local, state, and federal health care laws and evaluate their applicability and effect on patient rights, care, and confidentiality; human resources; and organizational and professional licensure. Learners also research and examine common health care contractual arrangements and strategize organizational procedures that assist with managing potential legal risks associated with referral practices, employee and patient safety, and medical error. **Prerequisite(s):** *BUS-FPX3026.*

**BUS-FPX4126 - Health Care Information Management (3 program points).** This course focuses on effective Information Management in the health care field. Learners explore and report on the ways information is managed and leveraged in the areas of daily

operations; patient care, confidentiality, and safety; billing, finance, and cost-benefits analysis; and strategic planning. Learners also build and demonstrate competence using software and hardware systems and their associated clinical and administration applications. **Prerequisite(s):** *BUS-FPX3026.*

**BUS-FPX4127 - Evidence-Based Health Care Management (3 program points).** Learners in this course develop and apply an understanding of the origin, concept, and practice of evidence-based management relative to the health care field. Learners analyze the credibility and validity of evidence sources and identify potential evidence sources to use in health care management decision making. Learners also synthesize information from variety of evidence based sources to support leadership decisions from an operational and strategic perspective. **Prerequisite(s):** *BUS-FPX3026.*

**BUS-FPX4128 - Cultural Competence in Health Care (3 program points).** In this course, learners gain and apply knowledge of the business management skills used to effectively assess, create, and lead culturally competent health care organizations. Learners explore management responsibilities for creating and maintaining a workplace environment of cultural diversity and inclusion, as well as the challenges associated with this responsibility and the resources available to meet those challenges. Learners also examine how cultural health disparities and the social determinants of health affect the ability of health care organizations to provide culturally competent health care programs and services. **Prerequisite(s):** *BUS-FPX3026.*

**BUS-FPX4801 - Ethics and Enterprise (3 program points).** The focus of this course is on the economic, social, and environmental effects of business decisions and policies. Learners identify significant ethical issues affecting today's multicultural business environment and evaluate how businesses have responded to them through policy development. Through case studies and examples of current business practices, learners analyze successful and unsuccessful strategies for establishing ethical standards and corporate social responsibility.

**BUS-FPX4802 - Change Management (3 program points).** In this course, learners acquire and demonstrate change management competencies by exploring change dynamics and identifying ways to facilitate change. In addition, learners identify knowledge and skills required to lead, facilitate, and support change management. Case studies help learners gain an understanding of the unfolding dynamics of planned and unplanned change in organizations from the multiple perspectives of various stakeholders. Trust building, fear containment, and broad participation in the change process receive special attention.

**BUS-FPX4993 - Business Capstone Project (3 program points).** The capstone project is the culmination of the BS in Business degree program. Learners demonstrate their technical and applied

business knowledge and competencies along with critical-thinking and communication skills. Learners also formulate ideas for a new business product or service, create a vision, and develop a strategic plan that describes how to implement their concept. **For BS in Business, FlexPath option learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.**

## Human Resource Management

**HRM-FPX5401 - The Legal, Ethical, and Regulatory Environment of Health Care (2 program points).** Learners in this course study the legal, ethical, and regulatory environment of health care and the impact on human resource management. Learners examine health care delivery systems, revenue sources, laws, regulations, ethics, and compliance requirements, including ways to support and mitigate risk in the complex health care environment. **Prerequisite(s): HRM-FPX5002, HRM-FPX5065.**

**HRM-FPX5402 - Planning, Sourcing, and Developing Talent in Health Care Organizations (2 program points).** In this course, learners examine talent acquisition, employee development, and workforce planning in health care organizations. Learners analyze, develop, and apply models and approaches for the unique needs of health care talent management. **Prerequisite(s): HRM-FPX5002, HRM-FPX5060, HRM-FPX5401.**

**HRM-FPX5403 - Transforming the Employee Experience in Health Care (2 program points).** This course focuses on human resource (HR) practices to retain and engage the health care workforce. Learners examine HR's role in organizational transformation and supporting positive patient outcomes by creating a culture of quality, high performing, and engaged employees. Learners also strengthen their understanding on how HR supports employee health and wellness. **Prerequisite(s): HRM-FPX5002, HRM-FPX5090, HRM-FPX5401.**

## Nursing

**NURS-FPX5003 - Health Assessment and Promotion for Disease Prevention in Population-Focused Health (2 program points).** In this course, learners apply concepts, frameworks, and models used to foster health promotion and disease prevention, particularly in diverse and vulnerable populations. Learners evaluate individual and population wellness from multicultural, ethnic, traditional, and spiritual perspectives. Learners examine factors that cause disparities in wellness among people in diverse and vulnerable populations. By analyzing effective health assessment methods and communication strategies, learners identify best practices for developing a population-focused approach to health promotion and disease prevention. **For MSN, FlexPath option learners only.**

**NURS-FPX5005 - Introduction to Nursing Research, Ethics, and Technology (2 program points).** Learners in this course gain and demonstrate knowledge of nursing research, ethics, and information technology in health care settings. Learners apply the basic principles of nursing research and ways that information systems and patient care technologies contribute to improving patient outcomes. Learners also evaluate ethics in nursing research and scholarship and how evidence-based practice relates to the effective use of information technologies in nursing practice. **For MSN, FlexPath option learners only.**

**NURS-FPX5007 - Leadership for Nursing Practice (2 program points).** In this course, learners examine and apply theoretical concepts and leadership competencies for nursing practice. Learners evaluate evidence-based best practices and behaviors that support effective nursing leadership in health care settings, and analyze strategies for coordination, delegation, and goal setting and performance improvement. Learners also assess concepts and principles of health care policy, legal and regulatory issues, and quality control in health care and the nursing profession. **For MSN, FlexPath option learners only.**

**NURS-FPX6011 - Evidence-Based Practice for Patient-Centered Care and Population Health (2 program points).** Learners in this course acquire an understanding of the nature of evidence and its relative value and weight in making clinical decisions that impact patient and population outcomes. In particular, learners assess appropriate methods and analytic approaches in order to investigate, evaluate, and synthesize the best available evidence for potential solutions and innovations. **For MSN, FlexPath option learners only.**

**NURS-FPX6016 - Quality Improvement of Interprofessional Care (2 program points).** In this course, learners develop and demonstrate competence in the design, implementation, and evaluation of interprofessional quality improvement initiatives. Learners investigate models for quality improvement, with an emphasis on outcome identification and measurement. Learners also examine quality within the context of patient safety through adverse event and near-miss analyses. **For MSN, FlexPath option learners only.**

**NURS-FPX6021 - Biopsychosocial Concepts for Advanced Nursing Practice 1 (2 program points).** Learners in this course develop the knowledge, skills, and abilities needed to integrate select biopsychosocial concepts into professional processes that promote quality and cost-effective patient and systems outcomes, with particular emphasis on the ways in which these concepts impact the National Academy of Medicine's six aims of health care improvement: Safe, Effective, Patient-centered, Timely, Efficient, and Equitable. **For MSN, FlexPath option learners only.**

**NURS-FPX6025 - MSN Practicum (2 program points).** Learners in this course develop their critical thinking skills and gain advanced nursing knowledge in preparation for master's-level nursing practice in a designated specialization. Learners create and implement a personalized practice immersion

experience under the supervision of a preceptor at a site of their choice and demonstrate synthesis of professional and academic growth and practice by participating in a community of collaboration, sharing resources, experiences, and practice tips with their fellow learners. Throughout the practice immersion, learners also develop and maintain an electronic portfolio that includes coursework products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). **For MSN, FlexPath option learners only. Special permission is required for registration. Cannot be fulfilled by transfer.**

**NURS-FPX6026 - Biopsychosocial Concepts for Advanced Nursing Practice 2 (2 program points).** Learners in this course develop the knowledge, skills, and abilities needed to integrate select biopsychosocial concepts into professional processes that promote quality and cost-effective patient and systems outcomes, with particular emphasis on the ways in which these concepts impact population health, as defined by the Institute for Healthcare Improvement. **For MSN, FlexPath option learners only.**

**NURS-FPX6030 - MSN Practicum and Capstone (3 program points).** Learners in this course develop their critical thinking skills and gain advanced nursing knowledge in preparation for master's-level nursing practice in a designated specialization. Learners create and implement a personalized practicum experience under the supervision of a preceptor at a site of their choice and demonstrate synthesis of professional and academic growth and practice. Throughout the practicum, learners also develop and maintain an electronic portfolio that includes coursework products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). **For MSN, FlexPath option learners only. Special permission is required for registration. Cannot be fulfilled by transfer.**

**NURS-FPX6103 - The Nurse Educator Role (2 program points).** In the course, learners examine the tripartite faculty role of teaching, service, and scholarship and the responsibilities associated with functioning as a nurse educator in an academic or health care environment. Learners also analyze nurse educator competencies and the professional development activities expected of those who fill this multidimensional role. **For MSN, FlexPath option learners only.**

**NURS-FPX6105 - Teaching and Active Learning Strategies (2 program points).** In this course, learners examine how the application of educational theory and teaching strategies facilitate learning in the classroom, online, in the laboratory, and in clinical settings. Learners also investigate concepts associated with the domains of learning, learning styles, student engagement, and classroom management techniques. **For MSN, FlexPath option learners only.**

**NURS-FPX6107 - Curriculum Design, Development, and Evaluation (2 program points).** In this course, learners examine curriculum frameworks and models used in nursing education. Throughout the course, learners demonstrate their understanding of these frameworks by beginning to develop curricula that are designed to reflect professional nursing standards and contemporary health care trends and that are structured to achieve expected student outcomes. Learners also investigate the evaluation process used to assess curriculum design and identify accreditation and regulatory requirements that impact nursing curricula. *For MSN, FlexPath option learners only.*

**NURS-FPX6109 - Integrating Technology into Nursing Education (2 program points).** In this course, learners examine the integration of current and evolving technology into nursing education. Learners investigate the use of multimedia, social media, computer-based technology, learning management systems, simulation, technology tools for outcomes assessment, and the process for selecting the appropriate technology. Learners demonstrate their ability to integrate technology in an academic or health care environment by developing a relevant project and accompanying evaluation plan. *For MSN, FlexPath option learners only.*

**NURS-FPX6111 - Assessment and Evaluation in Nursing Education (2 program points).** In this course, learners investigate a variety of strategies used to assess and evaluate student learning in the classroom, online, in the laboratory, and in clinical settings, as well as within all domains of learning. Learners develop and demonstrate the skills required to use assessment and evaluation data to improve the teaching-learning process, measure the achievement of learning outcomes, and evaluate program effectiveness. *For MSN, FlexPath option learners only.*

**NURS-FPX6210 - Leadership and Management for Nurse Executives (2 program points).** Learners in this course develop and demonstrate knowledge of contemporary leadership and management concepts and theories relevant to a variety of health care delivery settings. Learners analyze the nurse leader's role in leading high-performing health care teams and examine the skills needed to collaborate with, and create buy-in from, stakeholders, colleagues, constituencies, and interdisciplinary teams. Learners also examine the impact of cultural, ethical, and regulatory considerations on decision making and implement a future-looking strategic vision to ensure sustainable gains in quality and safety. *For MSN, FlexPath option learners only.*

**NURS-FPX6212 - Health Care Quality and Safety Management (2 program points).** Learners in this course examine the nurse leader's role in helping to effectively integrate into health care delivery systems the quality and safety principles that inform evidence-based changes and best practices. Learners demonstrate an understanding of the ways they can measure health care quality and safety; monitor and assess patient safety

and outcomes; develop a transparent system for identifying and resolving medical errors and adverse patient outcomes; use data to monitor and improve patient care and outcomes; and support a culture of quality and safety. *For MSN, FlexPath option learners only.*

**NURS-FPX6214 - Health Care Informatics and Technology (2 program points).** Learners in this course gain and demonstrate the knowledge and skills nurse leaders need in order to utilize health information technology to enhance patient care and outcomes. In particular, learners develop a strategy for technological integration and examine the ways in which they can use technology to evaluate patient data to inform patient diagnoses and outcomes. Learners also assess the effective management of technological change within the health care environment and examine issues of consumer access to information and the privacy and confidentiality of patient information. *For MSN, FlexPath option learners only.*

**NURS-FPX6216 - Advanced Finance and Operations Management (2 program points).** Learners in this course examine the nurse leader's role in establishing and managing an operations and capital budget. In particular, learners develop an understanding of how to incorporate variances or discretionary spending, manage the labor force within budget parameters, examine the availability and appropriate use of equipment and supplies, and apply finance principles to a strategic plan for achieving an organization's fiscal goals. *For MSN, FlexPath option learners only.*

**NURS-FPX6218 - Leading the Future of Health Care (2 program points).** Learners in this course examine the role of the nurse leader in evaluating and responding to health care opportunities and challenges in a rapidly changing local and global environment. Learners develop proactive strategies to drive and lead changes in health care and integrate evidence-based decision making into the culture of the health care organization. Learners also develop the critical-thinking and communication skills needed to positively influence health care redesign and examine the effects of visionary leadership in the field. *For MSN, FlexPath option learners only.*

**NURS-FPX6410 - Fundamentals of Nursing Informatics (2 program points).** Throughout the course, learners analyze the roles, theories, ethical implications, and standards of nursing informatics practice. Learners identify the rules, regulations, and current trends that govern professionals in the field. In addition, learners examine the evolution and perspectives of nursing informatics and apply knowledge and skills needed to lead and support improvements in health care. *For MSN, FlexPath option learners only.*

**NURS-FPX6412 - Analysis of Clinical Information Systems and Application to Nursing Practice (2 program points).** In this course, learners analyze the various aspects of clinical information systems to deliver quality health care. In particular, learners acquire the knowledge and skills needed to effectively plan, design, and implement health/

clinical information systems within nursing practice. Learners also apply evidence-based informatics strategies to effect improved clinical outcomes.

*For MSN, FlexPath option learners only.*

**NURS-FPX6414 - Advancing Health Care Through Data Mining (2 program points).**

Learners in this course analyze and validate data and demonstrate the ability to act as key drivers in nursing informatics. Throughout the course, learners develop databases to enhance decision-making capabilities that improve clinical outcomes in multiple health care environments. In addition, learners examine the implications of data use related to responsibility, accountability, and dissemination. *For MSN, FlexPath option learners only.*

**NURS-FPX6416 - Managing the Nursing Informatics Life Cycle (2 program points).**

In this course, learners evaluate the typical life cycle of implementation, testing, evaluating, and supporting both hardware and software applications. Learners also apply project and change management principles in relation to the life cycle of a health care information system. *For MSN, FlexPath option learners only.*

**NURS-FPX6610 - Introduction to Care Coordination (2 program points).**

In this course, learners examine the importance of nurses' contributions to coordinating patient care and the nurse's role in coordinating care for diverse populations in varied settings. Learners identify essential members of the patient care team needed for interprofessional collaboration and assess how the current health care climate is shaping the future. In addition, learners evaluate care coordination plans and outcomes according to performance measures and professional standards as well as develop patient assessments based on current legislation, policies, and evidence-based research. *For MSN, FlexPath option learners only.*

**NURS-FPX6612 - Health Care Models Used in Care Coordination (2 program points).** Learners in this course examine how health care models are incorporated into the larger framework of clinical care oversight. Learners analyze the role of informatics in nursing care coordination and the ways in which client information is collected and used to influence health outcomes. Learners also identify the ways in which care coordination can support cost efficiency, promote quality of care, and affect positive health outcomes. *For MSN, FlexPath option learners only.*

**NURS-FPX6614 - Structure and Process in Care Coordination (2 program points).**

Learners in this course gain and demonstrate knowledge of the various care coordination components, including client selection criteria, communication methodologies, clinical team development, assessment tools, care plan and profile development, cultural considerations, data structuring for reporting, and clinical efficiency. Learners examine the responsibilities of the nurse care coordinator to the client prior to the implementation of the care plan and during the care coordination process. Learners

evaluate successful strategies for interviewing and organizing information around client health, goal setting, efficient clinical oversight, technological support, and data formatting. **For MSN, FlexPath option learners only.**

#### **NURS-FPX6616 - Ethical and Legal Considerations in Care Coordination**

**(2 program points).** In this course, learners examine the care coordination process in relation to confidentiality and client privacy, management of consents for health care, client rights in the care coordination process, terminations of care coordination management, and the importance of clinical team collaboration and communication. Learners investigate the process of aligning limited resources with client needs and apply an understanding of the balance required between cost effectiveness and conscious stewardship. Throughout the course, learners demonstrate an understanding of the importance of cultural literacy with regard to client health care considerations. **For MSN, FlexPath option learners only.**

**NURS-FPX6618 - Leadership in Care Coordination (2 program points).** Learners in this course propose a project for change in a care coordination setting, aligning care coordination resources with community health care needs. Learners apply project management best practices to affect ethical practice and support positive health outcomes in the delivery of safe, culturally competent care in compliance with applicable regulatory requirements. In addition, learners identify ways in which the care coordinator leader supports collaboration between key stakeholders in the care coordination process. **For MSN, FlexPath option learners only.**

### **Nursing and Health Sciences**

**NHS-FPX5004 - Communication, Collaboration, and Case Analysis for Master's Learners (2 program points).** This course prepares learners for master's-level coursework in the School of Nursing and Health Sciences. Throughout the course, learners analyze how the role of the practitioner-scholar guides leadership in the health care field and determine the ways in which they can effectively use communication strategies expected of health care professionals. In particular, learners examine the attributes that contribute to effective and ethical health care leadership, including professional collaboration, communication, inclusion, and decision making. **Must be taken by learners in their first quarter. Cannot be fulfilled by transfer.**

**NHS-FPX6008 - Economics and Decision Making in Health Care (2 program points).** This course helps learners develop and demonstrate concepts, principles, issues, and trends in health care economics and the economic decision-making practices employed in the health care environment. Learners analyze the political, legal, regulatory, organizational, demographical, and multicultural implications of business decisions on health care economics; explore the ways economic and stakeholder influences affect operational planning

and decision making; and practice applying performance monitoring and process management measures as part of the decision-making process. Learners also examine cost-effective problem solving; community- and population-based orientation; and effective use of health care market research, analysis, and assessment.

### **Project Management**

**PM-FPX3000 - Principles of Project Management (1.5 program points).** In this course, learners are introduced to the fundamental basics of project management and gain a broad overview of project management standards and their applicability to both business and IT projects. This course emphasizes management theories, concepts, tools and techniques defined by the Project Management Institute (PMI®) including the Process Groups and Knowledge Areas. This course also introduces other project management methodologies and frameworks, with an emphasis on Agile.

#### **PM-FPX4010 - Process Groups and Knowledge Areas in Project Management (3 program points).**

This course covers the project life cycle and project management processes. This includes initiating, planning, executing, monitoring and control, and closing. Learners analyze the relationship of the process groups to the Project Management Institute (PMI) knowledge areas and develop the documents and deliverables required for each stage of the project life cycle. Learners are also introduced to the importance of people-oriented skills, such as communications, team building and leadership. Finally, learners apply the knowledge learned in the development and managing of a project. **Prerequisite(s): PM-FPX3000.**

#### **PM-FPX4020 - Integration and Scope Management (3 program points).**

In this course, learners cover integration management and scope management knowledge areas. Learners identify and examine the processes, tools, and techniques used to integrate activities from execution to project completion, and manage the interdependencies among the project management knowledge areas. Learners create the scope management plan component of the project management plan and emphasize a system solutions approach for gathering and defining business requirements and leveraging project change management for controlling project scope. Finally, learners consider the importance of developing strategic business and leadership skills, such as listening, problem solving, team building, market awareness, and customer relationship skills. **Prerequisite(s): PM-FPX4010.**

#### **PM-FPX4030 - Scheduling, Cost, and Quality Management (3 program points).**

This course focuses on project scheduling and cost and quality management in a business or information technology (IT) project context. Learners study project scheduling, costs and quality management processes, including quality planning, quality assurance, and quality control. Learners also monitor project results to evaluate compliance with schedule, costs and quality standards and

gain an understanding of the steps involved in planning, performing, and controlling a business or IT project. Learners are introduced to a variety of scheduling, cost and quality tools that can be used independently or conjunctively. Finally, learners explore project management software to help in developing a project schedule. **Prerequisite(s): PM-FPX4010.**

#### **PM-FPX4040 - Human Resources and Motivation Management (3 program points).**

In this course, learners sample strategies for improving creativity, teamwork, and job satisfaction within a project team by creating and developing a project and recruiting team members. Learners study the theories on individual motivation and how it fits in the organizational structure. Learners examine the strengths and weaknesses of organizational development supporting project team member development to gain knowledge of how to effectively motivate project team members. Learners also gain understanding about virtual teams, how to effectively manage them, and evaluate the link between personality traits and resolving team conflicts and how to effectively communicate with your team to manage change. **Prerequisite(s): PM-FPX4010.**

#### **PM-FPX4050 - Communication and Stakeholder Management (3 program points).**

Learners in this course focus on project communication and stakeholder management knowledge areas. Learners cover the processes, tools, and techniques used to manage project communications and stakeholders across project management process groups and emphasize executive project sponsorship as a strategic tool for project success. Learners also acquire skills in strategic business management and leadership: customer relationship and satisfaction, operational functions, conflict management, negotiation, listening, problem solving, and team building. **Prerequisite(s): PM-FPX4010.**

#### **PM-FPX4060 - Risk Management in Project Management (3 program points).**

Learners in this course focus on project risk management and examine the processes, tools and techniques used to identify, analyze, prioritize, respond, and control risk on a project. This course emphasizes building a risk management process that can be standardized. Learners also acquire and demonstrate business management and leadership skills such as planning, environmental awareness and conditions, benefits management, brainstorming, listening, negotiation, problem solving, and team building. **Prerequisite(s): PM-FPX4010.**

#### **PM-FPX4070 - Procurement Management in Project Management (3 program points).**

In this course, learners examine procurement management and investigate the various types of contracts, their terms and conditions, and execution. Learners develop contract specifications, find potential sources, and evaluate bids. Finally, learners examine ethical standards and legal requirements in procurement within the global market. **Prerequisite(s): PM-FPX4010.**

**PM-FPX4080 - Agile Project Management (3 program points).** This course introduces the concepts of Agile Project Management (APM). Learners gain an understanding of APM's objectives, which are, in part, to deliver customer value earlier in repeated iterations, adapt to changes in a more flexible and timely manner to ultimately gain a result of higher customer satisfaction, and increased team morale, collaboration, and ownership. Learners apply their skills and knowledge to a scenario that requires the development of an APM-based project plan. **Prerequisite(s): PM-FPX4010.**

## Psychology (Undergraduate)

**PSYC-FPX1000 - Introduction to Psychology (3 program points).** This course is an introduction to the basic theories and principles of psychology and of the scientific methods of psychologists. Learners build understanding of core psychological theories and research and their application in areas of the brain, learning, memory, personality, social influence, lifespan development, psychopathology, and applied psychology. Learners apply the psychological concepts they learn to everyday situations through discussions and assignments.

**PSYC-FPX2200 - Educational Psychology (1.5 program points).** Learners in this course gain knowledge of and explain psychology theories and research as applied to development and learning in educational contexts, including behavioral, cognitive, and constructivist theories. Learners analyze the role of motivation in learning, and through a case study and practice approach, apply their knowledge in educational settings.

**PSYC-FPX2700 - Child Development (1.5 program points).** In this course, learners examine and apply theory and research in the cognitive, social, and physical domains of human development from prenatal through middle childhood. Learners describe how cultural and societal contexts shape development during childhood, and investigate career options in child development and related fields.

**PSYC-FPX2800 - Introduction to Human Sexuality (1.5 program points).** In this course, learners examine the physical, cognitive, and social-emotional aspects of human sexuality as they relate to current and historical perspectives. Learners analyze social and biological foundations of human sexuality and develop their understanding of sexuality in individuals and their relationships. Learners also apply theory and historical perspectives to their study of human reproduction, contraception and abortion, sexuality and social policy, and sexual behavior and contemporary society. In addition, learners demonstrate their knowledge of ethical practices that guide professional behavior in the field of human sexuality.

**PSYC-FPX2900 - Introduction to Psychology of Personality (1.5 program points).** In this introductory course, learners gain and demonstrate knowledge of theories of personality psychology. Learners apply these theories to human traits, behaviors, and emotional issues within the field of psychology. **Prerequisite(s): PSYC-FPX1000.**

**PSYC-FPX3002 - Developing a Psychology Perspective (3 program points).** This course builds and strengthens learners' academic writing, critical-thinking, problem-solving, research, and organizational skills in relation to psychology, so that they may apply a psychology perspective within their program and the workplace. During the course, learners develop an understanding of ethical principles and standards as they relate to topics in psychology. **For BS in Psychology, FlexPath option learners only. Learners may only earn credit for PSYC3002 or PSYC-FPX3002 or PSYC3003. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

**PSYC-FPX3110 - Abnormal Psychology (3 program points).** The focus of this course is abnormal behavior, which learners investigate using the framework of mental pathology. Learners evaluate scientific, empirically based analyses of mental disorders and deviant behavior. Learners also examine the range of psychological disorders and assess the disorders' biological, psychological, and social consequences. In addition, learners demonstrate their knowledge of abnormal psychology treatment methods. **Prerequisite(s): PSYC-FPX1000.**

**PSYC-FPX3210 - Human Lifespan Development (3 program points).** This course is a survey of physical, cognitive, emotional, and social development throughout the lifespan as viewed by research and theories, both classical and contemporary. Learners explore the interaction between heredity and the environment, the research methods used by developmental psychologists, and apply stage and non-stage human development theories and research to modern problems and individual experiences. **Prerequisite(s): PSYC-FPX1000, PSYC-FPX3540.**

**PSYC-FPX3500 - Learning and Cognition (3 program points).** Learners in this course apply theories, research, and methods of human learning and cognition to lifelong learning and development. Learners gain and demonstrate their knowledge of classical and operant learning, perception, attention, memory systems, and encoding and retrieval processes and the role of reasoning, knowledge, and language in learning and cognition. **Prerequisite(s): PSYC-FPX1000, PSYC-FPX3520.**

**PSYC-FPX3520 - Introduction to Social Psychology (3 program points).** This course is an introduction to the scientific study of the social context on an individual's thoughts, feelings, and behaviors and the three areas of social perception, interaction, and influence in particular. Learners gain and demonstrate knowledge of social cognition; the social self; interpersonal relationships; helping behavior; group behavior; attitude formation; aggression; conformity; obedience; and social perceptions related to gender, race, and culture. **Prerequisite(s): PSYC-FPX1000, PSYC-FPX3210.**

**PSYC-FPX3540 - Culture, Ethnicity, and Diversity (3 program points).** In this course, learners integrate their knowledge of theories and research of culture, ethnicity, diversity, and social interaction with current trends and challenges associated with cultural diversity. Learners analyze social issues related to gender, age, race, religion, sexual orientation, and mental and physical disability and assess the effects of prejudice, discrimination, and institutional oppression. **Prerequisite(s): PSYC-FPX1000.**

**PSYC-FPX3770 - Psychology of Human Motivation and Performance (3 program points).** Learners apply theory and research findings to understand and solve problems in human motivation and performance. Learners explore theories and concepts central to understanding motivation. Learners examine intrinsic and extrinsic motivation, stress, emotions, optimal challenge, self-regulation, and more. Learners research and apply strategies to analyze how motivation and performance can be improved in areas such as, work, education, sports, addictions, and public health. Learners apply motivation theories and concepts to their own motivation and performance goals. **Prerequisite(s): PSYC-FPX1000.**

**PSYC-FPX4100 - History and Modern Systems of Psychology (3 program points).** Learners in this course build and demonstrate their knowledge of the history of psychology as an academic discipline, with an emphasis on the lives of various significant psychologists and the historical and social events that shaped the development of the field as a science. Learners also identify the evolution of the field's ideas of the mind, paradigmatic approaches influencing the discipline, and various psychology systems that have developed as a result of rapid social and technological change. **Prerequisite(s): PSYC-FPX1000, PSYC-FPX3520.**

**PSYC-FPX4110 - Positive Psychology (3 program points).** In this course, learners apply theory, research, and evidence-based practices in the scientific study of optimal human functioning. Learners evaluate the development of positive emotional, cognitive, and behavioral states and traits such as happiness and well-being, self-efficacy, optimism, hope, wisdom, courage, mindfulness, flow, spirituality, empathy, altruism, gratitude, forgiveness, and love and articulate how they influence flourishing relationships. Learners also assess and employ positive psychology principles in personal and professional settings from a strengths perspective. **Prerequisite(s): PSYC-FPX1000.**

**PSYC-FPX4200 - Foundations of Industrial and Organizational Psychology (3 program points).** In this course, learners gain and demonstrate foundational knowledge of industrial and organizational psychology and human behavior in the workplace. Learners identify and evaluate influences on individual and team workplace behavior. Learners also analyze individual differences, employee attitudes and motivation, job analysis and performance, training and development, and leadership as they affect an organization. **Prerequisite(s): PSYC-FPX1000.**

**PSYC-FPX4210 - Cyberpsychology (3 program points).** In this course, an introduction to the fundamentals of cyberpsychology, learners apply their knowledge of the evolution and theory of cyberpsychology to cognition, perception, emotion, motivation, and human behavior. Learners also evaluate the physical and psychosocial impacts of cyberpsychology and identify the procedures, methods, and techniques used to conduct empirical cyberpsychological research.

**PSYC-FPX4310 - Biological Psychology (3 program points).** In this course, learners synthesize theories of mind-body connection with the biological bases of behavior. Learners demonstrate their knowledge of the structure and functions of the nervous system; brain evolution and plasticity; methodology of physiological psychology; and the neurological bases of sensation, perception, motivation, emotion, and higher cortical functions.

**Prerequisite(s):** *BIO-FPX1000, PSYC-FPX1000, PSYC-FPX3520.*

**PSYC-FPX4600 - Research Methods in Psychology (3 program points).** Learners in this course demonstrate their knowledge of fundamental research methods and tools used in psychology. Learners use research methods and designs to show how the scientific method can be applied to the study of human behavior and thought, including ethical considerations for conducting research with human participants.

**Prerequisite(s):** *PSYC-FPX1000, PSYC-FPX4700.*  
**Cannot be fulfilled by transfer or prior learning assessment.**

**PSYC-FPX4700 - Statistics for the Behavioral Sciences (3 program points).** In this course, learners apply quantitative statistics to the study of human behavior. Learners systematically examine and test hypotheses and relationships using statistical software; interpret, display, and present statistical data; and analyze the validity of arguments based on statistics. In particular, learners gain and demonstrate skills required to conduct statistical sampling, define statistical assumptions and requirements, test statistical differences between and among groups, evaluate correlations, calculate effect size and confidence intervals, and determine practical and statistical significance.

**Prerequisite(s):** *MAT-FPX2001, PSYC-FPX1000, PSYC-FPX3520.* **Cannot be fulfilled by transfer or prior learning assessment.**

**PSYC-FPX4900 - Psychology Capstone Project (3 program points).** The capstone project is the culmination of the bachelor's degree program in Psychology and provides learners the opportunity to demonstrate the research, analysis, writing, and communication skills they've gained during their program. Throughout the course, learners examine real-life implications of psychology and how practicing the principles of the field may optimally contribute to society. During the capstone experience, learners also explore how this degree can support their next steps, both professionally and personally. **For BS in Psychology, FlexPath option learners only. Must be taken during the learner's final quarter. Prerequisite(s):** *PSYC-FPX4600.* **Cannot be fulfilled by transfer or prior learning assessment.**