

2023 UNIVERSITY CATALOG

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A Message from the 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, PhD, LP
Capella University President

About Capella

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General Information

University Mission Statement

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

University Values

Capella University is a learning-centered community that values:

Our learners.

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

Human potential.

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

Achievement.

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

Decisive collaboration.

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

Innovation.

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

Integrity.

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

Educational Philosophy

At Capella University, we believe education transforms people's lives and society—immediately and permanently. The innovative, intentionally

designed competency-based education we offer enables adult learners to meet challenges in their careers, lead and make new contributions in their disciplines, and reach their professional and personal goals. Our educational pathways respect existing expertise and allow learners to focus on what is essential, as they gain new competencies and expand on those they already have. The credentials they earn are signs of the professional relevancy, quality, and immediate applicability of their educational experience at Capella University and help to create new opportunities in the future. As partners in their education, we proudly serve the lifelong learning ambitions that allow our learners, alumni, their many communities, and our broader society to thrive.

Diversity and Inclusion Statement

Capella University believes that a diverse learning community is vital to achieving our mission of extending access to higher education. We believe that attracting, engaging, and supporting diverse learners, faculty, and staff strengthens our university.

Capella values human potential and is committed to being an inclusive and culturally competent institution. Capella strives to promote equity within and beyond our community through intentional actions and the transformative exchange of ideas.

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 without compromising the university's commitment to collegiality, civility, and diversity. See [University Policy 1.01.10 Academic Freedom](#).

Capella History

In 1992, Stephen Shank, former CEO of Tonka Corporation, provided the vision, leadership, and a portion of the initial funding for the incorporation of a distance- learning institution of higher education. Shank had observed that adults were under-served by traditional universities, partly because attending classes can be difficult for many working adults, and traditional curriculum may not correspond with the professional goals of mature adults. He envisioned a barrier-free university that people could attend remotely. The Graduate School of America (TGSA), which eventually became Capella University, was established.

In 1993, Dr. Harold Abel, an experienced leader in

higher education and a former president of three universities, joined Stephen Shank to serve as founding president and academic leader of The Graduate School of America (TGSA). Dr. Abel assembled a premier faculty, built graduate curricula, and guided the university toward academic accreditation. In 1997, during the presidency of Dr. Bruce Francis, TGSA was accredited by the Higher Learning Commission and became a member of the North Central Association of Colleges and Schools (NCA). The university's accreditation was reaffirmed by the Higher Learning Commission in 2008 and in 2015.

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

The undergraduate learning experience was enhanced by a reorganization of schools in 2004 to form the School of Undergraduate Studies and the School of Business and Technology. In 2009, to better meet the professional needs of its learners in public service fields, Capella formed the School of Public Service Leadership. Capella's Harold Abel School of Social and Behavioral Sciences was established in 2010.

Programs from the two former schools, the School of Human Services and the Harold Abel School of Psychology, moved into that school, which housed the Department of Counseling and the Department of Psychology. In 2014, Capella separated its nursing and health care programs from the remainder of the School of Public Service Leadership's portfolio in order to better serve its learners as they progress toward their professional goals. In 2015, Capella moved the Department of Social Work to the School of Public Service Leadership to better align the social work programs with the school's human services, leadership, public administration, and public service programs and mission.

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

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

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

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

Institutional Accreditation

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

Professional Accreditation

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

Affirmative Action

Capella University is an affirmative action employer.

Ownership of University

Capella University is owned by Strategic Education, Inc.

Access to Learning Resources

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

Courseroom Access

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

Library and Campus Access

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

Background Check Requirements

Learners may be required to pass fingerprint and/or background checks required by a site or state licensing office in order to complete site-based learning requirements (such as practica, internships, or immersion experiences). Learners are responsible for understanding and complying with any applicable background check requirements, including any fees associated with completing the background check (approximately \$36–\$200 depending on state cannot be completed due to a failed background check. In some cases, a positive background check may result in remediation and/or academic sanctions, including administrative removal from the program. Additionally, fingerprint and/or background checks are required for most professional licenses and many professions. Learners are responsible for understanding how their personal and criminal background may impact their ability to complete the degree program, earn a professional license or secure employment.

Capella's Commitment to Learner Success

Capella University is committed to helping learners succeed. To that end, the university has developed a

combination of coursework and support services intended to facilitate a strong start for learners. New learners can expect the following support:

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

Course Accommodations

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

Degree Offerings

Capella University offers the following degrees:

- Bachelor of Science (BS)
- Bachelor of Science in Nursing (BSN)
- Bachelor of Science in Social Work (BSW)
- 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 Health (MPH)
- Master of Social Work (MSW)
- Education Specialist (EdS)
- Doctor of Philosophy (PhD)
- Doctor of Business Administration (DBA)
- Doctor of Education (EdD)
- Doctor of Health Administration (DHA)
- Doctor of Human Services (DHS)

- Doctor of Information Technology (DIT)
- Doctor of Nursing Practice (DNP)
- Doctor of Public Health (DrPH)
- Doctor of Psychology (PsyD)
- Doctor of Social Work (DSW)

Doctoral Candidate Badge

Recognizing Doctoral Learner Achievement

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

Eligibility

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

External Requests

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

Learner Complaints

Learners who have complaints that have not otherwise been resolved through contact with Academic Advising, Enrollment Services, Financial Aid Support Team, University Operations Support, or

Technical Support may submit their request to OACS@capella.edu.

Learner Contact Information

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

Plagiarism and Content Matching

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

Residencies

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

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

Right to Change Requirements

Neither the Capella University Catalog, nor any of the information and requirements contained herein, constitute a contract or create any contractual

commitments between Capella University and any student, any prospective student, or any third party. The information and program requirements contained in the Capella University Catalog are regularly updated and are subject to change without notice. All updates to the catalog will be posted on Capella's website.

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.

Special Topics

Special topics courses may be available to certain doctoral learners. Special topics courses, in which learners work one-to-one with a faculty tutor, are offered quarterly. Additional details and requirements related to these courses can be found in the **University Policies** (p. 25) section of this catalog and on [Campus](#).

State Regulatory Information

State Authorization

Capella University is registered as a private institution with the Minnesota Office of Higher Education and is an approved institutional participant in the National Council for State Authorization Reciprocity Agreements (NC-SARA).

Capella University is authorized to operate in all SARA member states (<https://www.nc-sara.org/sara-states>), and is registered or authorized to operate in states not participating in SARA, or as required by state educational agencies based on Capella's activities in those states.

California Bureau for Private Postsecondary Education

P.O. Box 980818 West Sacramento,
CA 95798-0818

888.370.7589

www.bppe.ca.gov

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

[Student Tuition Recovery Fund \(STRF\) Disclosure](#)

[Student Tuition Recovery Fund \(STRF\) Fees](#)

Minnesota Office of Higher Education

Capella University is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

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

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:

<https://nursing.wa.gov/>

Transcripts

Learners may [request transcripts](#) on Campus or by calling Learner Support at 1.888.CAPELLA (227.3552).

Effective April 1, 2022, Capella University learners can request an official transcript from Capella even if they have outstanding debts to the University.

Transferability of Capella University Credits or Program Points

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

Computer Requirements

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

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

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

MINIMUM	RECOMMENDED
Internet Connection	
Broadband 512kbps upload and download speed	Broadband (Cable or DSL)
Software Requirements*	
Word Processing application to save and open Microsoft Office formats (.docx, .xlsx, .pptx) Adobe Acrobat Reader to view PDF files Anti-Virus Software to scan files and emails	Microsoft Office 2016 or higher (Word, Excel, PowerPoint) Adobe Acrobat Reader (Current Release)
Mac Software Requirements**	
Mac Ventura (13) Mac Monterey (12) Mac Big Sur (11) One of the following internet browsers for accessing and navigating Capella sites: <ul style="list-style-type: none"> • Chrome (recommended) • Firefox (recommended) • Safari Apple QuickTime 	<i>With Current Software Updates</i> Chrome (Current Release) Firefox (Current Release) Apple QuickTime (Current Release)
Windows Software Requirements**	
Windows 11 Windows 10 One of the following internet browsers for accessing and navigating Capella sites: <ul style="list-style-type: none"> • Chrome (recommended) • Firefox (recommended) • Microsoft Edge 	<i>With Current Software Updates</i> Chrome (Current Release) Firefox (Current Release) Windows Media Player (Current Release)
Hardware Requirements***	
2 GHz Processor 8GB of Memory (RAM) 30GB of free storage space	3 GHz Processor or higher 8GB or higher of Memory (RAM) Webcam and Headset

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

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

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

Information technology courses also require:

- Windows Professional or higher is required for IIS functionality
- 30GB of free hard disk space
- Mac users will need a Windows install or Windows set up with Parallels
- 8GB 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.

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Financial Aid

Capella University offers assistance to learners who would like to secure educational funding to help finance their academic program. Learners can find out more about financial aid by calling 1.888.CAPELLA (227.3552) or on Campus at [Financial Aid](#) and [Finances FAQs](#).

Course Repeat Policy

Undergraduate and Graduate Learners

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

For GuidedPath learners, repeat course credits ineligible for financial aid are not included in course load calculations for financial aid purposes. 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.

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. There are two models within the FlexPath format that impact the financial aid progression requirements.

FlexPath Model A:

All learners who started their program before Oct. 1, 2022 are in FlexPath Model A. The minimum progression requirements to maintain eligibility are as follows:

PROGRAM LEVEL	MINIMUM PROGRAM POINT ENROLLMENT	24-WEEK PROGRAM POINT ENROLLMENT	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.

FlexPath Model B:

All learners who started a new program or changed their program after Oct. 1, 2022 are in FlexPath Model B.

The minimum progression requirements for each 12-week billing session/term to maintain eligibility are as follows:

PROGRAM LEVEL	MINIMUM PROGRESSION REQUIREMENTS
Graduate Learners	1.125 program points

PROGRAM LEVEL	MINIMUM PROGRESSION REQUIREMENTS	
	Half-time Enrollment Level	Full-time Enrollment Level
Undergraduate Learners	2.25 program points	4.5 program points

Enrollment Level:

All learners will start their program at a half-time enrollment level for financial aid purposes and be packaged based on their half-time Pell grant eligibility. To change to a full-time financial aid enrollment level a learner must first demonstrate success at maintaining the full-time program point requirements of 4.5 points per billing session.

Refund Procedure for Financial Aid Recipients

Learners receiving financial aid should contact the Financial Aid 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 tuition refund from Capella University.

Return of Title IV Policy

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

Undergraduate learners will have funds returned in the order of:

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

Graduate learners will have funds returned in the order of:

1. Unsubsidized Direct Loans
2. Graduate PLUS Loans

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

Scholarships

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

Governance

Capella University

University Administration

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

Richard Senese, PhD, LP
President

Constance St. Germain, EdD, JD
Provost
Senior Vice President of Academic Affairs

Charlyn Hilliman, PhD, MPA
Chief Diversity Officer and Vice President Academic Enrichment and Learner Support

Seth Lockner, BA
VP, HR Consulting

Todd Sorensen, JD
General Counsel

Mike Wickard, MBA
VP, Finance

Barbara Butts Williams, PhD
Executive Dean
Social Responsibility & Community Engagement
Dean Emerita
School of Business and Technology

J. Heather Welzant, PhD
Dean
School of Public Service and Education

Melissa McIntyre, PhD
Associate Dean
School of Public Service and Education

Josh Stanley, EdD
Dean
School of Social and Behavioral Sciences

Jody Neuman-Aamlie, PhD, LP
Assistant Dean
School of Social and Behavioral Sciences

Irene Nicolet PhD, NCSP, LSSP
Assistant Dean
School of Social and Behavioral Sciences

Jennifer Straub, PhD
Dean
School of Business, Technology, and Health Care Administration

Cheryl Boncuore, PhD
Associate Dean
School of Business, Technology, and Health Care Administration

Lisa Kreeger, PhD, RN
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School of Nursing and Health Sciences

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Interim Associate Dean
School of Nursing and Health Sciences

Melissa Weaver, MA
Associate Dean
Division of Arts and Sciences

Ying Iverson, PhD
Assistant Provost
Vice President Academic and Faculty Affairs

Curtis Brant, PhD
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Research and Scholarship Kelly Brooks, MPA
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Learner Services

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

- **Campus**—Campus allows learners to access Capella's services in one convenient place. Learners can register for courses, apply for financial assistance, view an unofficial transcript, and access a variety of other convenient resources. For questions or concerns regarding enrollment and registration, courses, access, financial aid, billing, or technical problems that are not answered on Campus, learner support associates are available to assist learners at 1.888.CAPELLA (227.3552) or Info@capella.edu.
- **Academic coaches**—Academic coaches 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.

Effective April 1, 2022, Capella University learners can request an official transcript from Capella even if they have outstanding debts to the University.

Learners must submit a written request for release of their academic record to a third party. Unless otherwise specified, academic record information released to a third-party requestor includes any documents collected or created during the application process; documents or information related to academic program, including transcripts, test scores, grades, university advising records, financial aid information, and changes to enrollment status; and any official correspondence to or from a learner pertaining to his or her academic progress, advising, financial status, learning disability records, physical disability records, academic dishonesty records, and disciplinary and learner conduct records.

- **Academic Success Resources**—Capella's academic success resources help learners maximize

their personal and professional potential by offering engaging opportunities through a variety of delivery modes, including math, computer, and general study skills modules; free academic tutoring; motivation and time management strategies; effective online learning and degree planning tools; and additional academic skills resources on topics such as critical thinking and reading, scholarly writing, and academic honesty. Learners can access these resources any time on Campus.

- **Alumni Association**—Alumni benefit from networking opportunities, professional and career services, alumni grants, selected use of library resources, alumni newsletters and communications, and other opportunities to stay involved as a graduate of Capella University. More information on the Capella University Alumni Association can be found on Campus.
- **Career Center**—Career Center services are designed to help learners successfully navigate the career planning and development process as they pursue and complete their degree. Although the Career Center does not guarantee employment upon degree completion or provide placement services, it provides career counseling, job search advising, and career management support to all Capella learners and alumni. Career Center staff interacts with learners via email and telephone to assist with career-related activities such as resume, CV, and cover letter development; interview preparation; effective job search strategy; and career advancement efforts. Career Center resources are helpful to learners in gathering occupational information and trends, accessing job postings, and viewing sample job search documents. For more information about these resources and services, visit the Career Center on Campus, and use the "Contact a Career Coach" email feature to connect with a counselor.
- **Disability Services**—Capella University recognizes its obligations to accommodate the needs of learners with disabilities under the ADA Amendments Act of 2008, the Americans with Disabilities Act (ADA) of 1990, and the Rehabilitation Act of 1973. Capella is committed to providing reasonable accommodations to qualified learners with disabilities in university programs and activities. Additionally, many courses at Capella include required live web conferencing activities and/or learner audio/ video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations. For more information, visit

Disability Services on Campus or email

DisabilityServices@capella.edu.

- **Enrollment Services**—Capella University's Enrollment Services team assists prospective learners from the point of initial inquiry through the application, admission, and enrollment phases. Call 1.888.CAPELLA (227.3552) for assistance.
- **Faculty and Mentors**—Learners work with faculty and mentors who assist them during important phases of their program. Faculty and mentor biographies by school can be found on Campus.
- **Financial Aid**—Financial Aid advisors help learners explore the options available for financing their education. Capella's online financial aid resources provide learners with information about federal loans, federal undergraduate grants, military tuition assistance, veteran's benefits, special aid programs, and employer tuition reimbursement. For more information visit Financial Aid on Campus; call Learner Support at 1.888.CAPELLA (227.3552), option 1; or email FAST@capella.edu.
- **Institutional Review Board (IRB) and the Compliance Office**—Capella University is dedicated to safeguarding human research participants and promoting excellence in research through its commitment to ethical principles for the responsible conduct of research. Ensuring the highest standards of ethical conduct in research and the protection of the rights and welfare of human research participants is a shared responsibility between the Capella University research community and the IRB. The IRB and Compliance Office promotes compliance with applicable local, state, and federal regulations and fosters ethical research through education, IRB review, quality assurance and improvement initiatives, and compliance monitoring. For more information, email IRB@capella.edu.
- **Learner Accounts**—The Learner Accounts team is responsible for ensuring accurate, timely billing of learner accounts for tuition and fees, employer reimbursement, and financial aid disbursements. For questions about statements or billing, call Learner Support at 1.888.CAPELLA (227.3552) or email FAST@capella.edu.
- **Library**—Capella provides a full range of academic library resources and services in an online environment. The Capella University Library website, accessible on Campus, provides access to thousands of full-text articles, citations, abstracts, technical reports, and electronic books (e-books). Learners may

also request books, copies of articles, and other resources from university libraries nationwide. In addition, Capella reference librarians are available to assist learners and faculty with research questions, help learners use library databases effectively, and teach learners to successfully navigate the library website. Learners may contact a reference librarian by calling 1.888.375.8221 or emailing Librarian@capella.edu.

- **Military Support**—Military Support services are available to Capella learners who are affiliated with the armed forces. Military Support team members assist learners who are experiencing an interruption in their program due to military obligations with military leave of absence requests and answer questions about military and veterans' benefits. For more information about the resources and support available to servicemembers, veterans, and their families, visit Military Support on Campus. Additionally, existing learners may contact Military Support directly at 1.888.227.9885. Other interested parties may contact Military Support at 1.888.227.2706.
- **New Learner Experience Team**—Capella University's New Learner Experience team provides support to new learners in adjusting to the Capella learning community and their degree program through the facilitation of the University Orientation Seminar. Learners may contact the New Learner Experience team by calling Learner Support at 1.888.CAPELLA (227.3552) or by visiting [Campus](#).
- **Online Writing Center**—To help learners improve their written communication skills, Capella offers a variety of writing resources, including writing courses, online tutoring, writing self-assessment tools, and writing guidelines and references. The Online Writing Center, accessible on [Campus](#), also offers face-to-face writing instruction at residencies in school- and writing-focused sessions.

Military Education Benefits

Military and Veteran Education and Employment Benefits

Capella University is approved by the Minnesota State Approving Agency to grant veterans education benefits. Learners may determine their eligibility for veterans benefits by visiting www.gibill.va.gov or contacting the Department of Veterans Affairs (VA) at 1.888.442.4551. Learners can find more information about veterans' education benefits on the [Military Support](#) page on Campus.

Capella honors the following military and veterans' education benefits:

- Post-9/11 GI Bill® (Chapter 33)
- Montgomery GI Bill (Chapter 30 and Chapter 1606)
- Survivors and Dependents Educational Assistance (DEA) (Chapter 35)
- Tuition Assistance and Top-Up
- Minnesota GI Bill
- Edith Nourse Rodger Stem Scholarship
- Veteran Rapid Retraining Assistance Program (VRAAP)

Capella also honors the following military and veterans' employment benefit:

- Veteran Readiness and Employment (Chapter 31)

In compliance with 38 USC § 3679(e)(1)(B), Capella will not impose any penalty, including the assessment of late fees, the denial of access to classes, or other institutional facilities, or the individual to borrow additional funds as a result of the individual's inability to meet their financial obligations to the institution due to the delayed disbursement of funds from the VA under chapter 31 (Veteran Readiness and Employment) or 33 (Post 9/11 GI Bill® benefits).

Yellow Ribbon Program

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

Capella Service Grant

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

Tuition Assistance (TA)

Capella University accepts Tuition Assistance (TA) vouchers from each branch of the United States military, as well as the National Guard, Reserve, and Department of Defense (DoD). Capella is also a partner institution with ArmyIgnitEd. Capella University has signed the Department of Defense Memorandum of Understanding, which took effect in September 2014. Capella University has submitted its intent to comply with executive order 13607, Principles of Excellence. To learn more about any military or veteran benefits, please visit the Military Support page on Campus.

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

Offering Information

Bachelor's/Master's Options

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

Accelerated Master's Pathway Options

Accelerated master's pathway (AMP) options are designated undergraduate offerings that incorporate specific master's-level courses into a learner's undergraduate core or specialization requirements.

Learners may apply and be admitted to AMP-designated undergraduate programs upon initial entry to Capella University, or they may elect to later change into an AMP option through the change of program process. To qualify for an accelerated master's pathway option, learners must submit transcripts from all previous higher education institutions, have received a minimum 3.0 cumulative grade point average (GPA) on all previous college coursework, and have no fewer than 24 total eligible transfer credits. Learners who apply to change into an AMP option after initial admission to the university must have a minimum 2.8 cumulative GPA at Capella and at least 24 completed college credits.

Once enrolled in a GuidedPath accelerated master's pathway option, learners must maintain an overall cumulative GPA of 2.8 and receive no more than one grade of "C" in any master's-level course to remain enrolled in the AMP option. Learners falling below this threshold will be automatically changed into the associated non-AMP GuidedPath undergraduate offering.

Once enrolled in a FlexPath accelerated master's pathway option, learners are expected to earn a minimum "proficient" evaluation on all master's-level competencies and all competencies in their program. Learners who receive "basic" evaluations in more than one course will be automatically changed into the associated non-AMP FlexPath undergraduate offering.

Once learners have successfully completed the requirements for their bachelor's degree program and their degree has been awarded, they may apply to the master's degree program that corresponds to their chosen accelerated master's pathway option. Learners are encouraged to enroll in their master's degree program within one year of graduating from

their bachelor's degree program to ensure all master's-level courses are relevant and applicable to the graduate program's degree requirements.

Combined Bachelor's/Master's Option

Combined bachelor's/master's options are designated bachelor's offerings with a set of master's-level courses that are applied to the requirements for a bachelor's degree and may also be applied in a subsequent master's degree program. In combined option offerings, the master's-level courses are often applied toward learners' undergraduate elective requirements.

To qualify for a GuidedPath combined option, learners must enroll in an eligible bachelor's degree program and earn a minimum 2.8 cumulative grade point average (GPA) while completing the first 100 quarter credits of bachelor's-level coursework, which includes a minimum of 18 quarter credits earned at Capella University (first course and at least 12 quarter credits of core and/or specialization or minor courses). After completing 100 quarter credits of bachelor's-level coursework, learners may request to be enrolled in an eligible combined option during which they complete 12–15 quarter credits of master's-level coursework. Learners must receive no more than one grade of "C" in any master's-level course and maintain an overall cumulative GPA of 2.8 to remain enrolled in the combined option.

Once learners have successfully completed the requirements for their bachelor's degree program and their degree has been awarded, they may apply for the master's degree program that corresponds to their chosen combined option. Learners are encouraged to enroll in their master's degree program within one year of graduating from their bachelor's degree program to ensure all master's-level courses are relevant and applicable to the graduate program's degree requirements. The 12–15 quarter credits of master's-level coursework completed as part of the requirements for their bachelor's degree program will be applied toward those for their master's degree program.

To qualify for a FlexPath combined option, learners must enroll in an eligible bachelor's degree program and earn a minimum evaluation of "Proficient" on all competencies while completing the first 50 program points of bachelor's-level coursework, which includes a minimum of 9 program points earned at Capella University (first course and 6 program points of core and/or specialization courses). After completing 50 program points of bachelor's-level coursework,

learners may request to be enrolled in an eligible combined option during which they complete 6–7.5 program points of master’s-level coursework. Learners are expected to earn a minimum "proficient" evaluation on all master's level competencies and all competencies in their program. Learners who receive "basic" evaluations in more than one course will be automatically changed into the associated non-combined option undergraduate offering.

Once learners have successfully completed the requirements for their bachelor’s degree program and their degree has been awarded, they may apply for the master’s degree program that corresponds to their chosen combined option. Learners are not guaranteed admission into a corresponding master’s degree program and must complete a separate application for admission to the program. Learners are encouraged to enroll in their master’s degree program within one year of graduating from their bachelor’s degree program to ensure all master’s-level courses are relevant and applicable to the graduate program’s degree requirements, and must start their master’s degree program in accordance with the University’s Academic Calendar. The 6–7.5 program points of master’s-level coursework completed as part of the requirements for their bachelor’s degree program will be applied toward those for their master’s degree program.

Honors Pathway

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

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

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

Once enrolled in the honors pathway, learners must maintain an overall cumulative GPA of 3.5 to remain in the honors pathway and receive the honors

pathway designation with their conferred degree. Learners who fall below this threshold will have two quarters of active registration to improve their GPA to 3.5 or the learner will be removed from the honors pathway.

Learners enrolled in the honors pathway must earn a grade of “B” or better in the honors courses (PHI-H2005, SOC-H3005, and COM-H4005). 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.

Certificate Programs

Undergraduate Certificate Programs

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

Graduate Certificate Programs

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

Learning Delivery Models

Capella University offers two delivery models for completing degree and certificate programs: the original GuidedPath, which is structured in credit hours and in which learners earn grades; and the innovative FlexPath, which is a self-paced, non-credit bearing, direct assessment delivery model for earning the same degree or certificate. Both models are delivered online, and, in both, learning is measured through the demonstration of competencies.

GuidedPath

GuidedPath allows learners to earn a Capella degree or certificate by demonstrating competencies through structured weekly assignments and interactions with faculty and peers in the online courseroom. Faculty offer substantive feedback on and assign grades to learners’ coursework. Courses are offered in a traditional quarter-based academic

calendar. The degree or certificate is awarded upon completion of the learner's program requirements. All Capella programs and certificates are offered in the GuidedPath delivery model, unless otherwise noted.

FlexPath

FlexPath allows learners to earn a Capella degree or certificate through the demonstration of competencies on assessments completed at one's own pace. Learners prepare for assessments through self-designed study, which may include work experience and resources recommended by faculty and tutors. Faculty provide substantive feedback on and evaluate learners' assessments in terms of the level of competency demonstration, rather than assigning grades. FlexPath has a flat-rate tuition for a subscription period of 12 weeks, during which learners may be registered for two courses concurrently; learners may complete courses at their own pace. The degree or certificate is awarded upon completion of the program requirements. FlexPath is available for select offerings.

Multiple Specializations

Multiple specializations are designed to provide learners with knowledge in more than one course of study within an eligible degree program. They lead to the award of a single degree with two or more specializations. Learners enrolled in an eligible degree program may request to be enrolled in additional eligible specializations at any point during their program. The degree and its specializations are awarded simultaneously upon completion of the program requirements for each specialization.

Professional Licensure and Certification

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

Capella University requires all learners in these programs to sign the [Licensure Disclosure & Responsibilities Acknowledgment](#) in which they agree that it is their responsibility to understand and comply with licensing and certification laws and regulations. Additional information on [professional licensure and certification](#) can be found on Campus.

Concentrations

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

Learners who do not complete all program requirements within credit minimums will be required to accrue such additional credits as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

University Policy

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

Governance

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- [1.01.02 University Governance](#)
- [1.01.04 Development and Compliance](#)
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- [3.02.01 Program and Course Development](#)
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- [3.03.01 Human Research Protections](#)
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- [3.03.04 Intellectual Property, Curriculum](#)
- [3.03.05 Conflict of Interest in Research](#)
- [3.03.06 Research Misconduct](#)

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- [3.04.01 Academic Readiness](#)
- [3.04.04 Application of Capella Credits](#)
- [3.04.05 Attendance at Residencies](#)
- [3.04.06 Access to Learning Resources](#)

[3.04.07 Grading](#)

[3.04.08 Incomplete Grades](#)

[3.04.09 Appealing a Grade](#)

[3.04.11 Transfer Credit and Credit for Prior Learning](#)

Learner Affairs

Records and Documents

[4.01.01 FERPA and Learner Directory Information](#)

[4.01.02 Retention of Learner Records and Work Products](#)

[4.01.04 University Catalog](#)

[4.01.05 Posthumous Recognition](#)

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Rights and Responsibilities

[4.02.01 Learner Disability Accommodations](#)

[4.02.02 Learner Code of Conduct](#)

[4.02.03 Learner Grievance](#)

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[4.02.05 Drugs and Alcohol](#)

[4.02.09 Sexual Harassment](#)

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[4.03.01 Tuition and Fees](#)

[4.03.02 Tuition and Fee Refunds](#)

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[4.04.01 Interlibrary Loan](#)

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[4.04.03 Honor Societies and Professional Organizations](#)

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[5.01.01 Selection of Faculty Members](#)

[5.01.03 Faculty Appointments of Capella University Graduates](#)

[5.01.04 Faculty Orientation and Onboarding, Professional Development, and Performance Management](#)

[5.01.05 Sufficient Number of Full-Time Faculty](#)

[5.01.06 Faculty Workloads](#)

[5.01.07 Emeriti Faculty and Staff Status](#)

University Policy 1.01.01	Mission Statement and Educational Philosophy
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Policy Revision Approval Date: May 12, 2016 Policy Revision Effective Date: June 1, 2016 Procedure Approval Date: May 12, 2016 Procedure Effective Date: June 1, 2016
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POLICY STATEMENT**Mission Statement**

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

Educational Philosophy

At Capella University, we believe education transforms people's lives and society—immediately and permanently. The innovative, intentionally designed competency-based education we offer enables adult learners to meet challenges in their careers, lead and make new contributions in their disciplines, and reach their professional and personal goals. Our educational pathways respect existing expertise and allow learners to focus on what is essential as they gain new competencies and expand on those they already have. The credentials they earn are signs of the professional relevancy, quality, and immediate applicability of their educational experience at Capella University and help to create new opportunities in the future. As partners in their education, we proudly serve the lifelong learning ambitions that allow our learners, alumni, their many communities, and our broader society to thrive.

RATIONALE

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

DEFINITIONS

None

PROCEDURES

None

POLICY OWNERS

Academic Owner: President

Operations Owner: Provost

RELATED DOCUMENTS

None

REVISION HISTORY

Original Policy Approval Date: July 27, 2002

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

Administrative edits as result of ongoing review: 2-12-10; 4-17-12; 9-16-21; 8-31-22

Formerly university policy 1.01 Mission Statement

University Policy 2.01.01**Admission****Policy Approval Date: March 3, 2023****Policy Effective Date: April 1, 2023****Procedure Approval Date: March 10, 2023****Procedure Effective Date: April 12, 2023****POLICY STATEMENT**

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

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

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

University Minimum Admission Requirements for GuidedPath Programs and Courses

Capella Academic Offering	Minimum Level of Education Completed; Postsecondary Education from an Institution Accredited by an Agency Currently Recognized by the U.S. Department of Education or from an Internationally Recognized Institution	Minimum Degree-Conferred Grade Point Average (on a 4.0 scale)	Programs with Additional Requirements
Non-Degree	Bachelor's-level course: high school diploma or equivalent Master's-level course: bachelor's degree Doctoral-level course: master's degree	None	Counselor Education courses*
BS BSW	High school diploma or equivalent	None	All undergraduate degree programs*

			All Accelerated Master's Pathway options*
RN-to-BSN	High school diploma or equivalent, and A diploma or associate's degree in nursing	None 2.0	School of Nursing and Health Sciences' RN-to-BSN degree program*
Graduate Certificate	Bachelor's degree	2.3	School of Nursing and Health Sciences' Care Coordination, Nursing Informatics, and Nursing Leadership graduate certificates* School of Social and Behavioral Sciences' Play Therapy graduate certificate*
MS MBA MEd MHA MSW	Bachelor's degree	2.3	School of Public Service and Education's MS Leadership in Educational Administration specialization* School of Public Service and Education's MS Early Childhood Education and Reading and Literacy Specializations* School of Social and Behavioral Sciences', MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling, and MS in School Psychology degree programs*
MPH	Bachelor's degree	2.5	
MSW— Advanced Standing	Bachelor's degree	3.0	School of Public Service and Education's MSW—Advanced Standing degree program*
MSN	Bachelor's degree	2.8	School of Nursing and Health Sciences' MSN degree program*
RN-to-MSN	135 Undergraduate credits	2.8	School of Nursing and Health Sciences' RN-to-MSN degree program*
Post-Master's Certificate	Master's degree	3.0	

EdS	Master's degree	3.0	School of Social and Behavioral Sciences' EdS in School Psychology*
PhD DBA DIT EdD DHA DNP DrPH DSW DHS PsyD	Master's degree (related master's degree preferred)	3.0	<p>School of Public Service and Education's PhD Leadership in Educational Administration, and Nursing Education specializations*</p> <p>School of Nursing and Health Sciences' DNP degree program</p> <p>School of Nursing and Health Sciences' DrPH degree program*</p> <p>School of Public Service and Education's DSW degree program*</p> <p>School of Social and Behavioral Sciences' PhD in Counselor Education and Supervision degree program*</p> <p>School of Social and Behavioral Sciences' PhD in Behavior Analysis degree program*</p> <p>School of Social and Behavioral Sciences' PsyD in Clinical Psychology and PsyD in School Psychology degree programs*</p>

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

FlexPath Admission Requirements

Capella Academic Offering	Minimum Level of Education Completed; Postsecondary Education from an Institution Accredited by an Agency Currently Recognized by the U.S. Department of Education or from 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 at least 45 applied transfer college credits OR	2.8	
	High school diploma or equivalent, and at least 100 applied transfer college credits†	Not Applicable	
BSN, FlexPath option	High school diploma or equivalent, at least 45 applied transfer college credits, and a diploma or associate's degree in nursing OR	2.8	School of Nursing and Health Sciences' FlexPath option in the RN-to-BSN degree program*
	High school diploma or equivalent, at least 100 applied transfer college credits, and a diploma or associate's degree in nursing†	Not applicable	
MS, FlexPath option; MBA, FlexPath option; MHA, FlexPath option MEd, FlexPath option; MSN, FlexPath option	Bachelor's degree	2.8	School of Business, Technology, and Health Care Administration's FlexPath options in the MBA degree program* School of Nursing and Health Sciences' FlexPath options in the MSN degree program*
DBA, FlexPath option DNP, FlexPath Option EdD, FlexPath Option	Master's degree (related master's degree preferred)	3.0	School of Nursing and Health Sciences' FlexPath option in the DNP degree program*

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

* 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.

† No more than 50 applied quarter credits of American Council of Education recommended credits may be considered for admission requirements.

International and English as a Second Language Applicants

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

Equal Opportunity and Nondiscrimination

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

RATIONALE

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

DEFINITIONS

Program Start Date

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

PROCEDURES

I. Application Materials for All Applicants

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

II. All International and Second-Language Applicants

- A. Transcript Evaluation
 1. Applicants must have any international college or university transcripts evaluated and reviewed for eligibility for admission.
 2. Applicants may elect to have their transcripts evaluated by an approved organization and sent to Capella or may choose to have Capella arrange a third-party evaluation for an

additional, nonrefundable fee. Capella-facilitated evaluations are for the sole purpose of Capella admission review and may not be accepted by other academic institutions.

3. Transcript evaluation is not a guarantee of admission.

B. English Proficiency

1. Applicants whose language of instruction is not English are required to take one of the following English proficiency tests and achieve the listed minimum score.

a. Duolingo English Test with a minimum acceptable overall score of 105, including a minimum acceptable score of 105 in both the Literacy and Production subcomponents.

b. Test of English as a Foreign Language (TOEFL) with a minimum acceptable overall score of 79 for the iBT test, or a minimum overall score of 8 for the TOEFL Essentials.

c. International English Language Testing System (IELTS) with a minimum acceptable score of 6.5.

d. Michigan English Test (MET) with a minimum acceptable overall score of 53.

2. Applicants who have earned a postsecondary degree from a U.S.-accredited university are not required to take an English proficiency test.

C. Student Visas

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

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

III. Evaluation Process for All Applicants

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

A. Applicant meets all admission requirements and is offered admission.

B. Applicants who do not fully satisfy admission requirements may be considered as exceptions and may be asked to submit a resume, extended goal statement, and/or other relevant documents in addition to initial application materials. These applications are reviewed by the school for an admission decision. The decision is referred to Admissions for processing.

C. Conditional admission may be available to applicants for select programs.

1. Under conditional admission status, applicants who have not yet submitted all official transcripts and/or other required documentation may be granted permission to matriculate into their program while continuing the application process.

2. Learners granted conditional admission have until the end of the first full quarter following their program start date to submit all official transcripts and/or required documentation. Upon acceptance of their admission offer, learners under conditional admission status will be permitted to register for second quarter courses at the next quarter start.

3. Upon submission of all required materials, the application will be reviewed according to the evaluation process.

4. Learners under conditional admission status are ineligible to have financial aid disbursed until they have been fully admitted. Learners are encouraged to contact a financing coach for more information.

5. Learners who fail to complete the application, submit all official transcripts and/or other required documentation, or meet admission requirements will be administratively withdrawn from the university.
- D. The applicant does not meet admission requirements. Admission is denied.
 1. Conditionally admitted learners who are denied full admission are allowed to complete any coursework in progress at the time of the denial and will remain registered in their current course(s) unless they initiate a course drop or withdrawal pursuant to university policy 2.02.02 *Course Registration*.
 2. Learners are financially responsible for any tuition and fees related to their course(s) in accordance with university policy 4.03.02 *Tuition and Fee Refunds*.

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

To ensure availability, appropriate supervision, and an equivalent experience in site-based learning, all individuals admitted to the School of Nursing and Health Sciences, the School of Public Service and Education, and the School of Social and Behavioral Sciences with any required, elective, or optional site-based learning must be eligible to work within the United States, Guam, Puerto Rico, or the U.S. Virgin Islands at the time of the experience, and must agree that this experience will be completed within the United States, Guam, Puerto Rico, or the U.S. Virgin Islands.

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

V. Returning Learners

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

VI. Additional Admission Requirements for GuidedPath Programs

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

- A. Non-Degree Admission

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

B. All Undergraduate Degree Programs

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

C. School of Nursing and Health Sciences

1. Applicants to the RN-to-BSN degree program must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States.
2. Applicants to the RN-to-BSN degree program who do not have any credits eligible for college/university transfer must successfully complete a university-approved examination.
3. Applicants to the Care Coordination, Nursing Informatics, and Nursing Leadership graduate certificates must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States, and a bachelor's degree in nursing with a minimum 2.8 degree-conferred GPA from an institution accredited by an agency currently recognized by the U.S. Department of Education or from 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 an agency currently recognized by the U.S. Department of Education or from an internationally recognized institution.
5. Applicants to the RN-to-MSN Bridge Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration specializations must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States, and a minimum of 135 completed undergraduate credits with a cumulative GPA of 2.8.
6. Applicants to the DNP degree program must have a current, independently verifiable and unrestricted RN license (or its equivalent) to practice in the United States, one year of licensed RN work experience or currently be employed as an RN, and a master's degree in nursing.

7. Applicants to the DrPH degree program must have a related graduate degree or any graduate degree and a graduate certificate in public health.
- D. School of Public Service and Education
1. Applicants to the PhD and MS Leadership in Educational Administration specializations must have three years of licensed teaching experience. Applicants to the Georgia Professional Standards Commission performance-based building-level leadership program and the PhD Leadership in Educational Administration specialization must hold a master's degree in educational leadership or other approved field, meet pre-service educational leadership requirements, serve in a leadership role or position in a partner district, and meet any other specific admission requirements outlined in a district partnership agreement.
 2. Applicants to the MS Early Childhood Education and Reading and Literacy specializations must have a current initial teaching license issued with no stipulations and have completed general education coursework equivalent to Capella's undergraduate general education requirements.
 3. Applicants to the PhD Nursing Education specialization must have a current, unrestricted RN license (or its equivalent) to practice in the United States and a master's degree in nursing.
 4. Applicants to the MSW—Advanced Standing degree program must have a bachelor's degree in social work from a Council of Social Work Education (CSWE)-accredited program in good standing 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.
 5. Applicants to the DSW degree program must have a master's degree in social work from an institution accredited by the CSWE.
- E. School of Social and Behavioral Sciences
1. Applicants to the MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, and MS in School Psychology 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.
 2. Applicants to the MS in School Counseling degree program are required to submit a degree-conferred transcript for a bachelor's degree as well as transcripts from all previous institutions at which graduate work was completed (minimum degree-conferred GPA of 3.0 for undergraduate work and related graduate work. Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.
 3. Applicants to the EdS in School Psychology degree program must have an MS in School Psychology from an institution accredited by an agency currently recognized by the U.S. Department of Education or from an internationally recognized institution. Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.
 4. Applicants to the PhD in Counselor Education and Supervision degree program are required to submit a degree-conferred transcript from a master's degree program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) or CACREP-curriculum equivalent as well as transcripts from all previous institutions at which graduate work was completed (minimum degree-conferred GPA of 3.25 and a 3.25

cumulative GPA for related graduate work). Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.

5. Applicants to the 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, marriage and family therapy, 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.
6. Applicants to the PhD in Behavior Analysis degree program must hold a current BCBA certification.
7. Applicants to the PsyD in Clinical Psychology degree program 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.
8. 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 may be required to submit additional documents for review.
- B. Applicants to the FlexPath option in the RN-to-BSN degree program must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States. Applicants will be evaluated for admission with a holistic review. Applicants with fewer than 100 applied transfer college credits or a degree-conferred GPA of less than 2.8 may be required to submit additional documents for review.
- C. 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 may be required to submit additional documents for review.
- D. 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 an agency currently recognized by the U.S. Department of Education or from an internationally recognized institution.
- E. Applicants to the FlexPath option in the DNP degree program must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States, one year of licensed RN work experience or currently be employed as an RN, and a master's degree in nursing.

POLICY OWNERS

Academic Owner: Registrar

Operations Owner: Admissions & Records Operations

RELATED DOCUMENTS

University policy 2.01.02 Maximum Time to Degree Completion

University policy 2.02.02 Course Registration

University policy 2.02.10 Separation from the University

University policy 3.01.04 Academic Standing

University policy 3.04.04 Application of Capella Credits

University policy 4.01.01 FERPA and Learner Directory Information

REVISION HISTORY

Original Policy Approval Date: January 21, 2005

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

Administrative edits as result of ongoing review: 10-1-08; 1-16-09; 5-27-09; 7-29-09; 11-19-09; 1-13-10; 2-18-10; 4-20-10; 5-13-10; 7-26-10; 8-11-10; 10-26-10; 1-25-11; 5-17-11; 7-28-11; 8-9-11; 10-25-11; 1-9-12; 2-16-12; 7-1-12; 10-18-12; 11-6-12; 7-7-14; 1-29-15; 4-15-15; 7-10-15; 7-30-15; 11-17-15; 1-4-16; 1-22-16; 2-15-16; 3-7-16; 5-4-16; 10-1-16; 10-27-16; 12-14-16; 4-26-17; 7-26-17; 8-16-17; 10-25-17; 1-24-18; 4-1-18; 4-25-18; 6-12-18; 1-1-19; 1-24-19; 7-1-19; 10-1-19; 1-7-20; 1-29-20; 4-29-20; 5-20-20; 6-30-20; 3-26-21; 4-28-21; 7-28-21; 9-15-21; 10-14-21; 11-4-21; 1-11-22; 1-25-23; 4-11-23

University Minimum Admission Requirements

GuidedPath 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, Technology, and Health Care Administration's Accounting, Network Technology: Cisco, Network Technology: Microsoft, and Software Development undergraduate certificates.*
BS	High School diploma or equivalent	None	All undergraduate degree programs.*All Accelerated Master's Pathway options.*
RN-to-BSN	High school diploma or equivalent and A diploma or associate's degree in nursing	None 2.0	School of Nursing and Health Sciences' RN-to-BSN degree program.*
Graduate Certificate	Bachelor's degree	2.3	School of Nursing and Health Sciences' Care Coordination, Nursing Informatics, and Nursing Leadership graduate certificates.*School of Social and Behavioral Sciences' Applied Behavior Analysis and Play Therapy graduate certificates.*
MS MBA MEd MHA MPA	Bachelor's degree	2.3	School of Public Service and Education's MS Leadership in Educational Administration specialization.* School of Public Service and Education's MS Early Childhood Education and Reading and Literacy Specializations* School of Social and Behavioral Sciences' MS in Addiction Studies, MS in Clinical

			Mental Health Counseling, MS in School Counseling, and MS in School Psychology degree programs.*
MPH	Bachelor's degree	2.5	
MSW	Bachelor's degree	2.7	School of Public Service and Education's MSW and MSW—Advanced Standing degree program.*
MSN	Bachelor's degree	2.8	School of Nursing and Health Sciences' MSN degree program.*
RN-to-MSN	135 Undergraduate credits	2.8	School of Nursing and Health Sciences' RN-to-MSN degree program.*
Post-Master's Certificate	Master's degree	3.0	
EdS	Master's degree	3.0	School of Social and Behavioral Sciences' EdS in School Psychology*
PhD DBA DIT EdD DHA DNP DrPH DEM DPA DSW DHS PsyD	Master's degree (related master's degree preferred)	3.0	<p>School of Public Service and Education's PhD Leadership in Educational Administration, and Nursing Education specializations.*</p> <p>School of Nursing and Health Sciences' DNP degree program and DNP Preparatory Program.*</p> <p>School of Nursing and Health Sciences' DrPH degree program* School of Public Service and Education's DSW degree program.* School of Social and Behavioral Sciences' PhD in Counselor Education and Supervision degree program.*</p> <p>School of Social and Behavioral Sciences' PhD in Behavior Analysis specialization.*</p> <p>School of Social and Behavioral Sciences' PsyD Clinical Psychology degree program and PsyD in School Psychology degree program*</p>

* Select degree programs have higher GPA and/or additional admission requirements. Refer to procedures section VI of university policy [2.01.01 Admission](#) and [Capella's University Catalog](#) for more information.

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 at least 45 applied transfer college credits OR	2.8	
	High school diploma or equivalent and at least 100 applied transfer college credits †	Not Applicable	
BSN, FlexPath option	High school diploma or equivalent, at least 45 applied transfer college credits, and a diploma or associate's degree in nursing OR	2.8	School of Nursing and Health Sciences' FlexPath option in the RN-to-BSN degree program*
	High school diploma or equivalent, at least 100 applied transfer college credits, and a diploma or associate's degree in nursing †	Not Applicable	
Graduate Certificate, FlexPath Option	Bachelor's degree	2.5	School of Business, Technology, and Health Care Administration'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	Bachelor's degree	2.8	School of Business, Technology, and Health Care Administration's FlexPath options in the MBA degree program.* School of Nursing and Health Sciences' FlexPath options in the MSN degree program*

option MSN, FlexPath option			
DBA, FlexPath option DNP, FlexPath option EdD, FlexPath option	Master's degree (related master's degree preferred)	3.0	School of Nursing and Health Sciences' FlexPath option in the DNP degree program*

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

* Select degree programs have higher GPA and/or additional admission requirements. Refer to procedures section VII of university policy [2.01.01 Admission](#) and [Capella's University Catalog](#) for more information.

† No more than 50 applied quarter credits of American Council of Education recommended credits may be considered for admission requirements.

University Admission Components

School	Business, Technology, and Health Care Administration	Nursing and Health Sciences	Public Service and Education	Social and Behavioral Sciences
Acknowledgment Agreement	✓	✓	✓	✓
BS Psychology Pre-Counseling Acknowledgment Form				✓
Official Transcript from Previous Institution*	✓	✓	✓	✓
International Applicants: Proof of English Equivalency	✓	✓	✓	✓
Government Issued ID	✓	✓	✓	✓
Licensure Disclosure & Responsibilities Acknowledgment	✓	✓	✓	✓
Automatic Course Registration Acknowledgment			Doctor of Social Work degree program	
Letters of Recommendation			MSW degree program; MSW—Advanced Standing degree program	PsyD Clinical Psychology specializations; PsyD in School Psychology degree program; PhD General Counselor Education and Supervision specialization; MS in Addiction Studies degree program; MS in Marriage and Family Therapy, Clinical Mental Health Counseling, and General School Counseling specializations

Curriculum Vitae			MS Early Childhood Education and Reading and Literacy specializations, MSW degree program; MSW—Advanced Standing degree program	PsyD Clinical Psychology specializations; PsyD in School Psychology degree program; PhD General Counselor Education and Supervision specialization; MS in Addiction Studies degree program; MS in Marriage and Family Therapy, Clinical Mental Health Counseling, and General School Counseling specializations
Admission Essay/ Writing Samples			MS Early Childhood Education and Reading and Literacy specializations, MSW degree program; MSW—Advanced Standing degree program	PsyD Clinical Psychology specializations; PsyD in School Psychology degree program; PhD General Counselor Education and Supervision specialization; MS in Addiction Studies degree program; MS in Marriage and Family Therapy, Clinical Mental Health Counseling, and General School Counseling specializations
Self-Assessment:			MS Early Childhood Education and Reading and Literacy specializations	
Faculty Interview				PsyD Clinical Psychology specializations; PsyD in School Psychology degree program
<u>Background Acknowledgment</u>	MS in Information Assurance and Cybersecurity degree program (all specializations)			
<u>Teaching Experience Verification Form</u>			PhD and MS Leadership in Educational Administration specializations	
<u>Teaching License Background Form</u>			MS Early Childhood Education and Reading and Literacy specializations	

Experience and Access Acknowledgment			MEd in Teaching and Learning; MS General Educational Technology, Curriculum and Instruction, Early Childhood Education Studies, English Language Learning and Teaching, and Special Education Teaching specializations	

* Select degree programs have higher GPA and/or additional admission requirements. Refer to procedures sections VI and VII of university policy [2.01.01 Admission](#) for more information.

University Policy 2.01.02**Maximum Time to Degree Completion****Policy Revision Approval Date: March 27, 2007****Policy Revision Effective Date: July 1, 2007****Procedure Approval Date: October 11, 2018****Procedure Effective Date: November 1, 2018****POLICY STATEMENT**

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

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

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

- * Learners enrolled in the Master of Science in Marriage and Family Therapy, Master of Science in Clinical Mental Health Counseling, Master of Science in School Counseling, Master of Science in Clinical Psychology with a specialization in Clinical Counseling, or Master of Science in Nursing have a maximum of six years to complete their degree program.
- * Learners enrolled in the Master of Social Work have a maximum of six years to complete their degree program. Learners enrolled in the Master of Social Work—Advanced Standing have a maximum of four years to complete their degree program.
- * Learners enrolled in the Master of Public Health have a maximum of five years to complete their degree program.
- ** Learners enrolled in the PsyD degree program have a maximum of nine years to complete their degree program.

RATIONALE

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

DEFINITIONS

Certificate

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

Dean's Designee

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

Degree

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

Degree Extension Form (DEF)

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

Degree Program

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

Maximum Time to Completion

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

PROCEDURES

I. Federal Financial Aid Impact

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

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

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

III. Failure to Meet Maximum Time to Completion

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

IV. Maximum Time to Completion Extensions

A. Extension Criteria

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

B. Extension Application Process

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

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

C. Extension Approvals

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

D. Failure to Meet DEF Terms

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

E. Doctoral Extensions

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

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

V. Readmission and Maximum Time to Completion

A. Readmission Eligibility

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

2. Administrative Withdrawal

- a. Bachelor's- and master's-level learners who have been administratively withdrawn from the university as a result of not completing their degree or certificate program before the maximum time to completion deadline may reapply for admission to Capella University.
 - b. Doctoral-level learners who have been administratively withdrawn from the university as a result of not completing their degree program before the maximum time to completion deadline are not eligible for readmission to that program or for admission to any doctoral program at Capella University.
- B. Readmission and Maximum Time to Completion
Learners who are readmitted are assigned a new maximum time to completion and catalog.

VI. Administrative Withdrawal Appeals Process for Doctoral Learners

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

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

POLICY OWNERS

Academic Owner: Registrar

Operations Owner: Admissions & Records Operations

RELATED DOCUMENTS

University policy 2.01.01 Admission

University policy 2.02.03 Concurrent Program Enrollments

University policy 2.02.07 Changing Academic Program

University policy 2.02.08 Leave of Absence

University policy 2.02.12 Military Leave

University policy 3.01.04 Academic Standing

University policy 3.01.05 Financial Aid Satisfactory Academic Progress

University policy 4.01.02 Retention of Learner Records and Work Products

University policy 4.03.02 Tuition and Fee Refunds

Financial Aid policies—See Campus

REVISION HISTORY

Original Policy Approval Date: July 1, 2005

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

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

University Policy 2.02.02**Course Registration****Policy Revision Approval Date: May 20, 2016****Policy Revision Effective Date: July 1, 2016****Procedure Approval Date: February 6, 2023****Procedure Effective Date: March 1, 2023****POLICY STATEMENT**

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

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

RATIONALE

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

DEFINITIONSAcademic Program

An academic program is any credentialed academic offering and its components, including but not limited to a degree, specialization, minor, concentration, certificate, or delivery model in which a learner is enrolled.

Advanced Doctoral Phase

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

Course Census Day

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

Course Drop

Course drop refers to learners formally removing themselves from a course roster during the first 12 calendar days of a course. A course drop applies to one course at a time and does not assume withdrawal from the university. A course drop should not be confused with a leave of absence, which

refers to a learner taking leave from the university and all associated courses for a specific period of time. A course drop is not reflected on the learner's official transcript. Advanced doctoral learners should refer to the Capella University *Doctoral Manual* for details pertaining to their programs.

Course Withdrawal

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

Initial Course Participation

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

Last Day to Withdraw from a Course

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

Ongoing Course Participation

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

School's Designee

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

PROCEDURES

I. Registration for All Learners

A. Learners register for courses, including residencies, using Campus's online course registration process. Some courses require a more specific registration process, as follows:

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

- b. Special topics courses may be repeated for credit with a different topic at the school's discretion.
 - c. Site-based learning registrations require the consent of the appropriate school and may require a written course learning plan or application. Learners must submit their request for site-based learning registrations through Academic Advising for school review.
 - B. Upon course registration, learners agree to pay tuition and fees to Capella University as stated in university policy *4.03.01 Tuition and Fees*.
 - C. Learners should refer to the current academic calendar available on Campus for course registration dates and deadlines.
- II. Concurrent Course Registration for Comprehensive Examination and Dissertation Learners
 - A. Doctoral learners registered for comprehensive examination and dissertation courses may only be registered for courses in the comprehensive examination and dissertation course sequence.
 - B. Doctoral learners registered for courses outside of the comprehensive examination and dissertation course sequence, with the exception of site-based learning, will be dropped from their other courses by school administrative staff. Learners will be informed of the administrative course drop via email.
 - C. Doctoral learners may request an exception from their school allowing them to take a course outside of the comprehensive examination and dissertation course sequence.
- III. Repeating Courses for All Learners
 - A. Learners are allowed one opportunity to repeat each course they have completed with a grade, including a failing grade.
 - B. Learners receive credit toward their degree for only one iteration of the same course unless the *University Catalog* specifically identifies that course as repeatable for credit.
 - C. 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.
 - D. 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.
 - E. When a course is repeated, the grade considered for credit and grade point average (GPA) calculations will be the highest grade earned.
 - 1. Each attempt at the course appears on the transcript, and all attempts are used to evaluate the learner's completion percentage for evaluation of financial aid satisfactory academic progress (FASAP).
 - 2. Only one course attempt is included in the GPA calculation.
 - F. For a course to be considered a repeat of a previous course, the learner must complete the same course, as defined by the title and course number. If a new course has been designated by the school as the original course's equivalent, it will be considered an identical course for purposes of this policy. If a course is retired, it will no longer be possible to repeat the course.
 - G. The school may approve course substitutions in lieu of repeating a course to fulfill graduation requirements for the content area, but the credit and GPA calculations for both courses are included in the cumulative statistics.
 - H. Special topics courses may not be repeated.
 - I. Dissertation courses will not be subject to repeat course procedures.

IV. Course Drop or Withdrawal

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

- A. Learners canceling, dropping, or withdrawing from their course(s) are encouraged to refer to university policy *4.03.02 Tuition and Fee Refunds* to determine the financial implications of their actions.
- B. Advanced Doctoral Learners
Advanced doctoral learners should refer to the Capella University *Doctoral Manual* for details pertaining to their programs.
- C. Course Drop
 1. Learners may drop a course during the first 12 calendar days of the course or FlexPath session without academic penalty. A course drop during this time does not appear on the learner's transcript and does not affect grade point average (GPA).
 2. Learners may be financially impacted should they drop a course after the first five calendar days of the course. FlexPath learners may be financially impacted should they drop a course after the start of the FlexPath session. Learners are responsible for fully understanding the financial implications of a course drop. Learners should refer to university policy *4.03.02 Tuition and Fee Refunds* to determine the financial implications of a course drop.
 3. Learners who receive financial aid should discuss the potential financial implications of a course drop, including the return of financial aid funds, with a financing coach.
 4. To drop a course, learners must contact a designated Enrollment Services representative, Academic Advising representative, or FlexPath coach or complete and submit an online course drop request via the course drop functionality in Campus's Student Center.
 - a. Learners are responsible for clearly expressing their intention to drop a course by using language that indicates that intention through a specific request for institutional action. Course drop requests must include the following:
 - i. Learner name and verifiable contact information
 - ii. Course number and title
 - iii. Quarter or session/term/year
 - b. Learners may not use any other means to officially express their intention to drop a course, including verbal or written communication with faculty, discussion posts, or social media platforms.

5. Learners receive confirmation that the course drop request has been processed via Campus's Student Center or email. Learners are responsible for checking their course registration status in Campus's Student Center.
6. Learners who drop a course after the open course registration deadline will not be able to reverse the course drop.

D. Course Withdrawal

1. Learners may withdraw from a course from the 13th calendar day of the course through the official last day to withdraw.
2. Learners may be financially impacted should they withdraw from a course. Learners are responsible for fully understanding the financial implications of a course withdrawal. Learners should refer to university policy *4.03.02 Tuition and Fee Refunds* to determine the financial implications of a course withdrawal.
3. Learners who receive financial aid should discuss the potential financial implications of a course withdrawal, including the return of financial aid funds, with a financing coach.
4. To withdraw from a course, learners must contact a designated Enrollment Services representative, Academic Advising representative, or FlexPath coach or complete and submit an online course withdrawal request via the course withdrawal functionality in Campus's Student Center.
 - a. Learners are responsible for clearly expressing their intention to withdraw from a course by using language that indicates that intention through a specific request for institutional action. Course withdrawal requests must include the following:
 - i. Learner name and verifiable contact information
 - ii. Course number and title
 - iii. Quarter or session/term/year
 - b. Learners may not use any other means to officially express their intention to withdraw from a course, including verbal or written communication with faculty, discussion posts, or social media platforms.
5. Learners receive confirmation of receipt of the course withdrawal request via Campus's Student Center or email. Learners are responsible for checking their course registration status in Campus's Student Center.
6. Learners who withdraw from a course after the course registration deadline will not be able to reverse the withdrawal.
7. The following consequences apply to a learner who withdraws from a course from the 13th calendar day of the course through the last day to withdraw:
 - a. The learner receives a Withdrawal ("W") grade for the course.
 - b. The grade of "W" appears on the learner's transcript.
 - c. The grade of "W" does not affect GPA, but course credits are included in attempted credits when monitoring financial aid satisfactory academic progress, as described in university policy *3.01.05 Financial Aid Satisfactory Academic Progress*.
8. Once the course has been in session past the official last day to withdraw from the course, this option is no longer available to learners. Should unforeseen extenuating circumstances arise after the deadline to withdraw from a course has passed, learners may refer to section V of this policy for recourse.

V. Late Course Withdrawal

- A. If unforeseen extenuating circumstances require learners to withdraw from their course(s) following the official last day to withdraw, learners may petition for a late course withdrawal to receive a Withdrawal ("W") grade on their academic record for the course(s) by providing

proper documentation of the circumstance. Such requests must be submitted prior to the end of the course. If the extenuating circumstance does not allow the learner to submit the request by the deadline, third-party documentation demonstrating this fact must be provided.

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

VI. Appealing a Denied Late Course Withdrawal

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

VII. Additional GuidedPath Course Registration Procedures

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

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

- f. Learners who are dropped from a course for failing to satisfy the requirement for initial course participation will be refunded 100 percent of the course tuition.
 - g. Learners who are dropped from a course for failing to satisfy the requirement for initial course participation may request a late course registration pursuant to section VII.D of this policy. If the request is approved, the learner will be charged the applicable tuition and fees.
 - h. Learners who request a course drop or withdrawal as described in section IV of this policy and who have not satisfied the requirement for initial course participation will be refunded 100 percent of the course tuition.
 - i. Learners registered in non-credit-bearing residencies, practica, internships or laboratory, dissertation, or doctoral capstone courses will not be dropped from their course(s) for failing to satisfy the requirement for initial course participation, but they will be subject to any financial aid award disbursement participation requirements.
2. Ongoing Course Participation
- a. Learners who continuously submit and complete grade-eligible courseroom activities are satisfying the requirement for ongoing course participation. Learners must continuously participate in their courses to successfully complete the course.
 - b. Learners who do not participate in a course for 14 or more consecutive days are not satisfying the requirement for ongoing course participation.
 - c. Learners who do not satisfy the requirement for ongoing course participation will be notified by email.
 - d. Within 14 calendar days of receiving notification that they are not satisfying the requirement for ongoing course participation, the learner must resume participation in the course.
 - e. Learners who do not resume participation in the course will be withdrawn administratively from the course and will be held to the refund schedule described in university policy *4.03.02 Tuition and Fee Refunds*.
 - f. If the learner is administratively withdrawn from the course during the acceptable course withdrawal period, the learner will receive a grade of “W” for the course. If the learner is administratively withdrawn from the course after the acceptable course withdrawal period, the learner will receive a grade of “F” for the course. The grade will be noted on the learner’s transcript and will affect the learner’s GPA.
 - g. Learners registered in practica, internships, field experiences, residencies or comprehensive examination, dissertation, doctoral capstone, or directed study courses will not be administratively withdrawn from their course(s) for failing to satisfy the requirement for ongoing course participation, but they will be subject to any financial aid award disbursement participation requirements.

VIII. Additional FlexPath Course Registration Procedures

A. Auto-Registration

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

B. Course Load

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

C. Repeating Courses

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

D. Enrollment Status.

1. FlexPath learners who began their program before October 2022 and have not had a change of catalog, academic program, or billing structure effective October 2022 or later
 - a. FlexPath learners who are registered in a course or courses are considered to be enrolled on a full-time basis.
2. FlexPath learners who started their program in October 2022 or later or who had a change of catalog, academic program, or billing structure that went into effect October 2022 or later
 - a. Undergraduate learners
 - i. Learners who take courses amounting to 0.5 to 4.4 program points total per billing session are considered to be enrolled on a half-time basis.
 - ii. Learners who take courses amounting to 4.5 or more program points total per billing session are considered to be enrolled on a full-time basis.
 - iii. For courses spanning multiple billing sessions, the course's program point value is generally counted toward the session in which the course began but in some cases may, at the university's discretion, be used in the subsequent session to establish financial aid eligibility.
 - b. Graduate learners
 - i. Learners who take courses amounting to 0.5 to 2.24 program points total per billing session are considered to be enrolled on a half-time basis.
 - ii. Learners who take courses amounting to 2.25 or more program points total per billing session are considered to be enrolled on a full-time basis.
 - iii. For courses spanning multiple billing sessions, the course's program point value is generally counted toward the session in which the course began but in some cases may, at the university's discretion, be used in the subsequent session to establish financial aid eligibility.
 - c. FlexPath learners receiving federal financial aid will have additional requirements to receive half-time or full-time disbursement.

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.
2. FlexPath Engagement
 - a. Learners who regularly submit and complete predetermined FlexPath activities are satisfying the requirement for FlexPath engagement. Learners must regularly satisfy engagement requirements to successfully complete a FlexPath course.

- b. Learners who do not complete predetermined FlexPath activities for 14 or more consecutive days are not satisfying the requirement for FlexPath engagement and will be notified by email.
- c. Learners who do not satisfy the FlexPath engagement requirement for 21 or more consecutive days will be contacted by their academic coach to discuss the consequences of non-engagement.
- d. Learners who do not resume engagement in their FlexPath course within 28 days will be withdrawn administratively from the course and may be responsible for tuition and fees as described in university policy *4.03.02 Tuition and Fee Refunds*.
- e. Learners who are withdrawn administratively from a course for failing to meet the FlexPath engagement requirement will receive a competency evaluation of “Non-Performance” for the course. The competency evaluation will be noted on the learner’s transcript.

POLICY OWNERS

Academic Owner: Provost

Operations Owner: Admissions & Records Operations

RELATED DOCUMENTS

University policy 2.02.07 Changing Academic Program

University policy 2.02.08 Leave of Absence

University policy 4.03.01 Tuition and Fees

University policy 4.03.02 Tuition and Fee Refunds

Late Course Registration form—Campus

REVISION HISTORY

Original Policy Approval Date: February 19, 2007

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

University Policy 3.01.01**Academic Integrity and Honesty****Policy Revision Approval Date: March 3, 2023****Policy Revision Effective Date: April 1, 2023****Procedure Approval Date: March 20, 2023****Procedure Effective Date: April 1, 2023****POLICY STATEMENT**

Capella University is committed to providing learners with the competencies and skills associated with academic integrity and honesty. Capella learners are expected to act with integrity and honesty in all their interactions as associated with their academic endeavors pursuant to this policy. Failure to adhere to such expectation, including by plagiarism or any other act of academic dishonesty, constitutes a violation of this policy.

Learners are expected to be the sole authors of their work and to acknowledge the authorship of others' work through proper citation and reference. Collaboration in the preparation or completion of academic work 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 academic work.

Except for such authorized and referenced collaboration set forth above, the preparation and/or submission of any academic work by any third-party person or organization is expressly prohibited. In addition to any other sanctions under this policy, where the university reasonably suspects a learner's use of any third party to prepare and/or submit academic work, the university may immediately suspend such learner's access to Capella courserooms and systems pending investigation and resolution of the alleged violation of this policy.

Capella University learners, as well as Capella University faculty and staff ("university officials"), share the responsibility for promptly reporting any alleged violation of this policy.

RATIONALE

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

DEFINITIONS**Academic Dishonesty**

Academic dishonesty means any unauthorized action in the completion of academic work, which includes but is not limited to plagiarism, copyright violation, unauthorized collaboration, and preparation and/or submission of academic work by a third party.

Plagiarism

Plagiarism is presenting someone else's ideas or work as one's own. Plagiarism includes, but is not limited to, copying verbatim or rephrasing ideas without properly acknowledging the source by author,

date, and publication medium. Writers must paraphrase, summarize, or quote the ideas and words of others while simultaneously acknowledging the source.

Sanction

A sanction is a disciplinary consequence that may be issued by a university official due to a learner committing an act of academic dishonesty. Sanctions for violation of this policy 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 or any university courseroom, removal from the program, administrative withdrawal or dismissal from the university, or cancellation of previously awarded course credits or credentials. Cancellation of previously conferred credentials requires review and action by the Capella University Board of Trustees.

PROCEDURES

- I. Academic Resources
 - A. The Publication Manual of the American Psychological Association (APA) and Academic Writer are tools to help learners identify work that must be referenced, including their own published works, and determine how it must be cited.
 - B. To avoid any instances that may be construed as plagiarism, learners should consult the APA style guide to apply the proper citation format.
 - C. 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 academic dishonesty involving doctoral learners and dissertation or doctoral capstones prior to receipt of Institutional Review Board (IRB) approval or a “Not Human Subject Research Determination Letter” from the Capella University IRB.
 - B. All allegations of academic dishonesty involving a dissertation or doctoral capstone after receipt of IRB approval or a “Not Human Subject Research Determination 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. Allegations may be reported to any university official, who will ensure that the university official responsible for supervising the course or activity during which the allegation occurred is notified in writing.
 - C. A record of any sanction issued under this policy will become part of the learner’s official academic record.
- IV. Direct University Official Issued Sanctions
 - A. The university official directly associated with the course or activity during which the alleged academic dishonesty occurred may evaluate the alleged violation of this policy and issue sanctions under this section. In such instances, the university official directly associated with the course or activity will notify the learner of the alleged academic dishonesty in writing, and the learner will be given the opportunity to explain or refute the allegation.
 - B. Where the university official determines that the allegation accurately identified an act of academic dishonesty, the university official may in their discretion issue a remedial learning opportunity or other sanction.

1. Remedial Learning Opportunities

The university official may offer the learner an opportunity to demonstrate academic integrity, conduct teaching/learning experiences to improve academic integrity competencies and skills, and/or other remedial action. Such remedial learning opportunities, when issued in isolation, are generally reserved for minor and isolated instances of plagiarism arising from an apparent failure to appropriately cite a source that is otherwise appropriately utilized in academic work.

2. Other Sanction

The university official may issue another sanction appropriate to the course or activity.

- C. Learners may appeal any decision under this section pursuant to section V. Such appeals must be submitted within 10 calendar days after notification of the decision for which the learner is making the appeal. 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.

- V. Review by Independent Review Panel

- A. An independent review panel (IRP) may be convened at the university's discretion or due to appeal from a decision under section IV.
- B. An independent review panel is sponsored by the provost.
- C. Upon being convened, the IRP will acknowledge the request and inform all involved parties that a review has been initiated. All involved parties will be given the opportunity to submit written statements and other evidence supporting their respective positions.
- D. All involved parties will be given the opportunity to present their respective positions to the panel via remote meeting or call.
- E. The panel will review the evidence associated with the academic dishonesty allegation, any sanction already issued by a university official, and any statements made by an involved party. The panel will issue a decision as soon as practicable.
- F. The panel may conduct a full review of the learner, including their complete history of academic integrity. In the event the panel identifies additional alleged instances of academic dishonesty, the panel will notify the learner and provide an opportunity to respond.
- G. 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.
- H. If the panel recommends the cancellation of previously conferred credentials, the matter will be referred as a recommendation to the University Board of Trustees.
- I. In the event that the provost or president's designee believes that a credential conferred by Capella should be revoked as a result of an academic dishonesty finding:
 1. The determination that the learner's credential should be revoked and an opportunity to appeal that recommendation under section VII will be provided to the learner before Board of Trustees consideration of such recommendation.
 2. Following any appeal opportunity by the learner under section VII, the Capella University Board of Trustees must review the case and vote whether to revoke the credential. The respondent will receive written notification of the final determination and any corrective/disciplinary action to be taken. The decision of the Capella University Board of Trustees is final.
- J. The panel's decision may be appealed pursuant to section VII.

- VI. University Provost Review for Academic Work or Submission by Third Party

- A. At the provost's discretion, allegations of preparation and/or submission of academic work by a third party may be directed to the provost's designee for investigation, review, and determination of sanctions. Review of allegations under this section may be completed at the university's discretion without use of section IV and section V.
- B. The provost's designee may conduct a full review of the learner, including their complete history of academic integrity.
- C. Following review, the provost's designee will issue a written decision, including such sanction as the provost's designee may find appropriate.
- D. In the event that the provost's designee believes that a credential conferred by Capella should be revoked as a result of an academic dishonesty finding:
 - 1. The determination that the learner's credential should be revoked, and an opportunity to appeal that recommendation under section VII, will be provided to the learner before Board of Trustees consideration of such recommendation.
 - 2. Should the appeal by the learner under section VII be denied, the Capella University Board of Trustees must review the case and vote whether to revoke the credential. The respondent will receive written notification of the final determination and any corrective/disciplinary action to be taken. The decision of the Capella University Board of Trustees is final.
- E. The learner will receive written notification of the provost designee's determination and any corrective/disciplinary action to be taken. Learner may appeal the provost designee's decision pursuant to section VII.

VII. 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 provost's designee or independent review 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. Submissions of Evidence and Meeting
 - 1. Appeals under Section V Review by Independent Review Panel
Learners appealing the decision of an independent review panel (section V) shall not have an option to present their position to the panel via remote meeting or call. New evidence submitted by the appealing learner will only be considered to the extent such evidence did not exist or could not reasonably have been obtained by the learner at the time of learner's deadline for submission to the IRP.
 - 2. Appeals under Section VI University Provost Review for Academic Work or Submission by Third Party
Learners appealing the decision of the provost's designee (section VI) shall have the opportunity to submit any written argument and/or evidence in support of their appeal and shall have the opportunity to present their position to the president's designee via remote meeting or call.
- D. Except as provided above, the president's designee will review all prior evidence, records, and decisions or recommendation by university officials and/or an IRP associated with the academic dishonesty allegation.
- E. Following review, the president's designee will issue a decision and report it to all involved individuals. The decision may uphold the prior decision, reverse the prior decision, or alter the prior decision.

- F. The decision of the president's designee is final, with the exception of a sanction for revocation of a previously conferred credential, which decision shall be final upon Board of Trustees determination.
- G. Matters that have been reviewed and have received a final decision under this policy are not eligible for further review under another policy.

VIII. 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. By direction of the provost or president, where a learner is alleged to have committed a violation of this policy deemed egregious by university leadership, the university may immediately suspend such learner's access to Capella courserooms and systems pending investigation and resolution of the alleged violation of this policy. This includes the university withholding transcripts while the investigation or any appeal process is pending.

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 or where otherwise deemed appropriate and allowable in the university's discretion, will be made available to Capella boards and appropriate regulatory bodies.

X. Copyright

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

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

POLICY OWNERS

Academic Owner: Provost

Operations Owner: Office of Academic Community Standards

RELATED DOCUMENTS

University policy 1.01.05 Policy Exceptions

University policy 2.02.10 Separation from the University
University policy 3.03.02 Publication of Dissertations and Doctoral Capstones
University policy 3.03.06 Research Misconduct
University policy 4.02.02 Learner Code of Conduct
University policy 4.02.03 Learner Grievance

REVISION HISTORY

Original Policy Approval Date: July 27, 2002

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University Policy 3.01.04**Academic Standing****Policy Approval Date: May 10, 2010****Policy Effective Date: July 1, 2010****Procedure Approval Date: July 11, 2022****Procedure Effective Date: July 27, 2022****POLICY STATEMENT**

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

Requirements

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

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

Cumulative GPA is calculated separately for undergraduate and graduate coursework.

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

RATIONALE

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

DEFINITIONS**Academic Program**

An academic program is any credentialed academic offering and its components, including but not limited to a degree, specialization, minor, concentration, certificate, or delivery model in which a learner is enrolled.

Administrative Withdrawal

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

Dean's Designee

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

Dismissal

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

President's Designee

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

Program-Specific Requirements

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

Readmission

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

PROCEDURES

- I. Academic Standing Requirements for All Learners
 1. 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
 2. To maintain good academic standing, learners must meet all of the requirements in each area.
 3. These requirements are described further in sections II, III, and IV of this policy.
 4. 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 term.
 2. Academic standing is first assessed after the first full term 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 II.E 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. While review of the allegation is pending, the following may be restricted: access to courseroom(s) and course registration or modifications, participation in residencies or internships, and/or access to other Capella activities and resources.
 2. The matter will be referred to the School Designee. In the event an allegation of failing to meet the established criteria for professional standards requirements also involves an alleged violation of another university policy, the School Designee will review. Those allegations will be reviewed together with the professional standards review.
 3. The School Designee will provide the opportunity for all involved parties to state their respective case in writing.
 4. The School Designee will issue a decision, which may include a decision on any sanction deemed appropriate by the School Designee, which may include but is not limited to a reflection paper, remedial activity, course withdrawal, course retake, or administrative withdrawal. The School Designee may in their discretion refer the matter for further deliberation by a Faculty Review Panel. A record of the School Designee's decision and sanction will become part of the learner's official academic record.
 5. The School Designee will report their decision to the learner as soon as practicable. A record of the School Designee's decision and sanction will become part of the learner's official academic record.
 6. If referred to a Faculty Review Panel, the panel will provide the opportunity to hear from all involved parties and for each party to state their respective case in writing. Upon request, either party will be provided the opportunity to conference.
 7. The panel will determine the appropriate sanction, which may include but is not limited to a reflection paper, remedial activity, course withdrawal, course retake, or administrative withdrawal.
 8. The panel designee will report the panel's decision to the learner as soon as practicable. A record of the panel's decision and sanction will become part of the learner's official academic record.
 9. Learners who are determined to have failed to meet established criteria for their program's professional standards requirements are no longer considered to be in good academic standing and may be administratively withdrawn from the university.
- E. Administrative Withdrawal Appeals
1. Learners must appeal an administrative withdrawal decision within seven calendar days of being sent notification of the decision.
 2. Learners must complete and submit the Academic Standing Appeal Form.

3. Learners must include an explanation of the extenuating circumstances surrounding their administrative withdrawal and the impact the circumstances had on their academic progress. The case is determined by the documentation/evidence supplied by the learner.
4. Learners must indicate their plan for future academic success.
5. Learners are not permitted to register for any Capella course (including non-credit courses, residencies, etc.) pending the outcome of their appeal.
6. The president's designee (and a dean's designee in cases involving professional standards requirements) reviews the appeal, makes a determination, and emails the learner to notify him or her of the decision.
7. 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.

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

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

C. Repeated Courses

When a course is repeated, the grade considered for the credit and GPA calculations will be the higher of the two grades earned. Each attempt will be used in evaluating the course completion ratio. Refer to university policies *2.01.02 Maximum Time to Degree Completion*, *2.02.02 Course Registration*, *3.01.05 Financial Aid Satisfactory Academic Progress*, *3.04.07 Grading*, and *3.04.08 Incomplete Grades* for more information.

D. Graduate-Level Credit and Cumulative GPA

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

E. Measuring Academic Standing for GPA

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

Examples:

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

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

3. Learners' academic standing is measured only following quarters in which they are registered in one or more GuidedPath courses. Learners' academic standing does not change following a quarter of academic inactivity.
4. Learners who fail to meet the minimum cumulative GPA requirement for their undergraduate or graduate coursework are placed on probation or dismissal status.

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

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

2. Dismissal appeal

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

H. Dismissal Appeals

1. Learners must appeal a dismissal decision within seven calendar days of being sent notification of the decision.
2. Learners must complete and submit the Academic Standing Appeal Form.
3. Learners must include an explanation of the extenuating circumstances surrounding their dismissal and the impact the circumstances had on their academic progress. Learners must also include an explanation of how the described extenuating circumstances are mitigated or resolved. The case is determined by the documentation/evidence supplied by the learner.
4. Learners must indicate their plan for future academic success.
5. Learners are not permitted to register for any Capella course (including non-credit courses, residencies, etc.) pending the outcome of their appeal.
6. The president's designee (and a dean's designee in cases involving professional standards requirements) reviews the appeal, makes a determination, and emails the learner to notify him or her of the decision.
7. 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.

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 learners who began their program before October 2022 and have not had a change of catalog, academic program, or billing structure effective October 2022 or later
 1. Academic standing is assessed at the end of each FlexPath course.
 2. FlexPath learners must meet the minimum performance level for the course level:
 - a. Learners whose performance is below "Basic" on one or more competencies in an undergraduate-level course will have failed to meet minimum requirements for good academic standing for that course.
 - b. Learners whose performance is below "Proficient" on one or more competencies in a graduate-level 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 different courses will be administratively withdrawn from the FlexPath option for their degree program. If the learner is enrolled in concurrent certificate programs, the learner will also be administratively withdrawn 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 administratively withdrawn for failure to meet minimum FlexPath performance requirements for good academic standing.
- C. Assessing Academic Standing for FlexPath learners who started their program in October 2022 or later or who had a change of catalog, academic program, or billing structure that went into effect October 2022 or later
1. Academic Standing is assessed at the end of each billing session.
 2. FlexPath learners must meet the minimum performance level for the course level:
 - a. Learners whose performance is below “Basic” on one or more competencies in an undergraduate level course will have failed to meet minimum requirements for good academic standing for that course.
 - b. Learners whose performance is below “Proficient” on one or more competencies in a graduate level 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 Academic Standing in two or more different courses to date will be placed on academic standing warning.
 4. Learners whose records reflect failure to meet minimum requirement for Academic Standing in two or more courses to date for a second consecutive billing session will be ineligible for financial aid and will be administratively withdrawn from the FlexPath option for their degree program. If the learner is enrolled in concurrent certificate programs, the learner will also be administratively withdrawn from the FlexPath option for those programs.
 5. Learners are not allowed to return to the FlexPath option at their degree level once they have been administratively withdrawn for failure to meet minimum FlexPath performance requirements for good academic standing.
- D. Administrative Withdrawal Appeals
1. FlexPath learners must appeal an administrative withdrawal decision within 14 calendar days of being sent notification of the decision.
 2. Learners must complete and submit the Academic Standing Appeal Form.
 3. Learners must include an explanation of the extenuating circumstances surrounding their dismissal and the impact the circumstances had on their academic progress. Learners must also include an explanation of how the described extenuating circumstances are mitigated or resolved. The case is determined by the documentation/evidence supplied by the learner.
 4. Learners must indicate their plan for future academic success.
 5. Learners are not permitted to register for any Capella course (including non-credit courses, residencies, etc.) pending the outcome of their appeal.
 6. The president’s designee (and a dean’s designee in cases involving professional standards requirements) reviews the appeal, makes a determination, and emails the learner to notify him or her of the decision.
 7. 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.
- E. 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. Recording Academic Standing

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

POLICY OWNER

Academic Owner: Provost

Operations Owner: Academic Advising

RELATED DOCUMENTS

University policy 2.02.02 Course Registration

University policy 2.02.07 Changing Academic Program

University policy 3.01.05 Financial Aid Satisfactory Academic Progress

University policy 3.04.01 Academic Readiness

University policy 3.04.07 Grading

University policy 3.04.08 Incomplete Grades

REVISION HISTORY

Original Policy Approval Date: May 18, 2007

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Content previously contained in university policy 02.60 Satisfactory Academic Progress

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

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

RATIONALE

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

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

DEFINITIONSAdministrative Withdrawal

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

Concurrent Course

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

First Course

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

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

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

2. Undergraduate learners who begin first course in the third month of a quarter and who do not have a midterm grade of “C” or higher will be dropped from course(s) beginning at the second 5-week session of the next quarter.

II. Successful Completion of First Course for All Learners

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

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

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

IV. Second First Course Attempt for GuidedPath Learners

- A. Learners are responsible for meeting the guidelines of all university policies to be eligible to register for a second first course attempt.
- B. Graduate learners who fail first course on their initial attempt are allowed a second first course attempt at the beginning of a quarter at their discretion.
- C. Undergraduate learners who fail first course on their initial attempt must request and obtain faculty approval for a second attempt from their school. If school approval is not granted for a second attempt at first course, undergraduate learners must wait one calendar year or complete eight additional transferable quarter credits before reapplying for admission.

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

V. Second First Course Attempt for FlexPath Learners

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

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

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

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

POLICY OWNERS

Academic Owner: Deans

Operations Owner: Academic Advising

RELATED DOCUMENTS

University policy 2.01.01 Admission

University policy 2.02.02 Course Registration

University policy 2.02.10 Separation from the University

University policy 3.01.04 Academic Standing

University policy 3.01.05 Financial Aid Satisfactory Academic Progress

University policy 3.04.08 Incomplete Grades

REVISION HISTORY

Original Policy Approval Date: January 1, 2006

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

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

Formerly university policy 02.055 Academic Readiness

University Policy 3.04.11	Transfer Credit and Credit for Prior Learning
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Policy Approval Date: March 11, 2011 Policy Effective Date: July 1, 2011 Procedure Approval Date: October 24, 2022 Procedure Effective Date: November 1, 2022
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POLICY STATEMENT

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

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

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

As a competency-based institution, Capella allows learners to document their prior learning through the credit for prior learning (CPL) assessment process to demonstrate 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 prior learning credits accepted toward the requirements of specific degree and certificate programs, in conjunction with the minimum residence requirements described in university policy *3.01.09 Degree and Certificate Conferral*.

RATIONALE

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

DEFINITIONSCompetencies

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

Credit for Prior Learning (CPL)

Credit for prior learning (CPL) is an approved means of academically evaluating and assessing knowledge that is acquired prior to beginning an academic program at Capella.

PROCEDURES

- I. Transfer Credit Requirements for All Learners
 - A. To be considered for transfer credit, coursework must have been completed at an academic institution or program that was accredited prior to the learner's withdrawal from the institution. Transfer credit will be considered if an institution or program had provisional accreditation at the time the learner withdrew from the institution.
 - B. Courses eligible for transfer will be evaluated using criteria such as the course credit total, department, title, level, and description of course content. In order for an external course to apply as a Capella course, it must be evaluated as having significant shared content.
 - C. Credit awarded by other institutions through processes such as transfer, credit for prior learning (CPL), portfolio assessments, or credit by examination will not be accepted for transfer credit at Capella.
 - D. Not all courses for which Capella may award transfer credit are offered by Capella University, but may be allowed to transfer in as general elective credit to programs that offer electives.
 - E. In order to award transfer credit, some programs at Capella may require that the original coursework was taken as part of a program holding specific program accreditation.
 - F. Some Capella courses are not eligible for fulfillment through transfer credit as noted in the *University Catalog* course descriptions.
 - G. Undergraduate Transfer Credit
 1. Minimum Grade Requirement
Applicants with previous undergraduate coursework from institutions meeting Capella's qualifications for transfer credit may only be awarded transfer credit for coursework completed with a grade of "C-" (or equivalent) or better.
 2. Vocational Courses
 - a. Capella will review vocational courses from technical colleges and programs for transfer credit, provided the institution holds appropriate accreditation, as described in section I of this policy.
 - b. Capella will accept a maximum of 18 quarter credits of approved vocational coursework as transfer credit; these credits may only be applied to Capella elective courses.
 - c. Some programs may offer courses that apply specifically to a program of study. Any such vocational transfer credit used toward program requirements will be included in the 18-credit transfer maximum.
 3. Developmental or remedial coursework will not be awarded undergraduate transfer credit.
 4. Associate of Arts (AA) Requirements for Transfer Credit
 - a. An Associate of Arts (AA) degree from a Minnesota Transfer Curriculum institution may satisfy Capella's 45-quarter-credit general education requirement provided that:
 - i. The degree was granted in 1994 or later.
 - ii. The degree was granted with a cumulative GPA of 2.0 or higher.
 - iii. The degree included at least 90 earned quarter credits.
 - iv. Each course meets the criteria for transfer as articulated in this policy.
 - b. Applicants who do not meet all of these criteria will receive a course-by-course transfer credit evaluation to determine credit that will fulfill their general education

requirements, and may be required to complete additional general education coursework.

H. Graduate Learners

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

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

II. International Transfer Credit for All Learners

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

III. Transfer Credit Evaluation Process for All Learners

- A. Applicants seeking transfer credit from each previously attended external institution must submit official transcripts from the awarding institution(s) in sealed envelopes or through secure electronic transfer.
- B. The Admissions & Records Operations (ARO) department reviews applicant transcripts and evaluates them against the criteria of the associated academic program and this policy. The transfer credit evaluation includes a summary of the courses that have been accepted for transfer and awarded transfer credit toward the applicant's academic program; transfer credit is awarded for those courses.
- C. Official transfer credit evaluations will be processed after the ARO department receives all official transcripts from each external institution or, for those entering undergraduate programs, after the end of the applicant's first academic quarter, whichever comes first.
- D. Change Requests
 1. Learners may request a change of catalog, degree or certificate program, specialization, or concentration by submitting the [Change Program, Specialization, or Concentration Form](#) located on Campus. Learners considering such changes should refer to university policy *2.02.07 Changing Academic Program*.
 2. Learners who make a change will have their previously awarded transfer credit re-evaluated and, if necessary, an advising team that specializes in the learner's new degree program will be assigned. The advising team will assist the learner in completing a new academic plan.

IV. Appeal of Transfer Credit Evaluation for All Learners

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

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

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

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

VI. External Learning Assessments for All Learners

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

1. Advanced Placement (AP) examinations
Transfer credit is awarded for the successful completion of AP examinations as outlined by the American Council on Education (ACE) recommendations. When applicable, these credits are counted toward the completion of general education requirements and/or electives. If there is no ACE recommendation for the examination, scores of 3 or higher will be awarded six quarter credits.
2. International Baccalaureate (IB) examinations
Learners who have earned an IB diploma with composite scores of 30 or higher are awarded 12 quarter credits for each higher-level examination and three quarter credits for each standard-level examination. Learners who participated in an IB program but did not receive an IB diploma, or received a composite score lower than 30, are awarded 12 quarter credits for each higher-level examination on which they scored 5 or higher.
3. College-Level Examination Program (CLEP)
Transfer credit is awarded for the successful completion of CLEP examinations as outlined by ACE recommendations.
4. DANTES Subject Standardized Tests (DSST)
Transfer credit is awarded for successful completion of DSST examinations as outlined by ACE recommendations.

B. ACE-recommended credits

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

VII. Credit for Prior Learning (CPL) for All Learners

- A. CPL 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. CPL does not fulfill Capella's credit residence requirements as described in university policy *3.01.09 Degree and Certificate Conferral*.
- B. CPL 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 [Credit for Prior Learning Center](#) located on Campus. Learners may not use credit for prior learning to replace the grade for a course they have failed at Capella. To request credit for prior learning through the CPL process, a learner must:
 - 1. Be admitted to an approved Capella program.
 - 2. Verify with their advising team that courses for which CPL is being requested apply to the requirements outlined in their academic plan.
 - 3. Verify with their advising team that the courses for which CPL 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 CPL is approved or denied, Capella CPL fees are nonrefundable. Fees per credit are listed in the tuition and fees schedule located on Campus.
- D. Any certification presented for CPL may only be applied to one degree level per learner.
- E. CPL Request Timing
All learners are encouraged to submit CPL requests as early as possible. Delaying submission of a CPL request until the final quarters of a degree program may result in the loss of potential CPL. Learners should plan their CPL requests carefully to ensure compliance with minimum university credit residence requirements as described in university policy *3.01.09 Degree and Certificate Conferral*.

VIII. Additional Considerations for FlexPath Learners

- A. All transfer and prior learning credits 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 Credit for Prior Learning (CPL) Considerations
 - 1. FlexPath learners are only eligible to submit certifications for CPL within 12 weeks of starting their first FlexPath course.
 - 2. Learners may not gain credit by petition for FlexPath courses.

POLICY OWNERS

Academic Owner: Registrar

Operations Owner: Admissions & Records Operations

RELATED DOCUMENTS

University policy 2.01.01 Admission

REVISION HISTORY

Original Policy Approval Date: March 11, 2011

Revision Dates: 6-1-12; 10-8-12; 9-16-13; 10-28-15; 10-24-22

Administrative edits as result of ongoing review: 4-1-12; 4-24-13; 12-8-15; 8-11-16; 3-1-17; 4-1-18; 1-1-19; 5-23-19; 7-12-19; 4-1-20; 6-30-20; 11-4-20; 3-26-21; 2-14-22

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

University Policy 4.02.02**Learner Code of Conduct****Policy Revision Approval Date: September 23, 2011****Policy Revision Effective Date: October 1, 2011****Procedure Approval Date: June 6, 2022****Procedure Effective Date: July 1, 2022****POLICY STATEMENT**

Capella University learners are expected to conduct themselves in a manner guided by respect, collegiality, honesty, and ethical behavior as part of their academic development. Learner conduct that infringes on the quality of such an educational experience is not acceptable. This policy describes the types of conduct that are deemed prohibited and unacceptable. 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.

Separate university policies address academic honesty, research misconduct, and discrimination, harassment, and assault. For further details, see university policies *3.01.01 Academic Integrity and Honesty*, *3.03.06 Research Misconduct*, and *4.02.04 Discrimination, Harassment, and Assault*.

RATIONALE

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

DEFINITIONSComplicity

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
7. Any violation of Capella University's website Terms of Use as published on University websites, including but not limited to the sharing of login credentials.

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.

Operations Owner

The operations owner is the team that executes policy. See the Policy Owners section below.

Prohibited Conduct

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

Sanction

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

Summary Suspension

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

Suspension

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

Text Mining

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

Theft

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

Written Warning

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

PROCEDURES

I. Reporting and Initial Review of Suspected Prohibited Conduct

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

- A. Anyone may report an instance of alleged prohibited conduct.
- B. Non-Capella employees may report alleged prohibited conduct verbally or in writing to any member of the university's faculty, staff, or administration.
- C. Capella employees should attempt to notify the learner of prohibitive conduct with the objective of remedying the policy infraction informally prior to taking next steps.
- D. Capella employees either receiving a report or the object of the infraction should report the alleged prohibited conduct verbally or in writing to a direct leader.
- E. The Capella employee or direct leader receiving the report of the alleged prohibited conduct should notify the operations owner via referral form.

II. Leadership Level Resolution Process

If informal resolution pathways under section I are not successful or the behavior is determined to be egregious, a leadership level resolution process will be conducted based on the referral form submitted in section I.E.

- A. The operations owner will contact the learner to notify them of the alleged prohibited conduct and provide access to any relevant university policies.
- B. The learner will be given the opportunity to explain or refute the alleged prohibited conduct.

- C. The operations owner will initiate the review of the referral by the leader, who will then issue a decision regarding the referral.
- D. The operations owner will notify the learner of the decision.
 - 1. If no further action is required, the operations owner will notify the learner via email of the decision and indicate that the matter is resolved.
 - 2. If further action is required, the operations owner will notify the learner of the next steps in the process.
- E. A copy of the decision notification and any evidence of the prohibited conduct will be filed in the learner's official academic record.
- F. The learner has the right to appeal the decision, as described in section IV.

III. Code of Conduct Review

K. Review by Independent Panel

- 1. The university convenes independent panels for three 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 thorough review of the referral form by school official or university leadership, the learner's alleged prohibited conduct may be referred to the panel for further review; and
 - c. Upon a learner's appeal from a decision described in sections II.F or V.C of this policy, a university panel will convene to consider the appeal. The procedures for this appeal are described in section III.B of this policy.
- 2. Regardless of whether the panel is convened under section III.A.1.a, III.A.1.b, or III.A.1.c of this policy, the panel will do the following:
 - a. Undertake a full investigation and review of the learner's alleged prohibited conduct, which may include their history and prior conduct. In all cases, and even in the event of a proceeding under section III.A.1.c of this policy, the panel shall not be limited to the specific conduct at issue in any 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 III.A.1.c 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 III.A.1.a, III.A.1.b, or III.A.1.c of this policy, the operations owner will acknowledge receipt of the request and inform all involved parties that a review by an independent panel has been initiated.
- B. Within 10 calendar days of being sent notification that a formal resolution process has been initiated, all involved parties must submit information regarding the matter to the operations owner. 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 that the referring party is seeking, or the learner is appealing.
- 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 or university'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, involved parties will be provided the opportunity to respond to the panel.
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 but is not limited to a written warning, suspension, or 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. All involved parties have the right to appeal the panel's decision, as described in section IV.

IV. Formal Appeal Process

If any party impacted by the decision 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 email and within 10 calendar days of being sent notification of the panel's decision.

- A. Upon receiving the appeal request, the operations owner 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 classroom, 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.

V. Summary Suspension

- A. In cases of an allegation of an egregious act of prohibited conduct; or in the case of prohibited conduct that suggests a threat of danger to any Capella faculty, staff, employee, contractor, or learner; a learner may be immediately suspended through this summary suspension process if it appears that the allegation of prohibited conduct is substantiated. The Capella employee or their direct leader has the discretion to determine, consistent with this section, when summary suspension is appropriate.
- B. If a summary suspension is issued, the Capella employee or their direct leader should promptly notify the learner of their summary suspension and their right to be heard by submitting a written response via email within seven calendar days from the date said notification is issued.
- C. The Capella employee or their direct leader will complete the procedures described in section II of this policy within 10 calendar days of issuing the notification of summary suspension.
- D. The learner may submit a written request via email for extension of time beyond the seven calendar day deadline described in section V.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 Capella employee or their direct leader decision described in section V.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 Capella employee or their direct leader determines that prohibited conduct occurred, the process continues as described in section II of this policy, with the suspension remaining in place unless a review panel or the president's designee overturns the suspension as described in sections III and IV of this policy.
 2. In the event that the Capella employee or their direct leader finds no prohibited conduct 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.

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

POLICY OWNERS

Academic Owner: President

Operations Owner: Office of Academic and Community Standards

RELATED DOCUMENTS

University policy 2.02.10 Separation from the University

University policy 3.01.01 Academic Integrity and Honesty

University policy 3.03.01 Human Research Protections

University policy 3.03.06 Research Misconduct

University policy 4.02.03 Learner Grievance

University policy 4.02.04 Discrimination, Harassment, and Assault

University policy 4.02.05 Drugs and Alcohol

University policy 4.02.09 Sexual Harassment

REVISION HISTORY

Original Policy Approval Date: February 28, 2005

Revision Dates: 7-1-06; 1-1-07; 7-29-09; 9-27-11; 10-23-13; 7-28-14; 8-11-16; 7-25-17; 7-1-22

Administrative edits as result of ongoing review: 2-22-10; 4-17-12; 8-6-12; 10-18-12; 4-24-13; 11-1-16; 12-14-16; 4-1-18; 4-1-20; 3-26-21; 7-13-21; 4-25-22; 9-26-22

University Policy 4.02.03**Learner Grievance**

Policy Revision Approval Date: July 24, 2009
Policy Revision Effective Date: August 1, 2009
Procedure Approval Date: August 11, 2016
Procedure Effective Date: September 1, 2016

POLICY STATEMENT

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

RATIONALE

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

DEFINITIONSFaculty

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

Grievance

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

Grievance Review Panel (GRP)

A Grievance Review Panel is an independent review panel to which all learner grievances are referred during the formal resolution process. The GRP is appointed by the Office of Academic and Community Standards.

Learner

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

President's Designee

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

Staff

Staff members are any university employees other than faculty.

PROCEDURES

I. Policy Scope

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

- A. Learners' grievances against other learners. These will be processed according to the provisions described in university policy *4.02.02 Learner Code of Conduct*.
- B. Claims of harassment and/or discrimination. These will be processed according to the provisions described in university policy *4.02.04 Discrimination, Harassment, and Assault*.
- C. Personnel matters occurring outside the academic experience.
- D. Matters that are addressed under another university policy.
- E. Matters that have been reviewed and have received a final decision under another university policy.

II. Initial Resolution Process

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

III. Formal Resolution Process

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

- A. Upon receiving the grievance, the Office of Academic and Community Standards will acknowledge receipt of the grievance and inform all involved parties that a formal resolution process has been initiated and that the grievance is being referred to a Grievance Review Panel (GRP).
- B. Within 10 calendar days of being sent notification that a formal resolution process has been initiated, all involved parties must submit information regarding the matter to the GRP designee. This information must include:
 - 1. The individual(s) or department(s) against whom the grievance is directed.
 - 2. A brief description of the grievance, including the date(s), time(s), and place(s).
 - 3. Any efforts to resolve the matter during the initial resolution process.
 - 4. The corrective action the grievant is seeking.
- C. Following referral of the matter, the GRP will convene to review the materials and issue a decision as soon as practicable.
 - 1. The GRP will investigate all evidence supporting and/or refuting the grievance, and any further issues surrounding the grievance.
 - 2. The GRP will provide adequate opportunity to hear from all involved parties and for each party to state their respective case in writing. Upon request, either party will be provided the opportunity to appear before the panel, either in person or via telephone.
 - 3. Upon evaluation of the evidence and hearing from all involved parties, the GRP will issue a decision and set forth a resolution to be implemented.
 - 4. The GRP designee will report the GRP's decision to all involved parties as soon as practicable. A record of the GRP's decision will become part of the learner's official academic record.

5. Both parties have the right to appeal the GRP's decision, as described in section IV.

IV. Formal Appeal Process

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

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

V. External Resolution Process

- A. For Learners Seeking Resolution Through the Minnesota Office of Higher Education
In some circumstances, learners may submit their complaints to the Minnesota Office of Higher Education. For more information, please see <https://www.ohe.state.mn.us/mPg.cfm?pageID=1078>. Learners in the following states should contact their states' higher education regulatory authorities.
- B. For California Learners
If a complaint cannot be resolved after exhausting the institution's learner grievance procedure, a learner may file a complaint with the Bureau for Private Postsecondary Education. A complaint may be filed by writing (https://bppe.ca.gov/forms_pubs/complaint.pdf) or by contacting the Bureau's Enforcement Section: Bureau for Private Postsecondary Education, P.O. Box 980818, West Sacramento, CA 95798-0818, 888.370-7589.
- C. For Florida Learners
If a complaint cannot be resolved after exhausting the institution's learner grievance procedure, Florida learners may file complaints with the Florida Commission for Independent Education: 325 W. Gaines St., Suite 1414, Tallahassee, FL 32399; 888.224.6684. Learners must contact the commission for further details.
- D. For Georgia Learners
If the complaint cannot be resolved after exhausting the institution's learner grievance procedure, the learner may file a complaint with the Georgia Nonpublic Postsecondary Education Commission: 2082 East Exchange Place, Suite 220, Tucker, GA 30084-5305; 770.414.3300. A complaint must be submitted via the Commission's online complaint form in accordance with their Student Complaint Procedures: <https://gnpec.georgia.gov/student-complaints>.
- E. For Tennessee Learners

If a complaint cannot be resolved after exhausting the institution's learner grievance procedure, the learner may file a complaint with the Tennessee Higher Education Commission: 312 Rosa Parks Ave, 9th Floor, Nashville, TN 37243; 615.741.3605.

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

POLICY OWNERS

Academic Owner: President

Operations Owner: Office of Academic and Community Standards

RELATED DOCUMENTS

University policy 2.01.02 Maximum Time to Degree Completion

University policy 2.02.02 Course Registration

University policy 2.02.10 Separation from the University

University policy 3.01.01 Academic Integrity and Honesty

University policy 3.01.04 Academic Standing

University policy 3.03.06 Research Misconduct

University policy 3.04.09 Appealing a Grade

University policy 4.02.02 Learner Code of Conduct

University policy 4.02.04 Discrimination, Harassment, and Assault

University policy 4.02.05 Drugs and Alcohol

REVISION HISTORY

Original Policy Approval Date: July 27, 2002

Original Policy Effective Date: November 3, 2003

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

Administrative edits as result of ongoing review: 2-17-10; 5-17-11; 8-4-11; 4-17-12; 7-6-12; 8-6-12; 9-26-12; 7-31-13; 8-21-13; 10-23-13; 2-5-15; 3-23-15; 4-15-15; 6-12-15; 9-28-15; 5-4-16; 11-1-16; 12-14-16; 4-1-18; 1-1-19; 7-1-19; 4-1-20; 4-27-20; 3-26-21; 12-3-21; 4-18-22

University Policy 4.03.01**Tuition and Fees****Policy Revision Approval Date: January 11, 2007****Policy Revision Effective Date: April 1, 2007****Procedure Approval Date: July 25, 2017****Procedure Effective Date: August 1, 2017****POLICY STATEMENT**

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

RATIONALE

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

DEFINITIONS

None

PROCEDURES

- I. Tuition Structure
 - A. Course Tuition

Tuition charges are structured in multiple ways, including flat-rate quarterly, flat-rate per-session, and per-credit tuition as outlined in the tuition and fees table. Learners in all programs pay tuition based on the program and/or courses in which they are registered and according to the [tuition and fees table](#).
 - B. Residency Tuition
 1. Residency tuition and fees
 - a. Learners pay tuition for each residency they attend.
 - b. Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with residencies.
 2. Residency cancellation fee
 - a. Learners canceling their non-credit-bearing residency registration may be charged a cancellation fee for the full tuition of the residency, depending on when the cancellation is made. See the Residencies section of [Campus](#) for details on registration and cancellation fees.
 - b. Learners canceling their credit-bearing residency registration, as described in section IV of university policy 2.02.02 *Course Registration*, should refer to university policy 4.03.02 *Tuition and Fee Refunds* to determine the financial implications of their actions.
 - C. Payment of Tuition and Fees
 1. American Express, Discover, MasterCard, Visa, wire transfer, paper check, and e-check payments are accepted.

2. Payment is due prior to the start of the quarter or prior to the start of the course or residency for those courses or residencies beginning mid-quarter.
3. Payments received will be counted toward learners' current and outstanding tuition and fees. Non-financial aid refunds will only be issued to learners whose accounts do not have current and outstanding tuition and fee balances.

II. Other Fees

- A. All fees are due upon assessment.
- B. Admission Application Fees
 1. A credit card or U.S. bank account (e-check) payment is required with the online admission application.
 2. The amount of the admission application fee is automatically determined based on the information provided during the admission process.
 3. Refer to the tuition and fees schedule on the Capella University website for application and international transcript evaluation fees.
- C. Resource Kit and Technology Fee
Either a resource kit fee or a technology fee will be assessed for select programs at the start of each quarter or session following standard tuition due dates.
- D. Official Transcript Fee
Capella University charges for official transcripts.
- E. Diploma Fee
Capella University charges for duplicate diplomas.
- F. Credit for Prior Learning 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 credit for prior learning evaluation fee.
 3. Credit for prior learning evaluation fees are nonrefundable, regardless of outcome.
- G. Non-Sufficient Funds (NSF)
 1. If a check or e-check is returned to Capella due to non-sufficient funds, closed accounts, or any other reason, an NSF fee will be charged to the learner's account.
 2. A fee will be charged for each check or e-check that is returned, reversed, or stopped payment.
- H. For California Learners Only: Student Tuition Recovery Fund (STRF) Fee
California residents should refer to the following language provided by the state of California regarding the student tuition recovery fund fee:

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

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

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

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

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

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

III. Reimbursements and Discounts

A. Employer Reimbursements

1. Learners receiving employer tuition assistance must arrange for payment to Capella prior to the start of their course(s).
2. This policy does not affect learners receiving veterans or vocational rehabilitation assistance, active armed forces learners, or learners whose employers arrange to receive an invoice directly from Capella.

B. Direct Bills

1. Direct bills and tuition assistance vouchers are only an option when no specific grade is required by the learner's employer or third party as a condition of reimbursement.

Learners must complete and submit direct bills or tuition assistance vouchers prior to the start of the course.

2. Direct bill invoices are created and sent after census.
3. The learner will be responsible for paying any amount remaining from refusal or inability of employer or third party to pay.

C. Employer, Military, or Educational Institution Affiliation Discounts

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

IV. Capella University Scholarships

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

V. Special Business Office Hold (SBOH)

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

VI. Three-Day Cancellation

Learners providing written notice of cancellation within three days (excluding Saturday, Sunday, and federal and state holidays) of paying any fee will receive a 100 percent refund.

- VII. Collection Agency/Credit Reporting
Learners who refuse or are unable to pay an outstanding past-due balance may have their account sent to a collection agency and/or reported to a credit bureau.
- VIII. Resources for Communicating Tuition and Fees Information
A. Tuition and fees are posted in Capella's *University Catalog* and on Campus.
B. Tuition and fees are subject to change.
C. Tuition and fees schedule can be found at:
http://www.capella.edu/content/dam/capella/PDF/tuition_chart.pdf
- IX. All procedures with this policy apply to learners in GuidedPath and FlexPath programs.

POLICY OWNERS

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

RELATED DOCUMENTS

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

REVISION HISTORY

Original Policy Approval Date: January 31, 2005

Revision Dates: 6-12-07; 6-21-12; 6-6-13; 5-13-14; 10-31-14; 5-4-15; 8-11-16; 6-7-17; 7-25-17

Administrative edits as result of ongoing review: 12-20-07; 10-1-08; 1-20-09; 5-27-09; 7-29-09; 11-19-09; 1-13-10; 5-13-10; 7-27-10; 8-11-10; 12-20-10; 2-14-11; 7-28-14; 11-19-15; 12-11-15; 4-11-16; 11-1-16; 12-14-16; 12-15-17; 4-1-18; 6-1-18; 7-1-18; 3-26-21; 1-4-22; 2-14-22; 3-29-22; 4-08-22

University Policy 4.03.02**Tuition and Fee Refunds****Policy Revision Approval Date: January 30, 2007****Policy Revision Effective Date: April 1, 2007****Procedure Approval Date: July 2, 2015****Procedure Effective Date: July 1, 2015****POLICY STATEMENT**

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

RATIONALE

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

DEFINITIONSCourse Census Day

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

Initial Course Participation

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

Ongoing Course Participation

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

PROCEDURES**I. Tuition Structure and Fees for All Learners****A. Course Tuition**

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

B. Fees

1. Capella University does not provide refunds for books, supplies, non-credit-bearing residencies, or other listed fees unless noted.
2. Resource Kit Refund and Technology Fee Refund
 - a. For GuidedPath courses that have a resource kit fee or a technology fee, the fee will be refundable only during the first five days of the course.
 - b. For FlexPath courses that have a resource kit fee or a technology fee, the fee will be refundable during the 100-percent-refund period for the FlexPath session.

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

II. Credit-Bearing Tuition Refund Schedule

A. Initial Course Participation

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

B. Ongoing Course Participation

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

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

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

III. FlexPath Tuition Refund Schedule

A. FlexPath Participation and Engagement

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

B. FlexPath Refund Schedule

FlexPath learners will adhere to the following refund schedule.

1. FlexPath learners in their first FlexPath program session will be refunded 100 percent of their subscription tuition if canceling on or before course census day, the 12th calendar day of the course.
2. FlexPath learners in their first FlexPath program session who have completed a FlexPath course and cancel their subscription between completion of that course and census will not receive a subscription tuition refund.
3. FlexPath learners in their second or a later session will not be eligible for subscription tuition refunds.

C. FlexPath Program Changes

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

POLICY OWNERS

Academic Owner: University Finance Leader

Operations Owner: University Finance Leader

RELATED DOCUMENTS

University policy 2.02.02 Course Registration

University policy 4.03.01 Tuition and Fees

REVISION HISTORY

Original Policy Approval Date: January 31, 2005

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

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

Formerly university policy 04.46 Tuition Refunds

Academic Calendars

2023 Holiday Schedule

Capella will observe the following holiday schedule in 2023. The office switchboard will be closed on the following dates:

New Year's Day Monday, January 2, 2023

Martin Luther King Jr. Day Monday, January 16, 2023

Memorial Day Monday, May 29, 2023

Juneteenth Monday, June 19, 2023

Independence Day Tuesday, July 4, 2023

Labor Day Monday, September 4, 2023

Thanksgiving Day Thursday, November 23, 2023

Day after Thanksgiving Friday, November 24, 2023

Christmas Day Monday, December 25, 2023

Academic Calendar Winter and Spring 2023

Winter Quarter 2023					
Registration Dates		January	February	Mid-February	March
Registration begins (1:00 am CST)		11-01-22	11-01-22	11-01-22	11-01-22
Registration ends (11:59 pm CST)		01-11-23	02-08-23	02-15-23	03-08-23
Course Dates		January	February	Mid-February	March
Access to courses (by 5:00 pm CST)		01-06-23	02-03-23	02-10-23	03-03-23
Courses begin (8:00 am CST)		01-09-23	02-06-23	02-13-23	03-06-23
Last day to drop with 100% refund (by 11:59 pm CST)		01-13-23	02-10-23	02-17-23	03-10-23
Last day to drop with 75% refund (by 11:59 pm CST)		01-20-23	02-17-23	02-24-23	03-17-23
Last day to drop without a grade (by 11:59 pm CST)		01-20-23	02-17-23	02-24-23	03-17-23
Last day to drop with a "W" grade (by 11:59 pm CST)	10-Week Courses	02-27-23	03-27-23		04-24-23
	5-Week Courses	02-02-23		03-09-23	
Courses end (by 11:59 pm CST)	10-Week Courses	03-17-23	04-14-23		05-12-23
	5-Week Courses	02-10-23		03-17-23	
Grading		January	February	Mid-February	March
Online Grading opens	10-Week Courses	03-18-23	04-15-23		05-13-23
	5-Week Courses	02-11-23		03-18-23	
Online Grading ends	10-Week Courses	03-26-23	04-23-23		05-21-23
	5-Week Courses	02-19-23		03-26-23	

Spring Quarter 2023					
Registration Dates		April	May	Mid-May	June
Registration begins (1:00 am CST)		01-31-23	01-31-23	01-31-23	01-31-23
Registration ends (11:59 pm CST)		04-12-23	05-10-23	05-17-23	06-07-23
Course Dates		April	May	Mid-May	June
Access to courses (by 5:00 pm CST)		04-07-23	05-05-23	05-12-23	06-02-23
Courses begin (8:00 am CST)		04-10-23	05-08-23	05-15-23	06-05-23
Last day to drop with 100% refund (by 11:59 pm CST)		04-14-23	05-12-23	05-19-23	06-09-23
Last day to drop with 75% refund (by 11:59 pm CST)		04-21-23	05-19-23	05-26-23	06-16-23
Last day to drop without a grade (by 11:59 pm CST)		04-21-23	05-19-23	05-26-23	06-16-23
Last day to drop with a "W" grade (by 11:59 pm CST)	10-Week Courses	05-29-23	06-26-23		07-24-23
	5-Week Courses	05-04-23		06-08-23	
Courses end (by 11:59 pm CST)	10-Week Courses	06-16-23	07-14-23		08-11-23
	5-Week Courses	05-12-23		06-16-23	
Grading		April	May	Mid-May	June
Online Grading opens	10-Week Courses	06-17-23	07-15-23		08-12-23
	5-Week Courses	05-13-23		06-17-23	
Online Grading closes	10-Week Courses	06-25-23	07-23-23		08-20-23
	5-Week Courses	05-21-23		06-25-23	

Academic Calendar Summer and Fall 2023

Summer Quarter 2023					
Registration Dates		July	August	Mid-August	September
Registration begins (1:00 am CST)		05-02-23	05-02-23	05-02-23	05-02-23
Registration ends (11:59 pm CST)		07-12-23	08-09-23	08-16-23	09-13-23
Course Dates		July	August	Mid-August	September
Access to courses (by 5:00 pm CST)		07-07-23	08-04-23	08-11-23	09-08-23
Courses begin (8:00 am CST)		07-10-23	08-07-23	08-14-23	09-11-23
Last day to drop with 100% refund (by 11:59 pm CST)		07-14-23	08-11-23	08-18-23	09-15-23
Last day to drop with 75% refund (by 11:59 pm CST)		07-21-23	08-18-23	08-25-23	09-22-23
Last day to drop without a grade (by 11:59 pm CST)		07-21-23	08-18-23	08-25-23	09-22-23
Last day to drop with a "W" grade (by 11:59 pm CST)	10-Week Courses	08-28-23	09-25-23		10-30-23
	5-Week Courses	08-03-23		09-07-23	
Courses end (by 11:59 pm CST)	10-Week Courses	09-15-23	10-13-23		11-17-23
	5-Week Courses	08-11-23		09-15-23	
Grading		July	August	Mid-August	September
Online Grading opens	10-Week Courses	09-16-23	10-14-23		11-18-23
	5-Week Courses	08-12-23		09-16-23	
Online Grading ends	10-Week Courses	09-24-23	10-22-23		11-26-23
	5-Week Courses	08-20-23		09-24-23	

Fall Quarter 2023					
Registration Dates		October	November	Mid-November	December
Registration begins (1:00 am CST)		08-01-23	08-01-23	08-01-23	08-01-23
Registration ends (11:59 pm CST)		10-11-23	11-08-23	11-15-23	12-06-23
Course Dates		October	November	Mid-November	December
Access to courses (by 5:00 pm CST)		10-06-23	11-03-23	11-10-23	12-01-23
Courses begin (8:00 am CST)		10-09-23	11-06-23	11-13-23	12-04-23
Last day to drop with 100% refund (by 11:59 pm CST)		10-13-23	11-10-23	11-17-23	12-08-23
Last day to drop with 75% refund (by 11:59 pm CST)		10-20-23	11-17-23	11-24-23	12-15-23
Last day to drop without a grade (by 11:59 pm CST)		10-20-23	11-17-23	11-27-23	12-15-23
Last day to drop with a "W" grade (by 11:59 pm CST)	10-Week Courses	11-27-23	12-25-23		01-22-23
	5-Week Courses	11-02-23		12-07-23	
Courses end (by 11:59 pm CST)	10-Week Courses	12-15-23	01-12-24		02-09-24
	5-Week Courses	11-10-23		12-15-23	
Grading		October	November	Mid-November	December
Online Grading opens	10-Week Courses	12-16-23	01-13-24		02-10-24
	5-Week Courses	11-11-23		12-16-23	
Online Grading closes	10-Week Courses	12-24-23	01-21-24		02-18-24
	5-Week Courses	11-19-23		12-24-23	

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 2023

	January 2023	February 2023	March 2023	April 2023	May 2023	June 2023
Monthly Start Dates and Deadlines	Jan 9	Feb 6	Mar 6	April 10	May 8	June 5
Courses Begin (8:00 am Central Time)	01-09-23	02-06-23	03-06-23	04-10-23	05-08-23	06-05-23
Last Day to Drop Without a Transcript Record of the Course (by 11:59 pm Central Time)	01-20-23	02-17-23	03-17-23	04-21-23	05-19-23	06-16-23
Last Day to Drop With a "W" (by 11:59 pm Central Time)	03-10-23	04-07-23	05-05-23	06-09-23	07-07-23	08-04-23
Course End Date (last date to submit assessment(s)) (by 5:00 pm Central Time)	04-02-23	04-30-23	05-28-23	07-02-23	07-30-23	08-27-23
Competency Scores Posted Date (when a learner hasn't used the course completion button to end the course)	04-07-23	05-05-23	06-02-23	07-07-23	08-04-23	09-01-23

FlexPath Academic Calendar Summer and Fall 2023

	July 2023	August 2023	September 2023	October 2023	November 2023	December 2023
Monthly Start Dates and Deadlines	Jul 10	Aug 07	Sept 11	Oct 09	Nov 06	Dec 04
Courses Begin (8:00 am Central Time)	07-10-23	08-07-23	09-11-23	10-09-23	11-06-23	12-04-23
Last Day to Drop Without a Transcript Record of the Course (by 11:59 pm Central Time)	07-21-23	08-18-23	09-22-23	10-20-23	11-17-23	12-15-23
Last Day to Drop With a "W" (by 11:59 pm Central Time)	09-08-23	10-06-23	11-10-23	12-08-23	01-05-24	02-02-24
Course End Date (last date to submit assessment(s)) (by 5:00 pm Central Time)	10-01-23	10-29-23	12-03-23	12-31-23	01-28-24	02-25-24
Competency Scores Posted Date (when a learner hasn't used the course completion button to end the course)	10-06-23	11-03-23	12-08-23	01-05-24	02-02-24	03-01-24

Tuition and Fees

ALL SCHOOLS (NONREFUNDABLE)	Undergraduate	Graduate
Application Fee	\$50	\$50
Credit for Prior Learning petition evaluation fee per credit	\$75	\$125
Credit for Prior Learning documented credit evaluation fee*	\$50	\$50
Credit for Prior Learning individual documented credit fee	\$100	

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

School of Business, Technology, and Health Care Administration

	Tuition (Per Credit)	Resource Kit (Per Quarter)	Tuition (Per Upper- Division Credit)	Tuition (Per Lower- Division Credit)	Quarterly Tuition (Flat Rate)	Quarterly Tuition
Bachelor of Science (BS) in Business		\$150	\$415	\$365		
	Tuition (Per Credit)	Resource Kit (Per Quarter)	Tuition (Per Upper- Division Credit)	Tuition (Per Lower- Division Credit)	Quarterly Capped Price	Program Tuition Cap
Doctor of Philosophy (PhD) in Business Management [†]	\$985	\$175			\$985/\$1,970/\$2,955/ \$3,940/\$4,925/\$5,000 [‡]	
Doctor of Business Administration (DBA) [†]	\$765	\$175			\$765/\$1,530/\$2,295/\$3,060/ \$3,825/\$4,590/\$4,850 [§]	\$45,000
Bachelor of Science (BS) in Information Technology		\$175	\$415	\$365		
Undergraduate Certificate in Software Development*		\$175	\$415	\$365		
Doctor of Information Technology (DIT) [†]	\$765	\$175			\$765/\$1,530/\$2,295/\$3,060/ \$3,825/\$4,590/\$4,850 [§]	\$45,000
Master of Business Administration (MBA)	\$830	\$175				
Master of Science (MS) in Analytics	\$715	\$175				
Master of Science (MS) in Human Resource Management	\$745	\$175				

Graduate Certificate in Business Administration*	\$830	\$175		
Graduate Certificate in Human Resource Management*	\$745	\$150		
Doctor of Philosophy (PhD) in Information Technology [†]	\$985	\$175		\$985/\$1,970/\$2,955/\$3,940/\$4,925/\$5,000 [‡]
Master of Science (MS) in Information Assurance and Security	\$715	\$175		
Master of Science (MS) in Information Assurance and Cybersecurity	\$715	\$175		
Master of Science (MS) in Information Technology	\$715	\$175		
Graduate Certificate in Information Assurance and Cybersecurity*	\$715	\$175		
Graduate Certificate in Network Defense*	\$715	\$175		
Bachelor of Science (BS) in Health Care Administration		\$125	\$388	\$365
Doctor of Health Administration (DHA)	\$780	\$175		\$48,000

Master of Health Administration (MHA)	\$550	\$125	
	Tuition (Per 12- Week Session)	Resource Kit (Per 12-Week Session)	
Bachelor of Science (BS) in Business, FlexPath option	\$2,500	\$125	
Bachelor of Science (BS) in Information Technology, FlexPath option	\$2,500	\$125	
Doctor of Business Administration (DBA), FlexPath option [†]	\$3,265	\$175	\$45,000
Master of Business Administration (MBA), FlexPath option	\$2,900	\$175	
Master of Science (MS) in Human Resource Management, FlexPath option	\$2,645	\$175	
Bachelor of Science (BS) in Health Care Administration, FlexPath option	\$2,500	\$125	
Master of Health Administration (MHA), FlexPath option	\$2,535	\$125	

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

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

‡ The quarterly 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: \$985 for learners registered in 1 quarter credit; \$1,970 for learners registered in 2 quarter credits; \$2,955 for learners registered in 3 quarter credits; \$3,940 for learners registered in 4 quarter credits; \$4,925 for learners registered in 5 quarter credits; and \$5,000 for learners registered in 6 or more quarter credits.

§ The quarterly capped tuition rates are as follows for learners enrolled in the Doctor of Business Administration (DBA) or Doctor of Technology (DIT) degree programs: \$765 for learners registered in 1 quarter credit; \$1,530 for learners registered in 2 quarter credits; \$2,295 for learners registered in 3 quarter credits; \$3,060 for learners registered in 4 quarter credits; \$3,825 for learners registered in 5 quarter credits; \$4,590 for learners registered in 6 quarter credits; and \$4,850 for learners registered in 7 or more quarter credits.

|| Learners may be eligible for the Program Tuition Cap if they are a new learner starting their program in an eligible start month. Some exclusions may apply in accordance with other scholarship or tuition payment arrangements. [Eligibility requirements apply](#). Call an enrollment counselor at 1.866.679.9682 for more details.

School of Nursing and Health Sciences

	Tuition (Per Credit)	Resource Kit (Per Quarter)	Tuition (Per Upper-Division Credit)	Tuition (Per Lower-Division Credit)	Program Tuition Cap
Bachelor of Science in Nursing (BSN)		\$125	\$388	\$365	
Bachelor of Science (BS) in Public Health		\$125	\$388	\$365	
Doctor of Public Health (DrPH)	\$780	\$175			\$48,000 ^s
Master of Public Health (MPH)	\$515	\$125			
Graduate Certificate in Public Health*	\$515	\$125			
Doctor of Nursing Practice (DNP) [†]	\$825	\$175/\$125 [‡]			\$32,000 ^s
Master of Science in Nursing (MSN)	\$450	\$125			
Graduate Certificate in Care Coordination*	\$450	\$125			
Graduate Certificate in Nursing Informatics*	\$450	\$125			
Graduate Certificate in Nursing Leadership*	\$450	\$125			
Post-Master's Certificate in Epidemiology	\$780	\$175			
	Tuition (Per 12-Week Session)	Resource Kit (Per 12-Week Session)	Program Tuition Cap		
Bachelor of Science in Nursing (BSN), FlexPath option	\$3,370	\$50			
Master of Science in Nursing (MSN), FlexPath option	\$2,850	\$125			

Doctor of Nursing Practice (DNP), FlexPath option	\$3,340	\$175	\$32,000 [§]
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* Certificate tuition costs may vary when taken concurrently with other programs.

† Learners enrolled in the Doctor of Nursing Practice (DNP) Preparatory Program are charged \$435 per credit for their DNP Preparatory Program courses.

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

§ Learners may be eligible for the Program Tuition Cap if they are a new learner starting their program in an eligible start month. Some exclusions may apply in accordance with other scholarship or tuition payment arrangements. [Eligibility requirements apply](#). Call an enrollment counselor at 1.866.679.9682 for more details.

School of Public Service and Education

	Tuition (Per Credit)	Resource Kit (Per Quarter)	Tuition (Per Upper- Division Credit)	Tuition (Per Lower- Division Credit)	Quarterly Capped Price	Program Tuition Cap
Bachelor of Science (BS) in Criminal Justice		\$150	\$415	\$365		
Doctor of Emergency Management (DEM)	\$715	\$175				
Doctor of Philosophy (PhD) in Criminal Justice [†]	\$710	\$175				
Master of Science (MS) in Criminal Justice	\$540	\$150				
Master of Science (MS) in Emergency Management	\$540	\$150				
Doctor of Public Administration (DPA) [†]	\$715	\$175				
Master of Public Administration (MPA)	\$545	\$150				
Bachelor of Social Work (BSW) [†]	\$350	\$125			\$350/\$700/\$1,050/ \$1,400/\$1,750/\$2,100/ \$2,450/\$2,500 [‡]	\$30,000
Doctor of Social Work (DSW) [†]	\$995	\$175			\$995/\$1,990/\$2,985/ \$3,980/\$4,385 [§]	\$45,000
Master of Social Work (MSW)— Advanced Standing [†]	\$540	\$150				

Master of Social Work (MSW) [†]	\$540	\$150			
Doctor of Education (EdD)	\$765	\$175			\$32,000
Doctor of Philosophy (PhD) in Education [†]	\$765	\$175			
Education Specialist (EdS)	\$765	\$175			
Master of Education (MEd) in Teaching and Learning	\$470	\$150			
Master of Science (MS) in Education	\$470	\$150			
Master of Science (MS) in Education Innovation and Technology	\$470	\$150			
Master of Science (MS) in Higher Education	\$470	\$150			
Doctor of Human Services (DHS)	\$730	\$175			\$45,000
Master of Science (MS) in Human Services	\$565	\$150			
	Tuition (Per Credit)	Resource Kit (Per Quarter)	Quarterly Tuition (Flat Rate)	Dissertation Research Seminar	Quarterly Tuition (Comprehensive Examination and Dissertation)
Doctor of Philosophy (PhD) in Human Services [†]	\$700	\$175			\$2,780

Doctor of Philosophy (PhD) in Emergency Management [†]	\$710	\$175	\$2,130	
Doctor of Philosophy (PhD) in Public Safety [†]			\$4,850	\$4,175
	Tuition (Per 12-Week Session)	Resource Kit (Per 12-Week Session)		Program Cap
Master of Education (MEd) in Teaching and Learning, FlexPath option	\$2,535	\$150		
Doctor of Education (EdD), FlexPath option	\$3,265	\$175		\$32,000

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

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

‡ The quarterly capped tuition rates are as follows for learners enrolled in the Bachelor of Social Work (BSW) degree program: \$350 for learners registered in 1 quarter credit; \$700 for learners registered in 2 quarter credits; \$1,050 for learners registered in 3 quarter credits; \$1,400 for learners registered in 4 quarter credits; \$1,750 for learners registered in 5 quarter credits; \$2,100 for learners registered for 6 quarter credits; \$2,450 for learners registered in 7 quarter credits; and \$2,500 for learners registered in 8 or more quarter credits.

§ The quarterly capped tuition rates are as follows for learners enrolled in the Doctor of Social Work (DSW) degree program: \$995 for learners registered in 1 quarter credit; \$1,990 for learners registered in 2 quarter credits; \$2,985 for learners registered in 3 quarter credits; \$3,980 for learners registered in 4 quarter credits; and \$4,385 for learners registered in 5 or more quarter credits.

|| Learners may be eligible for the Program Tuition Cap if they are a new learner starting their program in an eligible start month. Some exclusions may apply in accordance with other scholarship or tuition payment arrangements. [Eligibility requirements apply](#). Call an enrollment counselor at 1.866.679.9682 for more details.

School of Social and Behavior Sciences

	Tuition (Per Credit)	Resource Kit (Per Quarter)
Doctor of Philosophy (PhD) in Counselor Education and Supervision [†]	\$730	\$175
Master of Science (MS) in Addiction Studies [†]	\$565	\$175
Master of Science (MS) in Marriage and Family Counseling/Therapy [†]	\$497	\$175
Master of Science (MS) in Marriage and Family Therapy [†]	\$497	\$175
Master of Science (MS) in Clinical Mental Health Counseling [†]	\$497	\$175
Master of Science (MS) in School Counseling [†]	\$497	\$175
Graduate Certificate in Contemporary Theory in Addictive Behavior*	\$497	\$175
Graduate Certificate in Contemporary Theory in Couple Family Services*	\$497	\$175
Graduate Certificate in Contemporary Theory in Mental Health Services*	\$497	\$175
Graduate Certificate in Contemporary Theory in School-Based Services*	\$497	\$175
Graduate Certificate in Play Therapy*	\$510	\$160
Graduate Certificate in Systemic Couple and Family Therapy*	\$497	\$175

	Tuition (Per Credit)	Resource Kit (Per Quarter)	Quarterly Capped Price
Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior [†]	\$975	\$175	\$975/\$1,950/\$2,925/\$3,900/\$4,875/\$4,900 [‡]

	Tuition (Per Credit)	Resource Kit (Per Quarter)	Tuition (Per Upper-Division Credit)	Tuition (Per Lower-Division Credit)
Bachelor of Science (BS) in Psychology		\$150	\$415	\$365
Bachelor of Science (BS) in Psychology Pre-Counseling Program		\$150	\$415	\$365
	Tuition (Per 12-Week Session)	Resource Kit (Per 12-Week Session)		
Bachelor of Science (BS) in Psychology, FlexPath option	\$2,500	\$125		

	Tuition (Per Credit)	Resource Kit (Per Quarter)	Tuition (Per Credit for Practicum Coursework)	Quarterly Tuition	Quarterly Tuition (Comprehensive Examination and Dissertation)	Year-in- Residence [†] (Week-in- Residence)	Year-in- Residence [†] (Extended Seminar)
Doctor of Philosophy (PhD) in Behavior Analysis [†]	\$555	\$175			\$2,780		
Doctor of Philosophy (PhD) in Psychology [†]	\$555	\$175			\$2,780		
Doctor of Psychology (PsyD) in Clinical Psychology [†]	\$555	\$175			\$2,780	\$600	\$3,290
Doctor of Psychology (PsyD) in School Psychology [†]	\$555	\$175			\$2,780	\$1,495	\$2,990
Education Specialist (EdS) in School Psychology [†]	\$510	\$175					
Master of Science (MS) in Applied Behavior Analysis	\$510	\$160					
Master of Science (MS) in Clinical Psychology [†]	\$495	\$160					
Master of Science (MS) in Psychology	\$510	\$160					
Master of Science (MS) in School Psychology [†]	\$510	\$160					

Graduate Certificate in Applied Behavior Analysis*	\$510	\$160
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Graduate Certificate in Psychology*	\$510	\$160
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	Tuition (Per 12-Week Session)	Resource Kit (Per 12-Week Session)
Master of Science (MS) in Psychology, FlexPath option	\$2,950	\$160

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

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

‡ The quarterly capped tuition rates are as follows for learners enrolled in the Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior 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; \$4,875 for learners registered in 5 quarter credits; and \$4,900 for learners registered in 6 quarter credits.

Undergraduate and Graduate Programs

School of Business, Technology, and Health Care Administration (p. 127)

School of Nursing and Health Sciences (p. 208)

School of Public Service and Education (p. 250)

School of Social and Behavioral Sciences (p. 289)

School of Business, Technology, and Health Care Administration

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

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

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

Technology			
Degree Program	Specializations/Minors	Honors Pathway	Multiple Specializations (must be within the same degree program)
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		
	Software Development	✓	✓
	Data Analytics Minor		✓
	Data Management Minor		✓
	Network Technology Cisco® Minor		✓
	Network Technology Microsoft® Minor		✓

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

Business			
Degree Programs	Specializations	Certificate Programs	Multiple Specializations (must be within the same degree program)
Doctor of Philosophy (PhD) in Business Management	General Business Management		
	Accounting		
	Human Resource Management		
	Information Technology Management		
	Leadership		
	Project Management		
	Strategy and Innovation		
Doctor of Business Administration (DBA)	General Management		
	General Management, FlexPath option		
	Organizational Leadership and Development		
	Organizational Leadership and Development, FlexPath option		
	Strategy and Innovation		
	Strategy and Innovation, FlexPath option		
Master of Business Administration (MBA)	Self-Designed		
	Self-Designed, FlexPath option		
	Health Care Management		✓
	Health Care Management, FlexPath option		
	Human Resource Management		✓
	Human Resource Management, FlexPath option		
	Project Management		✓
	Project Management, FlexPath option		
Master of Science (MS) in Human Resource Management	General Human Resource Management		
	General Human Resource Management, FlexPath option		
	Health Care		
	Health Care, FlexPath option		
		Graduate Certificate in Human Resource Management	

Health Care Administration	
Degree Programs	Specializations
Doctor of Health Administration (DHA)	
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

Technology		
Degree Programs	Specializations	Multiple Specializations (must be within the same degree program)
Doctor of Information Technology (DIT)		
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	✓

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



Jennifer A. Straub, PhD

Dean of Business, Technology, and Health Care Administration

Welcome to the School of Business, Technology, and Health Care Administration at Capella University. Our school offers doctoral, master's, and bachelor's degrees, and certificate programs. Within each program, a range of specialized and current, profession-relevant curricula provide you with opportunities to build knowledge and expand your skills.

Our business degrees offer preparation for the workplace through application of theory and practice of core business and professional knowledge and skills in a variety of organizational, technological, and academic settings.

Our information technology degrees integrate technology skill development with the business enterprise knowledge needed in today's rapidly changing global workplace by cultivating best practices in the field of IT and linking theory with practice in fundamentally new ways.

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

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

Jennifer A. Straub, PhD

Dean of Business, Technology, and Health Care Administration

School Mission Statement

We educate business, technology, and healthcare administration professionals in an innovative, online environment through competency-based education and empower learners to advance their careers and serve their organizations and communities.

Visit the School of Business, Technology, and Health Care Administration **tuition and fees** (p. 113) and **admission component** (p. 44) pages for more information.

Undergraduate-Business Academic Offerings

Bachelor of Science (BS) in Business

School of Business, Technology, and Health Care Administration

The Bachelor of Science in Business degree program integrates the mastery of business fundamentals with practical application in a rich, interactive learning environment that enhances learners' personal and organizational effectiveness in their chosen field of study. The curriculum provides an integrated approach to complex organizational systems, preparing learners to work in collaboration with diverse work groups and functional areas.

Specializations

Accounting (p. 132)

Accounting, FlexPath option (p. 133)

Business Administration (p. 135)

Business Administration, FlexPath option (p. 136)

Finance (p. 137)

Health Care Management (p. 138)

Health Care Management, FlexPath option (p. 139)

Human Resource Management (p. 141)

Human Resource Management, FlexPath option (p. 142)

Management and Leadership (p. 143)

Management and Leadership, FlexPath option (p. 144)

Marketing (p. 145)

Project Management (p. 147)

Project Management, FlexPath option (p. 148)

BS in Business, Accounting

School of Business, Technology, Health Care Administration

In the Accounting specialization, learners acquire and apply various methods of ethically maintaining accurate and up-to-date financial records and reporting procedures for business transactions. Learners also gain and practice an understanding of a wide array of accounting-related services, including budget analysis, financial and investment planning, and financial statement and internal control auditing. These skills prepare graduates for a profession in financial, managerial, or government accounting. In addition to accounting expertise, learners in this specialization demonstrate the interpersonal and communication skills required to present information to both internal and external clients, influencing

organizational effectiveness at all levels of their organization. This specialization is not designed to prepare learners for a CPA exam.

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 253).

Required courses

MAT2001	Statistical Reasoning	6
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Additional Program Requirements†

ACS1003	Building Skills for Academic Success	6
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Core courses‡

At least 42 quarter credits

BUS3003	Developing a Business Perspective	6
	Or	
BUS3007	Developing a Business Perspective	6
BUS3011	Fundamentals of Management	3
BUS3012	Fundamentals of Leadership	3
BUS3021	Fundamentals of Business Law	3
BUS3022	Fundamentals of Supply Chain Management	3
BUS3030	Fundamentals of Marketing and Sales	6
BUS3040	Fundamentals of Human Resource Management	6
BUS3050	Fundamentals of Organizational Communication	6
BUS3061	Fundamentals of Accounting	3
BUS3062	Fundamentals of Finance	3

Specialization courses

At least 48 quarter credits

BUS4060	Financial Accounting Principles	6
BUS4061	Managerial Accounting Principles	6

BUS4062	Intermediate Financial Accounting Topics and Trends	6
BUS4063	Advanced Financial Accounting Topics and Trends	6
BUS4064	Cost Accounting for Planning and Control	6
BUS4065	Income Tax Concepts and Strategies	6
BUS4068	Contemporary Auditing Using Investigative Accounting Practices	6
BUS4070	Foundations in Finance	6

Elective courses

*At least 39[§] quarter credits
Choose any undergraduate courses.*

Capstone course

*At least 6 quarter credits
Taken during the learner's final quarter*

BUS4993	Business Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take ACS1003 during their first quarter.

‡ Learners who have completed ACS1003 are required to take BUS3003. Learners who are not required to take ACS1003 are placed in BUS3007.

§ Learners enrolled in the Accounting specialization must complete 39 quarter credits of additional undergraduate courses. However, those learners enrolled in the Accounting specialization who have completed ACS1003 choose only 33 quarter credits of additional undergraduate courses.

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

Eligible Concentrations

Finance (p. 256)

Health Care Management (p. 256)

Human Resource Management (p. 256)

Management and Leadership (p. 257)

Marketing (p. 257)

Project Management (p. 257)

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

BS in Business, Accounting, FlexPath option

School of Business, Technology, and Health Care Administration

In the Accounting specialization, learners acquire and apply various methods of ethically maintaining accurate and up-to-date financial records and reporting procedures for business transactions. Learners also gain and practice an understanding of a wide array of accounting-related services, including budget analysis, financial and investment planning,

and financial statement and internal control auditing. These skills prepare graduates for a profession in financial, managerial, or government accounting. In addition to accounting expertise, learners in this specialization demonstrate the interpersonal and communication skills required to present information to both internal and external clients, influencing organizational effectiveness at all levels of their organization. This specialization is not designed to prepare learners for a CPA exam. Learners who pursue this specialization through the FlexPath option earn a BS in Business through self-paced demonstrations of competencies.

General Education Requirements

Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 253).†

Required courses

MAT-FPX2001	Statistical Reasoning	3
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Additional Program Requirements

Core courses

At least 21 program points

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

Specialization courses

At least 24 program points

BUS-FPX4060	Financial Accounting Principles	3
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BUS-FPX4061	Managerial Accounting Principles	3
BUS-FPX4062	Intermediate Financial Accounting Topics and Trends	3
BUS-FPX4063	Advanced Financial Accounting Topics and Trends	3
BUS-FPX4064	Cost Accounting for Planning and Control	3
BUS-FPX4065	Income Tax Concepts and Strategies	3
BUS-FPX4068	Contemporary Auditing Using Investigative Accounting Practices	3
BUS-FPX4070	Foundations in Finance	3

Elective courses

At least 19.5 program points

Choose courses to fulfill total program points.†

Capstone course

At least 3 program points

Taken during the learner's final quarter

BUS-FPX4993	Business Capstone Project	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

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

BS in Business, Business Administration

School of Business, Technology, and Health Care Administration

The BS in Business, 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 4 quarter credits from each category; see **General Education Courses** (p. 253).

Additional Program Requirements†

ACS1003	Building Skills for Academic Success	6
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Core courses‡

At least 42 quarter credits

BUS3003	Developing a Business Perspective	6
BUS3007	Developing a Business Perspective	6
BUS3011	Fundamentals of Management	3
BUS3012	Fundamentals of Leadership	3
BUS3021	Fundamentals of Business Law	3
BUS3022	Fundamentals of Supply Chain Management	3
BUS3030	Fundamentals of Marketing and Sales	6
BUS3040	Fundamentals of Human Resource Management	6
BUS3050	Fundamentals of Organizational Communication	6
BUS3061	Fundamentals of Accounting	3
BUS3062	Fundamentals of Finance	3

Specialization courses

At least 36 quarter credits

Required course BUS4801	Ethics and Enterprise	6
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In addition, choose 30 quarter credits of upper-division business or project management courses.

Elective courses

At least 51[§] quarter credits

Choose 51 quarter credits of additional undergraduate courses.

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter BUS4993	Business Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point

minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take ACS1003 during their first quarter.

‡ Learners who have completed ACS1003 are required to take BUS3003. Learners who are not required to take ACS1003 are placed in BUS3007.

§ Learners who have completed ACS1003 choose 45 quarter credits of additional undergraduate courses.

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

Eligible Concentrations

Accounting (p. 255)

Finance (p. 256)

Health Care Management (p. 256)

Human Resource Management (p. 256)

Management and Leadership (p. 257)

Marketing (p. 257)

Project Management (p. 257)

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

BS in Business, Business Administration, FlexPath option

School of Business, Technology, Health Care Administration

The BS in Business, 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

Choose 22.5 program points with a minimum of 2

*program points from each category; see **General Education Courses, FlexPath option** (p. 253).†*

Additional Program Requirements

Core courses

At least 21 program points

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

Specialization courses

At least 18 program points

Required course

BUS-FPX4801	Ethics and Enterprise	3
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In addition, 15 program points of upper-division business or project management courses.†

Elective courses

At least 25.5 program points

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

Capstone course

At least 3 program points

Taken during the learner's final quarter

BUS-FPX4993	Business Capstone Project	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

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

BS in Business, Finance

School of Business, Technology, and Health Care Administration

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

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 253).

Required course		
MAT2001	Statistical Reasoning	6

Additional Program Requirements†

ACS1003	Building Skills for Academic Success	6
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Core courses‡

At least 42 quarter credits		
BUS3003	Developing a Business Perspective	6

	Or	
BUS3007	Developing a Business Perspective	6
BUS3011	Fundamentals of Management	3
BUS3012	Fundamentals of Leadership	3
BUS3021	Fundamentals of Business Law	3
BUS3022	Fundamentals of Supply Chain Management	3
BUS3030	Fundamentals of Marketing and Sales	6
BUS3040	Fundamentals of Human Resource Management	6
BUS3050	Fundamentals of Organizational Communication	6
BUS3061	Fundamentals of Accounting	3
BUS3062	Fundamentals of Finance	3

Specialization courses

At least 48 quarter credits

BUS4070	Foundations in Finance	6
BUS4071	Financial Markets and Institutions	6
BUS4072	Analysis for Financial Management	6
BUS4073	Investments and Portfolio Management	6
BUS4801	Ethics and Enterprise	6

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

BUS4074	Entrepreneurial Finance	6
BUS4075	Public and Nonprofit Finance	6
BUS4076	Issues in International Finance	6
BUS4077	Risk Management Strategies	6

Elective courses

At least 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses.§

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter

BUS4993	Business Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take ACS1003 during their first quarter.

‡ Learners who have completed ACS1003 are required to take BUS3003. Learners who are not required to take ACS1003 are placed in BUS3007.

§ Learners who have completed ACS1003 choose 33 quarter credits of additional undergraduate courses.

Eligible Concentrations

Accounting (p. 255)

Health Care Management (p. 256)

Human Resource Management (p. 256)

Management and Leadership (p. 257)

Marketing (p. 257)

Project Management (p. 257)

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

BS in Business, Health Care Management

School of Business, Technology, and Health Care Administration

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

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 253).

Additional Program Requirements

Core courses

At least 42 quarter credits

NHS4000	Developing a Health Care Perspective	6
BHA4002	History of the United States Health Care System	3
BHA4003	Present and Future State Developments within the United States Health Care System	3
BUS3011	Fundamentals of Management	3
BUS3012	Fundamentals of Leadership	3
BUS3030	Fundamentals of Marketing and Sales	6

BUS3040	Fundamentals of Human Resource Management	6
BUS3050	Fundamentals of Organizational Communication	6
BUS3061	Fundamentals of Accounting	3
BUS3062	Fundamentals of Finance	3

Specialization courses

At least 48 quarter credits

BHA4004	Patient Safety and Quality Improvement in Health Care	6
BHA4006	Health Care Regulation and Compliance	6
BHA4008	Health Care Budgeting and Reporting	3
BHA4009	Health Care Reimbursement Systems	3
BHA4010	Introduction to Health Care Research	6
BHA4102	Leadership and Communication in Health Care Organizations	6
BHA4104	Strategic Leadership and Workforce Planning in Health Care	6
BHA4106	Introduction to Managing Health Care Information	6
BUS4121	Ethics in Health Care Management	6

Elective courses

At least 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses.

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter

BUS4993	Business Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

Eligible Concentrations

Accounting (p. 255)

Finance (p. 256)

Human Resource Management (p. 256)

Management and Leadership (p. 257)

Marketing (p. 257)

Project Management (p. 257)

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

BS in Business, Health Care Management, FlexPath option

School of Business, Technology, and Health Care Administration

The bachelor's Health Care Management specialization provides learners with an opportunity to demonstrate their understanding of basic health

care business functions, including accounting, finance, human resources, communications, and marketing, as well as more focused functions such as quality assurance, risk management, and health care operations. Other specialization topics include health care laws and regulations, leadership, and ethics. Successful graduates of this specialization are prepared to pursue leadership or management roles in today's challenging health care environment. Learners who pursue this specialization through the FlexPath option earn a BS in Business through self-paced demonstrations of competencies.

General Education Requirements

Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 253).†

Additional Program Requirements

Core courses

At least 21 program points

NHS-FPX4000	Developing a Health Care Perspective	3
BHA-FPX4002	History of the United States Health Care System	1.5
BHA-FPX4003	Present and Future State Developments within the United States Health Care System	1.5
BUS-FPX3011	Fundamentals of Management	1.5
BUS-FPX3012	Fundamentals of Leadership	1.5
BUS-FPX3030	Fundamentals of Marketing and Sales	3
BUS-FPX3040	Fundamentals of Human Resource Management	3
BUS-FPX3050	Fundamentals of Organizational Communication	3
BUS-FPX3061	Fundamentals of Accounting	1.5
BUS-FPX3062	Fundamentals of Finance	1.5

Specialization courses

At least 24 program points

BHA-FPX4004	Patient Safety and Quality Improvement in Health Care	3
BHA-FPX4006	Health Care Regulation and Compliance	3

BHA-FPX4008	Health Care Budgeting and Reporting	1.5
BHA-FPX4009	Health Care Reimbursement Systems	1.5
BHA-FPX4010	Introduction to Health Care Research	3
BHA-FPX4102	Leadership and Communication in Health Care Organizations	3
BHA-FPX4104	Strategic Leadership and Workforce Planning in Health Care	3
BHA-FPX4106	Introduction to Managing Health Care Information	3
BUS-FPX4121	Ethics in Health Care Management	3

Elective courses

At least 19.5 program points

Choose courses to fulfill total program points.†

Capstone course

At least 3 program points

Taken during the learner's final quarter

BUS-FPX4993	Business Capstone Project	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

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

BS in Business, Human Resource Management

School of Business, Technology, and Health Care Administration

Learners in the bachelor's Human Resource Management specialization build the human resource management, interpersonal, and professional thinking skills needed to manage talent, develop intellectual capital, deal with continuous change, and impact organizational effectiveness as HR leaders and managers at all levels of their organizations. Learners gain and demonstrate a working knowledge of how to staff an organization, train and develop employees, maintain a fair and equitable compensation system, establish human resource policies and procedures, and institute strategies to meet the HR needs for the organization's future.

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 253).

Additional Program Requirements†

ACS1003	Building Skills for Academic Success	6
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Core courses‡

At least 42 quarter credits

BUS3003	Developing a Business Perspective	6
	Or	
BUS3007	Developing a Business Perspective	6
BUS3011	Fundamentals of Management	3
BUS3012	Fundamentals of Leadership	3
BUS3021	Fundamentals of Business Law	3
BUS3022	Fundamentals of Supply Chain Management	3
BUS3030	Fundamentals of Marketing and Sales	6
BUS3040	Fundamentals of Human Resource Management	6
BUS3050	Fundamentals of Organizational Communication	6

BUS3061	Fundamentals of Accounting	3
BUS3062	Fundamentals of Finance	3

Specialization courses

At least 48 quarter credits

BUS4043	Compensation and Benefits Management	6
BUS4044	Legal Issues in Human Resource Management	6
BUS4045	Recruiting, Retention, and Development	6
BUS4046	Employee and Labor Relations	6
BUS4047	Employee Training and Development	6
BUS4048	International HR Management Issues	6
BUS4801	Ethics and Enterprise	6
BUS4802	Change Management	6

Elective courses

At least 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses.§

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter

BUS4993	Business Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take ACS1003 during their first quarter.

‡ Learners who have completed ACS1003 are required to take BUS3003. Learners who are not required to take ACS1003 are placed in BUS3007.

§ Learners who have completed ACS1003 choose 33 quarter credits of additional undergraduate courses.

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

Eligible Concentrations

Accounting (p. 255)

Finance (p. 256)

Health Care Management (p. 256)

Management and Leadership (p. 257)

Marketing (p. 257)

Project Management (p. 257)

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

BS in Business, Human Resource Management, FlexPath option

School of Business, Technology, and Health Care Administration

Learners in the bachelor's Human Resource Management specialization build the human resource

management, interpersonal, and professional thinking skills needed to manage talent, develop intellectual capital, deal with continuous change, and impact organizational effectiveness as HR leaders and managers at all levels of their organizations. Learners gain and demonstrate a working knowledge of how to staff an organization, train and develop employees, maintain a fair and equitable compensation system, establish human resource policies and procedures, and institute strategies to meet the HR needs for the organization's future. Learners who pursue this specialization through the FlexPath option earn a BS in Business through self-paced demonstrations of competencies.

General Education Requirements

*Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 253).†*

Additional Program Requirements

Core courses

At least 21 program points

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

Specialization courses

At least 24 program points

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

BUS-FPX4045	Recruiting, Retention, and Development	3
BUS-FPX4046	Employee and Labor Relations	3
BUS-FPX4047	Employee Training and Development	3
BUS-FPX4048	International HR Management Issues	3
BUS-FPX4801	Ethics and Enterprise	3
BUS-FPX4802	Change Management	3

Elective courses

At least 19.5 program points

Choose courses to fulfill total program points.†

Capstone course

At least 3 program points

Taken during the learner's final quarter

BUS-FPX4993	Business Capstone Project	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

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

BS in Business, Management and Leadership

School of Business, Technology, and Health Care Administration

Learners in the bachelor's Management and Leadership specialization develop and apply the skills

and competencies necessary to successfully coordinate, implement, promote, supervise, and lead people in a dynamic, global environment. Throughout the specialization, learners demonstrate the management, interpersonal, and professional thinking skills needed to impact organizational effectiveness as leaders and managers at all levels of their organizations.

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 253).

Additional Program Requirements†

ACS1003	Building Skills for Academic Success	6
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Core courses‡

At least 42 quarter credits

BUS3003	Developing a Business Perspective	6
	Or	
BUS3007	Developing a Business Perspective	6
BUS3011	Fundamentals of Management	3
BUS3012	Fundamentals of Leadership	3
BUS3021	Fundamentals of Business Law	3
BUS3022	Fundamentals of Supply Chain Management	3
BUS3030	Fundamentals of Marketing and Sales	6
BUS3040	Fundamentals of Human Resource Management	6
BUS3050	Fundamentals of Organizational Communication	6
BUS3061	Fundamentals of Accounting	3
BUS3062	Fundamentals of Finance	3

Specialization courses

At least 48 quarter credits

BUS4011	Virtual Team Collaboration	6
BUS4012	Leadership in Organizations	6
BUS4013	Organizational Structure, Learning, and Performance	6

BUS4014	Operations Management for Competitive Advantage	6
BUS4015	Strategic Planning and Implementation	6
BUS4016	Global Business Relationships	6
BUS4801	Ethics and Enterprise	6
BUS4802	Change Management	6

Elective courses

At least 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses. §

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter

BUS4993	Business Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point

minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take ACS1003 during their first quarter.

‡ Learners who have completed ACS1003 are required to take BUS3003. Learners who are not required to take ACS1003 are placed in BUS3007.

§ Learners who have completed ACS1003 choose 33 quarter credits of additional undergraduate courses.

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

Eligible Concentrations

Accounting (p. 255)

Finance (p. 256)

Health Care Management (p. 256)

Human Resource Management (p. 256)

Marketing (p. 257)

Project Management (p. 257)

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

BS in Business, Management and Leadership, FlexPath option

School of Business, Technology, and Health Care Administration

Learners in the bachelor's Management and Leadership specialization develop and apply the skills and competencies necessary to successfully coordinate, implement, promote, supervise, and lead people in a dynamic, global environment. Throughout the specialization, learners demonstrate the management, interpersonal, and professional thinking skills needed to impact organizational effectiveness as leaders and managers at all levels of their organizations. Learners who pursue this specialization through the FlexPath option earn a BS in Business through self-paced demonstrations of competencies.

General Education Requirements

Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 253).†

Additional Program Requirements

Core courses

At least 21 program points

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

Specialization courses

At least 24 program points

BUS-FPX4011	Virtual Team Collaboration	3
BUS-FPX4012	Leadership in Organizations	3
BUS-FPX4013	Organizational Structure, Learning, and Performance	3
BUS-FPX4014	Operations Management for Competitive Advantage	3
BUS-FPX4015	Strategic Planning and Implementation	3
BUS-FPX4016	Global Business Relationships	3
BUS-FPX4801	Ethics and Enterprise	3
BUS-FPX4802	Change Management	3

Elective courses

At least 19.5 program points

Choose courses to fulfill total program points.†

Capstone course

At least 3 program points

Taken during the learner's final quarter

BUS-FPX4993	Business Capstone Project	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

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

BS in Business, Marketing

School of Business, Technology, and Health Care Administration

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

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 253).

Required course		
MAT2001	Statistical Reasoning	6

Additional Program Requirements†

ACS1003	Building Skills for Academic Success	6
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Core courses‡

At least 42 quarter credits

BUS3003	Developing a Business Perspective	6
	Or	
BUS3007	Developing a Business Perspective	6
BUS3011	Fundamentals of Management	3
BUS3012	Fundamentals of Leadership	3
BUS3021	Fundamentals of Business Law	3
BUS3022	Fundamentals of Supply Chain Management	3
BUS3030	Fundamentals of Marketing and Sales	6
BUS3040	Fundamentals of Human Resource Management	6
BUS3050	Fundamentals of Organizational Communication	6
BUS3061	Fundamentals of Accounting	3
BUS3062	Fundamentals of Finance	3

Specialization courses

At least 48 quarter credits

BUS4022	E-Marketing	6
BUS4030	Marketing Distribution Channel Management	6
BUS4033	Brand Identity and Marketing Communications	6
BUS4036	Marketing Research	6
BUS4801	Ethics and Enterprise	6
BUS4802	Change Management	6

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

BUS4024	Customer Behavior	6
BUS4027	Public Relations	6
BUS4035	Global Marketing	6

Elective courses

At least 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses.§

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter:

BUS4993	Business Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point

minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take ACS1003 during their first quarter.

‡ Learners who have completed ACS1003 are required to take BUS3003. Learners who are not required to take ACS1003 are placed in BUS3007.

§ Learners who have completed ACS1003 choose 33 quarter credits of additional undergraduate courses.

Eligible Concentrations

Accounting (p. 255)

Finance (p. 256)

Health Care Management (p. 256)

Human Resource Management (p. 256)

Management and Leadership (p. 257)

Project Management (p. 257)

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

BS in Business, Project Management

School of Business, Technology, and Health Care Administration

The Project Management specialization provides undergraduate business learners with a foundational education in the processes, procedures, tools, and techniques of coordinating and managing projects in an organizational setting. The curriculum integrates practice and theory, and focuses on the basics of project management and ten knowledge areas of practice, including but not limited to resource allocation, risk assessment, and stakeholder management. Learners examine the role of project manager as a change agent working with others to create value for an organization. The curriculum focuses on development of project management technical skills, professional behavior, and strategic awareness that is required to make informed decisions. Successful graduates of this specialization are prepared to pursue careers as project coordinators, project managers, business analysts, and program managers.

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 253).

Required course		
MAT2001	Statistical Reasoning	6

Additional Program Requirements†

ACS1003	Building Skills for Academic Success	6
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Core courses‡

At least 42 quarter credits

BUS3003	Developing a Business Perspective	6
	Or	
BUS3007	Developing a Business Perspective	6
BUS3011	Fundamentals of Management	3
BUS3012	Fundamentals of Leadership	3
BUS3022	Fundamentals of Supply Chain Management	3
BUS3030	Fundamentals of Marketing and Sales	6
BUS3040	Fundamentals of Human Resource Management	6
BUS3050	Fundamentals of Organizational Communication	6
BUS3061	Fundamentals of Accounting	3
BUS3062	Fundamentals of Finance	3
PM3000	Principles of Project Management	3

Specialization courses

At least 48 quarter credits

PM4010	Process Groups and Knowledge Areas in Project Management	6
PM4020	Integration and Scope Management	6
PM4030	Scheduling, Cost, and Quality Management	6
PM4040	Human Resources and Motivation Management	6

PM4050	Communication and Stakeholder Management	6
PM4060	Risk Management in Project Management	6
PM4070	Procurement Management in Project Management	6
PM4080	Agile Project Management	6

Elective courses

At least 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses. §

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter

BUS4993	Business Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point

minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take ACS1003 during their first quarter.

‡ Learners who have completed ACS1003 are required to take BUS3003. Learners who are not required to take ACS1003 are placed in BUS3007.

§ Learners who have completed ACS1003 choose 33 quarter credits of additional undergraduate courses.

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

Eligible Concentrations

Accounting (p. 255)

Finance (p. 256)

Health Care Management (p. 256)

Human Resource Management (p. 256)

Management and Leadership (p. 257)

Marketing (p. 257)

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

BS in Business, Project Management, FlexPath option

School of Business, Technology, and Health Care Administration

The Project Management specialization provides undergraduate business learners with a foundational education in the processes, procedures, tools, and techniques of coordinating and managing projects in an organizational setting. The curriculum integrates practice and theory, and focuses on the basics of project management and ten knowledge areas of practice, including but not limited to resource allocation, risk assessment, and stakeholder management. Learners examine the role of project manager as a change agent working with others to create value for an organization. The curriculum focuses on development of project management technical skills, professional behavior, and strategic awareness that is required to make informed decisions. Successful graduates of this specialization

are prepared to pursue careers as project coordinators, project managers, business analysts, and program managers. Learners who pursue this specialization through the FlexPath option earn a BS in Business through self-paced demonstrations of competencies.

General Education Requirements

Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 253).†

Required courses

MAT-FPX2001	Statistical Reasoning	3
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Additional Program Requirements

Core courses

At least 21 program points

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

Specialization courses

At least 24 program points

PM-FPX4010	Process Groups and Knowledge Areas in Project Management	3
PM-FPX4020	Integration and Scope Management	3
PM-FPX4030	Scheduling, Cost, and Quality Management	3
PM-FPX4040	Human Resources and Motivation Management	3

PM-FPX4050	Communication and Stakeholder Management	3
PM-FPX4060	Risk Management in Project Management	3
PM-FPX4070	Procurement Management in Project Management	3
PM-FPX4080	Agile Project Management	3

Elective courses

At least 19.5 program points

Choose courses to fulfill total program points.†

Capstone course

At least 3 program points

Taken during the learner's final quarter

BUS-FPX4993	Business Capstone Project	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

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

Graduate-Business Academic Offerings

Doctor of Philosophy (PhD) in Business Management

School of Business, Technology, and Health Care Administration

The Doctor of Philosophy (PhD) in Business Management degree program blends theory and practice and is designed to provide learners with

The business knowledge and skills needed to lead 21st-century organizations in global, uncertain, and rapidly changing environments. Throughout the program, learners develop and apply foundational, interdisciplinary business knowledge and critical- and systems-thinking skills. Learners engage in a curriculum in which they integrate research, theory, and personal reflection with practice; evaluate the wisdom and practicality of organizational theories, structures, and systems; and explore other related topics, including accounting, finance, and marketing; global micro- and macroeconomics; strategy; leadership; ethics; and research. Upon successful completion of this degree program, learners are prepared to apply business knowledge and skills in research, teaching, consulting, or management.

Specializations

General Business Management (p. 150)

Accounting (p. 151)

Human Resource Management (p. 152)

Information Technology Management (p. 153)

Leadership (p. 154)

Project Management (p. 155)

Strategy and Innovation (p. 157)

PhD in Business Management, General Business Management

School of Business, Technology, and Health Care Administration

The doctoral specialization in General Business Management provides learners with a deep understanding of business theory, research, and practice. The curriculum focuses on business systems and leadership, financial management, accounting, economics, strategy, and social responsibility. In addition, core courses will also equip learners with a strong global, ethical, and inter-disciplinary perspective. In addition to the core curriculum, learners gain advanced knowledge and skills in research design and application. Successful completion of the General Business Management specialization prepares learners to lead, consult, or teach in the field of business management with a theoretical and pragmatic perspective, creating practical solutions to real-world problems.

BMGT8002	Research Processes, Theory and Practice in Global Business	6
BMGT8006	Business Principles and Practices	4

BMGT-V8925	Doctoral Project Development - Topic Ideation	3
BMGT-V8926	Doctoral Project Development - Topic Development	3
BMGT-V8927	Doctoral Project Development - Framework Development	3
BMGT8008	Ethics and Leadership in Global Environments	4
BMGT8012	Marketing Principles and Practice	4
	Or	
BMGT8016	Strategic Management and Practice	4
BMGT8019	Business Dissertation Specialization Literature	4
BMGT8028	Foundations of Research, Scholarly Literature, and Theory in Management	4
BMGT8055	Business Special Topics: Literature Review	4
RSCH7860	Survey of Research Methods	4

In addition, choose one of the following two categories.

For quantitative research

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

For qualitative research

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

Upon completion of all required coursework

GBUS9919	Doctoral Comprehensive Examination	3
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Learners must register for GBUS9960 a minimum of four times to fulfill their specialization requirements.

GBUS9960	Dissertation Courseroom	3
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Five Elective Courses

At least 20 quarter credits

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

Total

At least 90 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

PhD in Business Management, Accounting

School of Business, Technology, and Health Care Administration

The PhD in Business Management specialization in Accounting is designed for accounting faculty, accounting professionals such as certified public accountants and certified and chartered management accountants, or those with a Master of Accountancy or equivalent degree. The specialization provides learners with the opportunity to develop advanced knowledge of accounting research, practice, and education and strengthen the skills needed to think critically about and formulate appropriate solutions to accounting problems in the global era. Throughout the specialization, learners evaluate advanced theoretical constructs, standards, and techniques of accounting practice; analyze strategic implications of accounting issues; and conduct scholarly research that contributes to the field of accounting. Successful completion of this specialization prepares learners to pursue advancement in accounting research, practice, teaching, management, or consulting.

Core courses

BMGT8002	Research Processes, Theory and Practice in Global Business	6
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BMGT8006	Business Principles and Practices	4
BMGT-V8925	Doctoral Project Development - Topic Ideation	3
BMGT-V8926	Doctoral Project Development - Topic Development	3
BMGT-V8927	Doctoral Project Development - Framework Development	3
BMGT8008	Ethics and Leadership in Global Environments	4
BMGT8012	Marketing Principles and Practice	4
	Or	
BMGT8016	Strategic Management and Practice	4
BMGT8019	Business Dissertation Specialization Literature	4
BMGT8028	Foundations of Research, Scholarly Literature, and Theory in Management	4
BMGT8055	Business Special Topics: Literature Review	4
RSCH7860	Survey of Research Methods	4

In addition, choose one of the following two categories.

For quantitative research

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

For qualitative research

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

Specialization courses

BMGT8110	Advanced Research in Accounting	4
BMGT8112	Financial Reporting	4
BMGT8114	Accounting in the Global Era	4
BMGT8116	Forensic Accounting	4
Upon completion of all required coursework		
GBUS9919	Doctoral Comprehensive Examination	3

Learners must register for GBUS9960 a minimum of four times to fulfill their specialization requirements.

GBUS9960	Dissertation Courseroom	3
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One Elective Course

At least 4 quarter credits

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

Total**At least 90 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

PhD in Business Management, Human Resource Management

School of Business, Technology, and Health Care Administration

The PhD Human Resource Management specialization focuses on knowledge and skills needed to teach, consult, lead, practice, and conduct research in the field of human resource management. Learners evaluate multidisciplinary theories and human resource management strategies and practices for creating flexible and innovative settings in the 21st century's global workplace. The specialization focuses on key issues related to attracting, developing, and retaining a global workforce. The coursework addresses diverse demographic and cultural perspectives, the influence of new technologies on the workplace, and the impact of the dynamic

external work environment on human resource management practices.

Core courses

BMGT8002	Research Processes, Theory and Practice in Global Business	6
BMGT8006	Business Principles and Practices	4
BMGT-V8925	Doctoral Project Development - Topic Ideation	3
BMGT-V8926	Doctoral Project Development - Topic Development	3
BMGT-V8927	Doctoral Project Development - Framework Development	3
BMGT8008	Ethics and Leadership in Global Environments	4
BMGT8012	Marketing Principles and Practice	4
	Or	
BMGT8016	Strategic Management and Practice	4
BMGT8019	Business Dissertation Specialization Literature	4
BMGT8028	Foundations of Research, Scholarly Literature, and Theory in Management	4
BMGT8055	Business Special Topics: Literature Review	4
RSCH7860	Survey of Research Methods	4

In addition, choose one of the following two categories.

For quantitative research

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

For qualitative research

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

Specialization courses

BMGT8410	Foundations of Human Resource Theory and Practice	4
BMGT8412	Creating Adaptive, Innovative Workplaces	4
BMGT8414	Attracting and Retaining Talent	4
BMGT8416	Human Resource Practices for Developing Talent	4

Upon completion of all required coursework

GBUS9919	Doctoral Comprehensive Examination	3
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Learners must register for GBUS9960 a minimum of four times to fulfill their specialization requirements.

GBUS9960	Dissertation Courseroom	3
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One Elective Course

At least 4 quarter credits

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

Total**At least 90 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

PhD in Business Management, Information Technology Management

School of Business, Technology, and Health Care Administration

The PhD in Business Management specialization in Information Technology Management is designed for mid- and senior-level IT professionals and practicing IT executives, individuals with senior business management experience, or those with a master's degree in a related field. The specialization focuses on emerging trends, technological influences, and multidisciplinary research to advance the theory and practice of leading IT strategic planning and management in complex environments, including diverse organizational and global cultural contexts. Learners evaluate collaborative relationships among IT and other leaders in the organization in pursuit of organizational goals; strategies for fostering an organizational culture that integrates technological innovation within the context of changing business needs; and the ethical and legal issues that influence the theory and practice of IT management. The specialization prepares learners to lead, consult, or teach in the field of IT management from an informed, strategic viewpoint, creating practical solutions to emerging real-world problems encountered as organizations compete in the global marketplace.

Core courses

BMGT8002	Research Processes, Theory and Practice in Global Business	6
BMGT8006	Business Principles and Practices	4
BMGT-V8925	Doctoral Project Development - Topic Ideation	3
BMGT-V8926	Doctoral Project Development - Topic Development	3
BMGT-V8927	Doctoral Project Development - Framework Development	3
BMGT8008	Ethics and Leadership in Global Environments	4
BMGT8012	Marketing Principles and Practice	4
	Or	
BMGT8016	Strategic Management and Practice	4

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

In addition, choose one of the following two categories.

For quantitative research

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

For qualitative research

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

Specialization courses

BMGT8210	Information Technology Leaders as Partners in Organizational Strategic Planning	4
BMGT8212	Leading Information Technology Strategic Planning in Complex and Global Environments	4
BMGT8214	Guiding the Implementation of Information Technology Policies and Processes	4
BMGT8216	Innovating Information Technology Life Cycle Management Processes in a Changing Environment	4

Upon completion of all required coursework

GBUS9919	Doctoral Comprehensive Examination	3
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Learners must register for GBUS9960 a minimum of four times to fulfill their specialization requirements.

GBUS9960 | Dissertation Courseroom | 3

One Elective Course

At least 4 quarter credits

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

Total

At least 90 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

PhD in Business Management, Leadership

School of Business, Technology, and Health Care Administration

The PhD Leadership specialization emphasizes multi-disciplinary scholarly literature and emerging trends in the leadership field, advancing the theory or practice of leadership to meet the challenges of leading in a dynamic global business environment. The specialization helps learners develop leadership qualities that support integrating multiple perspectives by building the skills in systems thinking, critical thinking, creative thinking, reflective thinking, and statistical thinking that enable leaders to build productive relationships and strengthen an organization's viability. The specialization focuses on helping leaders become aware of and shift their beliefs and behaviors as leaders enabling them to more effectively influence and impact the organization and its external environment.

Core courses

BMGT8002	Research Processes, Theory and Practice in Global Business	6
BMGT8006	Business Principles and Practices	4

BMGT-V8925	Doctoral Project Development - Topic Ideation	3
BMGT-V8926	Doctoral Project Development - Topic Development	3
BMGT-V8927	Doctoral Project Development - Framework Development	3
BMGT8008	Ethics and Leadership in Global Environments	4
BMGT8012	Marketing Principles and Practice	4
	Or	
BMGT8016	Strategic Management and Practice	4
BMGT8019	Business Dissertation Specialization Literature	4
BMGT8028	Foundations of Research, Scholarly Literature, and Theory in Management	4
BMGT8055	Business Special Topics: Literature Review	4
RSCH7860	Survey of Research	4

In addition, choose one of the following two categories.

For quantitative research

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

For qualitative research

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

Specialization courses

BMGT8610	Leadership Theory and Practice in a Global Environment	4
BMGT8612	Leadership as Personal Practice	4
BMGT8614	Leading the Organizational System	4
BMGT8616	Leading Dynamic Systems with Multi-Dimensional Thinking	4

Upon completion of all required coursework

GBUS9919	Doctoral Comprehensive Examination	3
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Learners must register for GBUS9960 a minimum of four times to fulfill their specialization requirements.

GBUS9960	Dissertation Courseroom	3
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One Elective Course

At least 4 quarter credits

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

Total

At least 90 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

PhD in Business Management, Project Management

School of Business, Technology, and Health Care Administration

The PhD in Business Management specialization in Project Management is designed for learners with a working knowledge of project management, for example those with a Project Management Professional (PMP®) certification or at least one master's-level project management course. The specialization focuses on current and emerging

methodologies and frameworks; contemporary leadership theories and practices; communications approaches; social networking theories; and complexity theories for improving project and program results. Learners investigate and acquire the knowledge, skills, tools, and techniques necessary to effectively lead projects and programs in a variety of settings, and to conduct appropriate research to improve project management practices. Topics include advanced project and program management methodologies, risk management, portfolio optimization, and leadership. Successful completion of this specialization prepares learners to lead, consult, perform research, or teach in the field of project management from an informed, strategic perspective.

Core courses

BMGT8002	Research Processes, Theory and Practice in Global Business	6
BMGT8006	Business Principles and Practices	4
BMGT-V8925	Doctoral Project Development - Topic Ideation	3
BMGT-V8926	Doctoral Project Development - Topic Development	3
BMGT-V8927	Doctoral Project Development - Framework Development	3
BMGT8008	Ethics and Leadership in Global Environments	4
BMGT8012	Marketing Principles and Practice	4
	Or	
BMGT8016	Strategic Management and Practice	4
BMGT8019	Business Dissertation Specialization Literature	4
BMGT8028	Foundations of Research, Scholarly Literature, and Theory in Management	4
BMGT8055	Business Special Topics: Literature Review	4
RSCH7860	Survey of Research Methods	4

In addition, choose one of the following two categories.

For quantitative research

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

For qualitative research

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

Specialization courses

BMGT8430	Advanced Concepts of Project Management Methodologies	4
BMGT8432	Projects as Complex Adaptive Systems	4
BMGT8434	Advanced Risk Management Systems and Research	4
BMGT8436	Dynamics of Program and Portfolio Management	4

Upon completion of all required coursework
GBUS9919 | Doctoral Comprehensive Examination | 3

Learners must register for GBUS9960 a minimum of four times to fulfill their specialization requirements.

GBUS9960	Dissertation Courseroom	3
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One Elective Course

At least 4 quarter credits

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

Total

At least 90 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

PhD in Business Management, Strategy and Innovation

School of Business, Technology, and Health Care Administration

The PhD Strategy and Innovation specialization provides learners with a theoretical and practical orientation to the strategies organizations use to create and sustain innovations and compete in today's business environment. The curriculum emphasizes evidence-based, multi-disciplined research; practices for analyzing global trends and competitive information; seeking innovation opportunities; developing breakthrough strategies; and creating an organizational environment that enables innovation and change. Learners explore trend analysis and foresight planning; processes for identifying risks and innovation opportunities; and strategies for building continued organizational innovation, sustainability, and adaptation. Successful completion of this specialization prepares learners to lead, consult, research, or teach in the area of organizational strategy.

Core courses

BMGT8002	Research Processes, Theory and Practice in Global Business	6
BMGT8006	Business Principles and Practices	4
BMGT-V8925	Doctoral Project Development - Topic Ideation	3
BMGT-V8926	Doctoral Project Development - Topic Development	3
BMGT-V8927	Doctoral Project Development - Framework Development	3
BMGT8008	Ethics and Leadership in Global Environments	4
BMGT8012	Marketing Principles and Practice	4

BMGT8016	Strategic Management and Practice	4
BMGT8019	Business Dissertation Specialization Literature	4
BMGT8028	Foundations of Research, Scholarly Literature, and Theory in Management	4
BMGT8055	Business Special Topics: Literature Review	4
RSCH7860	Survey of Research Methods	4

In addition, choose one of the following two categories.

For quantitative research

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

For qualitative research

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

Specialization courses

BMGT8130	Foresight: Anticipating the Future	4
BMGT8132	Identifying Opportunities for Innovation	4
BMGT8134	Competing with Disruptive Innovation	4
BMGT8136	Building an Innovation Strategy	4

Upon completion of all required coursework

GBUS9919	Doctoral Comprehensive Examination	3
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Learners must register for GBUS9960 a minimum of four times to fulfill their specialization requirements.

GBUS9960	Dissertation Courseroom	3
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One Elective Course

At least 4 quarter credits

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

Total

At least 90 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Doctor of Business Administration (DBA)

School of Business, Technology, and Health Care Administration

The Doctor of Business Administration (DBA) degree program is designed for individuals who aspire to achieve career advancement, including senior level positions in management, strategy, or leadership: or for those interested in business consulting or education. The program is scholar-practitioner focused, technology-driven, and grounded in Accreditation Council for Business Schools and Programs (ACBSP) content, enabling learners to solve business problems using data, facts, and logic.

Learners develop a professional brand to assist them with exceeding their economic, career, and personal goals. Graduates complete a capstone project, demonstrating their high-level of expertise, confidence, and strategic thinking to drive progress and change within a specific business or industry.

Specializations

General Management (p. 158)

General Management, FlexPath option (p. 159)

Organizational Leadership and Development (p. 160)

Organizational Leadership and Development, FlexPath option (p. 161)

Strategy and Innovation (p. 161)

Strategy and Innovation, FlexPath option (p. 162)

DBA in General Management

School of Business, Technology, and Health Care Administration

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

Core courses

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

Specialization courses

DB8610	Leadership Theory and Practice	4
	Or	
DB8710	Strategy and Innovation: Theorizing, Crafting, Executing	4
DB8620	High Performance Leadership	4
	Or	
DB8720	Strategic Digital Transformation	4

DB8630	Catalysts for Change	4
	Or	
DB8730	Managing Innovation, Design, and Creativity	4
DB8840	Seminar: General Management Topic Development	6
DB8850	Seminar: General Management Literature Review	6

Upon completion of all required core and specialization coursework

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

Total

At least 90 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

DBA in General Management, FlexPath option

School of Business, Technology, and Health Care Administration

The DBA General Management specialization examines the scholarly and practitioner literature and emerging trends in the field of management. Learners design projects which address the challenges and opportunities for improving ways to manage, organize, and structure organizations. The specialization allows learners to analyze various aspects of management by selecting a composite of

specialization courses in strategy and innovation, and organizational leadership before moving into more specific topic development. Learners gain an understanding of decision-making using relevant data and methods; deciding how to incorporate supply chains into organizational planning; consideration of how mergers, acquisitions, or coopetition may assist organizational success; or rethinking the types of management styles or processes that are used to establish successful business operations. Current and relevant topics surrounding management will be central to the work done in the specialization. Learners who pursue this specialization through the FlexPath option earn a DBA through self-paced demonstrations of competencies.

Core courses

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

Specialization courses

DB-FPX8610	Leadership Theory and Practice	2
	Or	
DB-FPX8710	Strategy and Innovation: Theorizing, Crafting, Executing	2
DB-FPX8620	High Performance Leadership	2
	Or	
DB-FPX8720	Strategic Digital Transformation	2
DB-FPX8630	Catalysts for Change	2
	Or	
DB-FPX8730	Managing Innovation, Design, and Creativity	2

DB-FPX8840	Seminar: General Management Topic Development	3
DB-FPX8850	Seminar: General Management Literature Review	3

Upon completion of all required core and specialization coursework

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

Total

At least 45 program points

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

DBA in Organizational Leadership and Development

School of Business, Technology, and Health Care Administration

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

performance leadership, and positive change models.

Core courses

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

Specialization courses

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

Upon completion of all required core and specialization coursework

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

Total

At least 90 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

DBA in Organizational Leadership and Development, FlexPath option

School of Business, Technology, and Health Care Administration

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

Core courses

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

Specialization courses

DB-FPX8610	Leadership Theory and Practice	2
DB-FPX8620	High Performance Leadership	2
DB-FPX8630	Catalysts for Change	2

DB-FPX8640	Seminar: Leadership Topic Development	3
DB-FPX8650	Seminar: Leadership Literature Review	3

Upon completion of all required core and specialization coursework

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

Total

At least 45 program points

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

DBA in Strategy and Innovation

School of Business, Technology, and Health Care Administration

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

Core courses

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

Specialization courses

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

Upon completion of all required core and specialization coursework

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

Total

At least 90 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for

successful completion of program requirements.

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

DBA in Strategy and Innovation, FlexPath option

School of Business, Technology, and Health Care Administration

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

Core courses

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

Specialization courses

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

Upon completion of all required core and specialization coursework

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

Total

At least 45 program points

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

Master of Business Administration (MBA)

School of Business, Technology, and Health Care Administration

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

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

Specializations

Self-Designed (p. 163)

Self-Designed, FlexPath option (p. 164)

Health Care Management (p. 165)

Health Care Management, FlexPath option (p. 165)

Human Resource Management (p. 166)

Human Resource Management, FlexPath option (p. 167)

Project Management (p. 168)

Project Management, FlexPath option (p. 168)

MBA in Self-Designed

School of Business, Technology, and Health Care Administration

The MBA Self-Designed specialization provides an introduction to foundational business disciplines including leadership, accounting, finance, marketing, operations, strategy, and business analytics. Learners in this specialization are able to incorporate courses in a variety of disciplines to meet individual interests and needs.

MBA5002	MBA Leadership	4
MBA5006	Business Strategy	4
MBA5008	Applied Business Analytics	4
MBA5010	Accounting Methods for Leaders	4
MBA5012	Marketing Management	4
MBA5014	Applied Managerial Finance	4
MBA5016	Operations Management for Leaders	4

Taken during the learner's final quarter

MBA5910	MBA Capstone Experience	5
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Elective Courses

At least 12 quarter credits

Choose three graduate-level courses.

Total**At least 45 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

MBA in Self-Designed, FlexPath option

School of Business, Technology, and Health Care Administration

Only learners enrolled in the FlexPath MBA degree program or the FlexPath MS in Information Systems and Technology Management degree program may take FlexPath MBA courses. MBA learners may not take courses associated with any other program within the School of Business, Technology, and Health Care Administration or any other school at Capella University while they are enrolled in the FlexPath MBA degree program.

The MBA Self-Designed specialization provides an introduction to foundational business disciplines including leadership, accounting, finance, marketing, operations, strategy, and business analytics. Learners in this specialization are able to incorporate courses in a variety of disciplines to meet individual interests and needs. Learners who pursue this specialization through the FlexPath option earn an MBA through self-paced demonstrations of competencies.

MBA-FPX5002	MBA Leadership	2
MBA-FPX5006	Business Strategy	2
MBA-FPX5008	Applied Business Analytics	2
MBA-FPX5010	Accounting Methods for Leaders	2
MBA-FPX5012	Marketing Management	2
MBA-FPX5014	Applied Managerial Finance	2
MBA-	Operations Management	2

FPX5016	for Leaders	
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Taken during the learner's final quarter

MBA-FPX5910	MBA Capstone Experience	2.5
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Three Elective Courses

At least 6 program points

Choose three from the following recommended electives.

ACC-FPX5610	Advanced Accounting, Budget Planning and Control	2
ANLY-FPX5510	Advanced Business Analytics	2
ENTR-FPX5412	New Ventures and Entrepreneurship	2
FIN-FPX5710	Economic Foundations for Financial Decision Making	2
HCM-FPX5310	Decision-Making in the Health Care System	2
HCM-FPX5312	Analyzing the Health Care Environment	2
HCM-FPX5314	Driving Health Care Results	2
HRM-FPX5060	Sourcing and Managing Talent in the Workplace	2
HRM-FPX5090	Retaining and Engaging Employees for the Modern Workforce	2
HRM-FPX5310	Strategic Human Resource Management	2
ITEC-FPX5030	Emerging Technologies	2
LEAD-FPX5210	Leading Global and Diverse Cultures	2
LEAD-FPX5220	Leader as Change Agent	2
MKT-FPX5410	Digital Marketing	2
MKT-FPX5416	Consumer Insights	2
OPS-FPX5620	Supply Chain Foundations and Management	2
OPS-FPX5630	Strategic Supply Chain Sourcing	2
PM-FPX5018	Project Management Foundations	2
PM-FPX5332	Project Management Planning, Execution, and Control	2
PM-FPX5333	Project Budgeting,	2

PM-FPX5334	Procurement, and Quality Project Risk Assessment and Control	2
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Or

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

Total

At least 22.5 program points

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

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

MBA in Health Care Management

School of Business, Technology, and Health Care Administration

The MBA Health Care Management specialization focuses on the application of business and management knowledge, skills, and abilities learners need within the complex and dynamic health care industry. Learners gain a thorough understanding of the health care system; government influence; and law, ethics, policy, and organizational strategy. Learners use evidence-based decision making that drives quality management, operations, and financial management practices based on organizational strategy and goals. Upon successful completion of this specialization, learners will have developed the knowledge and skills needed to pursue middle- or senior-level positions within health care organizations or organizations that serve the health care industry.

Core courses

MBA5002	MBA Leadership	4
MBA5006	Business Strategy	4
MBA5008	Applied Business Analytics	4

MBA5010	Accounting Methods for Leaders	4
MBA5012	Marketing Management	4
MBA5014	Applied Managerial Finance	4
MBA5016	Operations Management for Leaders	4

Specialization courses

HCM5310	Decision-Making in the Health Care System	4
HCM5312	Analyzing the Health Care Environment	4
HCM5314	Driving Health Care Results	4

Taken during the learner's final quarter

MBA5910	MBA Capstone Experience	5
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Total

At least 45 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

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

MBA in Health Care Management, FlexPath option

School of Business, Technology, and Health Care Administration

Only learners enrolled in the FlexPath MBA degree program or the FlexPath MS in Information Systems and Technology Management degree program may take FlexPath MBA courses. MBA learners may not take courses associated with any other program within the School of Business, Technology, and

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

The MBA Health Care Management specialization focuses on the application of business and management knowledge, skills, and abilities learners need within the complex and dynamic health care industry. Learners gain a thorough understanding of the health care system; government influence; and law, ethics, policy, and organizational strategy. Learners use evidence-based decision making that drives quality management, operations, and financial management practices based on organizational strategy and goals. Upon successful completion of this specialization, learners will have developed the knowledge and skills needed to pursue middle- or senior-level positions within health care organizations or organizations that serve the health care industry. Learners who pursue this specialization through the FlexPath option earn an MBA through self-paced demonstrations of competencies.

Core courses

MBA-FPX5002	MBA Leadership	2
MBA-FPX5006	Business Strategy	2
MBA-FPX5008	Applied Business Analytics	2
MBA-FPX5010	Accounting Methods for Leaders	2
MBA-FPX5012	Marketing Management	2
MBA-FPX5014	Applied Managerial Finance	2
MBA-FPX5016	Operations Management for Leaders	2

Specialization courses

HCM-FPX5310	Decision-Making in the Health Care System	2
HCM-FPX5312	Analyzing the Health Care Environment	2
HCM-FPX5314	Driving Health Care Results	2

Taken during the learner's final quarter

MBA-FPX5910	MBA Capstone Experience	2.5
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Total

At least 22.5 program points

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

MBA in Human Resource Management

School of Business, Technology, and Health Care Administration

The MBA Human Resource Management (HRM) specialization focuses on the application of knowledge, competencies, and skills necessary to integrate business and human resource functions in organizations. Learners focus on communicating clearly to stakeholders and developing data-informed recommendations in support of organizational goals and strategy. Upon successful completion of this specialization, learners are prepared to make informed, practitioner-based decisions resulting in increased professional development, organizational growth, and enterprise sustainability. Upon successful completion of this specialization, learners have gained relevant knowledge, competencies, and skills enabling them to enter or advance in HRM related careers and to make appropriate decisions about human capital.

Core courses

MBA5002	MBA Leadership	4
MBA5006	Business Strategy	4
MBA5008	Applied Business Analytics	4
MBA5010	Accounting Methods for Leaders	4
MBA5012	Marketing Management	4
MBA5014	Applied Managerial Finance	4
MBA5016	Operations Management for Leaders	4

Specialization courses

HRM5060	Sourcing and Managing Talent in the Workplace	4
HRM5090	Retaining and Engaging Employees for the Modern Workforce	4
HRM5310	Strategic Human Resource Management	4
Taken during the learner's final quarter		
MBA5910	MBA Capstone Experience	5

Total**At least 45 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

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

MBA in Human Resource Management, FlexPath option

School of Business, Technology, and Health Care Administration

Only learners enrolled in the FlexPath MBA degree program or the FlexPath MS in Information Systems and Technology Management degree program may take FlexPath MBA courses. MBA learners may not take courses associated with any other program within the School of Business, Technology, and Health Care Administration or any other school at Capella University while they are enrolled in the FlexPath MBA degree program.

The MBA Human Resource Management (HRM) specialization focuses on the application of knowledge, competencies, and skills necessary to integrate business and human resource functions in organizations. Learners focus on communicating

clearly to stakeholders and developing data-informed recommendations in support of organizational goals and strategy. Upon successful completion of this specialization, learners are prepared to make informed, practitioner-based decisions resulting in increased professional development, organizational growth, and enterprise sustainability. Upon successful completion of this specialization, learners have gained relevant knowledge, competencies, and skills enabling them to enter or advance in HRM-related careers and to make appropriate decisions about human capital. Learners who pursue this specialization through the FlexPath option earn an MBA through self-paced demonstrations of competencies.

Core courses

MBA-FPX5002	MBA Leadership	2
MBA-FPX5006	Business Strategy	2
MBA-FPX5008	Applied Business Analytics	2
MBA-FPX5010	Accounting Methods for Leaders	2
MBA-FPX5012	Marketing Management	2
MBA-FPX5014	Applied Managerial Finance	2
MBA-FPX5016	Operations Management for Leaders	2

Specialization courses

HRM-FPX5060	Sourcing and Managing Talent in the Workplace	2
HRM-FPX5090	Retaining and Engaging Employees for the Modern Workforce	2
HRM-FPX5310	Strategic Human Resource Management	2

Taken during the learner's final quarter		
MBA-FPX5910	MBA Capstone Experience	2.5

Total**At least 22.5 program points**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program

requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

MBA in Project Management

School of Business, Technology, and Health Care Administration

The MBA Project Management specialization aligns with the Project Management Institute's (PMI®) global standards. This specialization introduces learners to fundamental project management theories, processes, and strategies and provides learners with the knowledge, skills, and experience to ensure project success. Learners focus on developing 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.

Core courses

MBA5002	MBA Leadership	4
MBA5006	Business Strategy	4
MBA5008	Applied Business Analytics	4
MBA5010	Accounting Methods for Leaders	4
MBA5014	Applied Managerial Finance	4
MBA5016	Operations Management for Leaders	4
PM5018	Project Management Foundations	4

Specialization courses

PM5332	Project Management Planning, Execution, and Control	4
PM5333	Project Budgeting, Procurement, and Quality	4
PM5334	Project Risk Assessment and Control	4

Taken during the learner's final quarter

MBA5910	MBA Capstone Experience	5
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Total

At least 45 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

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

MBA in Project Management, FlexPath option

School of Business, Technology, and Health Care Administration

Only learners enrolled in the FlexPath MBA degree program or the FlexPath MS in Information Systems and Technology Management degree program may take FlexPath MBA courses. MBA learners may not take courses associated with any other program within the School of Business, Technology, and Health Care Administration or any other school at Capella University while they are enrolled in the FlexPath MBA degree program.

The MBA Project Management specialization aligns with the Project Management Institute's (PMI®) global standards. This specialization introduces learners to fundamental project management theories, processes, and strategies and provides learners with the knowledge, skills, and experience to ensure project success. Learners focus on developing decision-making skills and the ability to reflect on the impact of their judgment in dynamic project situations. Upon successful completion of this specialization, learners are prepared to pursue

advanced project management positions in global enterprises or entrepreneurial start-ups. Learners who pursue this specialization through the FlexPath option earn an MBA through self-paced demonstrations of competencies.

Core courses

MBA-FPX5002	MBA Leadership	2
MBA-FPX5006	Business Strategy	2
MBA-FPX5008	Applied Business Analytics	2
MBA-FPX5010	Accounting Methods for Leaders	2
MBA-FPX5014	Applied Managerial Finance	2
MBA-FPX5016	Operations Management for Leaders	2
PM-FPX5018	Project Management Foundations	2

Specialization courses

PM-FPX5332	Project Management Planning, Execution, and Control	2
PM-FPX5333	Project Budgeting, Procurement, and Quality	2
PM-FPX5334	Project Risk Assessment and Control	2

Taken during the learner's final quarter		
MBA-FPX5910	MBA Capstone Experience	2.5

Total

At least 22.5 program points

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

Master of Science (MS) in Human Resource Management

School of Business, Technology, and Health Care Administration

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

Specializations

General Human Resource Management (p. 169)

General Human Resource Management, FlexPath option (p. 170)

Health Care (p. 171)

Health Care, FlexPath option (p. 171)

MS in Human Resource Management, General Human Resource Management

School of Business, Technology, and Health Care Administration

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

HRM5002	Survey of Human Resource Management in Practice	4
HRM5055	Comprehensive Reward Systems	4
HRM5060	Sourcing and Managing Talent in the Workplace	4
HRM5065	Employment Law in the Successful Workplace	4

HRM5070	Workplace Learning in the Digital Age	4
HRM5080	Evidence-Based Decision Making for HR Professionals	4
HRM5090	Retaining and Engaging Employees for the Modern Workforce	4

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

ED7631	Introduction to Training and Performance Systems	4
HRM5075	Leading and Influencing for the Human Resource Practitioner	4
HRM5100	HRM Professional Internship	4
HRM5112	Certification Examination Preparation for the aPHR, PHR and SPHR	4
HRM5115	Certification Examination Preparation for the SHRM-CP and SHRM-SCP	4
HRM5118	Human Resource Legal Challenges and Solutions	4
HRM5120	Global Human Resource Practice	4
HRM5401	The Legal, Ethical, and Regulatory Environment of Health Care	4
HRM5402	Planning, Sourcing, and Developing Talent in Health Care Organizations	4
HRM5403	Transforming the Employee Experience in Health Care	4
LEAD5210	Leading Global and Diverse Cultures	4
LEAD5220	Leader as Change Agent	4
PM5018	Project Management Foundations	4
PSY6710	Principles of Industrial/Organizational Psychology	5

Taken during the learner's final quarter

HRM5960	HRM Capstone: Improving and Transforming HR Practice	5
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Total

At least 45 quarter credits

One or more courses in this program may require a

prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

School of Business, Technology, and Health Care Administration

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

HRM-FPX5002	Survey of Human Resource Management in Practice	2
HRM-FPX5055	Comprehensive Reward Systems	2
HRM-FPX5060	Sourcing and Managing Talent in the Workplace	2
HRM-FPX5065	Employment Law in the Successful Workplace	2
HRM-FPX5070	Workplace Learning in the Digital Age	2
HRM-FPX5080	Evidence-Based Decision Making for HR Professionals	2
HRM-FPX5090	Retaining and Engaging Employees for the Modern Workforce	2

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

HRM-FPX5075	Leading and Influencing for the Human Resource Practitioner	2
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HRM-FPX5118	Human Resource Legal Challenges and Solutions	2
HRM-FPX5120	Global Human Resource Practice	2
HRM-FPX5401	The Legal, Ethical, and Regulatory Environment of Health Care	2
HRM-FPX5402	Planning, Sourcing, and Developing Talent in Health Care Organizations	2
LEAD-FPX5210	Leading Global and Diverse Cultures	2
LEAD-FPX5220	Leader as Change Agent	2
PM-FPX5018	Project Management Foundations	2

Taken during the learner's final quarter		
HRM-FPX5960	HRM Capstone: Improving and Transforming HR Practice	2.5

Total**At least 22.5 program points**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

MS in Human Resource Management, Health Care

School of Business, Technology, and Health Care Administration

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

Core courses		
HRM5002	Survey of Human Resource	4

Management in Practice		
HRM5055	Comprehensive Reward Systems	4
HRM5060	Sourcing and Managing Talent in the Workplace	4
HRM5065	Employment Law in the Successful Workplace	4
HRM5070	Workplace Learning in the Digital Age	4
HRM5080	Evidence-Based Decision Making for HR Professionals	4
HRM5090	Retaining and Engaging Employees for the Modern Workforce	4

Specialization courses

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

Taken during the learner's final quarter		
HRM5960	HRM Capstone: Improving and Transforming HR Practice	5

Total**At least 45 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

MS in Human Resource Management, Health Care, FlexPath option

School of Business, Technology, and Health Care Administration

The Health Care specialization provides learners with

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

Core courses

HRM-FPX5002	Survey of Human Resource Management in Practice	2
HRM-FPX5055	Comprehensive Reward Systems	2
HRM-FPX5060	Sourcing and Managing Talent in the Workplace	2
HRM-FPX5065	Employment Law in the Successful Workplace	2
HRM-FPX5070	Workplace Learning in the Digital Age	2
HRM-FPX5080	Evidence-Based Decision Making for HR Professionals	2
HRM-FPX5090	Retaining and Engaging Employees for the Modern Workforce	2

Specialization courses

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

Taken during the learner's final quarter		
HRM-FPX5960	HRM Capstone: Improving and Transforming HR Practice	2.5

Total

At least 22.5 program points

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Business Graduate Certificate Programs

Graduate Certificate in Human Resource Management

School of Business, Technology, and Health Care Administration

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

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

In addition, choose one from the following courses.

HRM5055	Comprehensive Reward Systems	4
HRM5065	Employment Law in the Successful Workplace	4
HRM5070	Workplace Learning in the Digital Age	4
HRM5075	Leading and Influencing for the Human Resource Practitioner	4
HRM5112	Certification Examination Preparation for the aPHR, PHR and SPHR	4
HRM5115	Certification Examination Preparation for the SHRM-CP and SHRM-SCP	4

Total

At least 16 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Undergraduate-Health Care Administration Academic Offerings

Bachelor of Science (BS) in Health Care Administration

School of Business, Technology, and Health Care Administration

The Bachelor of Science in Health Care Administration degree program prepares learners to pursue roles as health care professionals who meet the industry's need for entry-level to mid-career-management talent. The curriculum includes focused, practical explorations of the United States healthcare 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.

Specializations

Health Information Management (p. 173)

Health Information Management, FlexPath option (p. 176)

Leadership (p. 178)

Leadership, FlexPath option (p. 181)

Accelerated Master's Pathways

BS in Health Care Administration/MHA option, Health Information Management (p. 174)

BS in Health Care Administration/MHA option, Health Information Management, FlexPath option (p. 177)

BS in Health Care Administration/MHA option, Leadership (p. 180)

BS in Health Care Administration/MHA option, Leadership, FlexPath option (p. 182)

BS in Health Care Administration, Health Information Management

School of Business, Technology, and Health Care Administration

In the Bachelor of Science in Health Care Administration, Health Information Management specialization, learners gain an understanding of medical terminology, electronic health records and health information systems, data management, quality management, statistical analysis, data governance, and information security. Upon successful completion of this specialization, learners are prepared to pursue entry-level positions as health information support specialists, health information systems support specialists, patient registrars, health information abstractors, and physician office specialists.

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 253).

Additional Program Requirements

Core courses

At least 42 quarter credits

NHS4000	Developing a Health Care Perspective	6
BHA4002	History of the United States Health Care System	3
BHA4003	Present and Future State Developments within the United States Health Care System	3
BHA4004	Patient Safety and Quality Improvement in Health Care	6
BHA4006	Health Care Regulation and Compliance	6
BHA4008	Health Care Budgeting and Reporting	3
BHA4009	Health Care	3

	Reimbursement Systems	
BHA4010	Introduction to Health Care Research	6
BUS4121	Ethics in Health Care Management	6

Specialization courses

At least 54 quarter credits

BHA4102	Leadership and Communication in Health Care Organizations	6
BHA4106	Introduction to Managing Health Care Information	6
HIM4610	Medical Terminology	6
HIM4620	Data Management in Health Information Systems	6
HIM4630	Statistical Analysis for Health Information Management	6
HIM4640	Electronic Health Records and Health Information Systems	6
HIM4650	Decision Support and Quality Management in Health Information Management	6
HIM4660	Information Security, Privacy, and Ethics in Health Care	6
HIM4670	Health Information Systems and Management	6

Elective courses

At least 33 quarter credits

Choose 33 quarter credits of additional undergraduate courses.

Capstone course

At least 6 quarter credits

BHA4020	Health Care Administration Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

Honors Pathway

Learners enrolled in the honors pathway complete the

following general education courses.

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

Accelerated Master's Pathways

Accelerated Master's Pathway, BS in Health Care Administration/MHA option, Health Information Management (p. 174)

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

School of Business, Technology, and Health Care Administration

In the Bachelor of Science in Health Care Administration, Health Information Management specialization, learners gain an understanding of medical terminology, electronic health records and

health information systems, data management, quality management, statistical analysis, data governance, and information security. Upon successful completion of this specialization, learners are prepared to pursue entry-level positions as health information support specialists, health information systems support specialists, patient registrars, health information abstractors, and physician office specialists.

For more information see the Accelerated Master's Pathway Options section on the **Offering Information page** (p. 22).

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

At least 12 quarter credits

MHA5010	Strategic Health Care Planning	4
MHA5012	Organizational Leadership and Governance	4
NHS6004	Health Care Law and Policy	4

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

General Education Requirements

*Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 253).*

Additional Program Requirements

Core courses

At least 42 quarter credits

NHS4000	Developing a Health Care Perspective	6
BHA4002	History of the United States Health Care System	3
BHA4003	Present and Future State Developments within the United States Health Care System	3
BHA4004	Patient Safety and Quality Improvement in Health Care	6

BHA4006	Health Care Regulation and Compliance	6
BHA4008	Health Care Budgeting and Reporting	3
BHA4009	Health Care Reimbursement Systems	3
BHA4010	Introduction to Health Care Research	6
BUS4121	Ethics in Health Care Management	6

Specialization courses

At least 54 quarter credits

BHA4102	Leadership and Communication in Health Care Organizations	6
BHA4106	Introduction to Managing Health Care Information	6
HIM4610	Medical Terminology	6
HIM4620	Data Management in Health Information Systems	6
HIM4630	Statistical Analysis for Health Information Management	6
HIM4640	Electronic Health Records and Health Information Systems	6
HIM4650	Decision Support and Quality Management in Health Information Management	6
HIM4660	Information Security, Privacy, and Ethics in Health Care	6
HIM4670	Health Information Systems and Management	6

Elective courses

At least 33 quarter credits

Choose 33 quarter credits of additional undergraduate courses.

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter:

BHA4020	Health Care Administration Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

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

School of Business, Technology, and Health Care Administration

In the Bachelor of Science in Health Care Administration, Health Information Management specialization, learners gain an understanding of

medical terminology, electronic health records and health information systems, data management, quality management, statistical analysis, data governance, and information security. Upon successful completion of this specialization, learners are prepared to pursue entry-level positions as health information support specialists, health information systems support specialists, patient registrars, health information abstractors, and physician office specialists. Learners who pursue this specialization through the FlexPath option earn a BS in Health Care Administration through self-paced demonstrations of competencies.

General Education Requirements

*Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 253).†*

Additional Program Requirements**Core courses**

At least 21 program points

NHS-FPX4000	Developing a Health Care Perspective	3
BHA-FPX4002	History of the United States Health Care System	1.5
BHA-FPX4003	Present and Future State Developments within the United States Health Care System	1.5
BHA-FPX4004	Patient Safety and Quality Improvement in Health Care	3
BHA-FPX4006	Health Care Regulation and Compliance	3
BHA-FPX4008	Health Care Budgeting and Reporting	1.5
BHA-FPX4009	Health Care Reimbursement Systems	1.5
BHA-FPX4010	Introduction to Health Care Research	3
BUS-FPX4121	Ethics in Health Care Management	3

Specialization courses

At least 27 program points

BHA-FPX4102	Leadership and Communication in Health Care Organizations	3
BHA-FPX4106	Introduction to Managing Health Care Information	3
HIM-	Medical Terminology	3

FPX4610		
HIM-FPX4620	Data Management in Health Information Systems	3
HIM-FPX4630	Statistical Analysis for Health Information Management	3
HIM-FPX4640	Electronic Health Records and Health Information Systems	3
HIM-FPX4650	Decision Support and Quality Management in Health Information Management	3
HIM-FPX4660	Information Security, Privacy, and Ethics in Health Care	3
HIM-FPX4670	Health Information Systems and Management	3

Elective courses

At least 16.5 program points

Choose 16.5 program points of additional undergraduate courses.†

Capstone course

At least 3 program points

Taken during the learner's final quarter:

BHA-FPX4020	Health Care Administration Capstone Project	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

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

Accelerated Master's Pathways

Accelerated Master's Pathway, BS in Health Care Administration/MHA option, Health Information Management, FlexPath option (p. 177)

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

School of Business, Technology, and Health Care Administration

In the Bachelor of Science in Health Care Administration, Health Information Management specialization, learners gain an understanding of medical terminology, electronic health records and health information systems, data management, quality management, statistical analysis, data governance, and information security. Upon successful completion of this specialization, learners are prepared to pursue entry-level positions as health information support specialists, health information systems support specialists, patient registrars, health information abstractors, and physician office specialists. Learners who pursue this specialization through the FlexPath option earn a BS in Health Care Administration through self-paced demonstrations of competencies.

For more information see the Accelerated Master's Pathway Options section on the **Offering Information page** (p. 22).

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

At least 6 program points

MHA-FPX5010	Strategic Health Care Planning	2
MHA-FPX5012	Organizational Leadership and Governance	2
NHS-	Health Care Law and Policy	2

FPX6004

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

General Education Requirements

Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 253).†

Additional Program Requirements

Core courses

At least 21 program points

NHS-FPX4000	Developing a Health Care Perspective	3
BHA-FPX4002	History of the United States Health Care System	1.5
BHA-FPX4003	Present and Future State Developments within the United States Health Care System	1.5
BHA-FPX4006	Health Care Regulation and Compliance	3
BHA-FPX4008	Health Care Budgeting and Reporting	1.5
BHA-FPX4009	Health Care Reimbursement Systems	1.5
BHA-FPX4010	Introduction to Health Care Research	3
BUS-FPX4121	Ethics in Health Care Management	3

Specialization courses

At least 27 program points

BHA-FPX4102	Leadership and Communication in Health Care Organizations	3
BHA-FPX4106	Introduction to Managing Health Care Information	3
HIM-FPX4610	Medical Terminology	3
HIM-FPX4620	Data Management in Health Information Systems	3
HIM-FPX4630	Statistical Analysis for Health Information Management	3
HIM-FPX4640	Electronic Health Records and Health Information Systems	3

HIM-FPX4650	Decision Support and Quality Management in Health Information Management	3
HIM-FPX4660	Information Security, Privacy, and Ethics in Health Care	3
HIM-FPX4670	Health Information Systems and Management	3

Elective courses

At least 16.5 program points

Choose 16.5 program points of additional undergraduate courses.†

Capstone course

At least 3 program points

Taken during the learner's final quarter:

BHA-FPX4020	Health Care Administration Capstone Project	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

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

BS in Health Care Administration, Leadership

School of Business, Technology, and Health Care Administration

The Bachelor of Science in Health Care Administration specialization in Leadership focuses

on providing a foundation upon which learners can build their professional skills surrounding effective change management and the leadership of 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 4 quarter credits from each category; see **General Education Courses** (p. 253).

Additional Program Requirements

Core courses

At least 42 quarter credits

NHS4000	Developing a Health Care Perspective	6
BHA4002	History of the United States Health Care System	3
BHA4003	Present and Future State Developments within the United States Health Care System	3
BHA4004	Patient Safety and Quality Improvement in Health Care	6
BHA4006	Health Care Regulation and Compliance	6
BHA4008	Health Care Budgeting and Reporting	3
BHA4009	Health Care Reimbursement Systems	3
BHA4010	Introduction to Health Care Research	6
BUS4121	Ethics in Health Care Management	6

Specialization courses

At least 36 quarter credits

BHA4102	Leadership and Communication in Health	6
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	Care Organizations	
BHA4104	Strategic Leadership and Workforce Planning in Health Care	6
BHA4106	Introduction to Managing Health Care Information	6
BHA4108	Managing Population Health	6
BHA4110	Health Care Systems and Operations	6
BHA4112	Economics of Health Care	6

Elective courses

At least 51 quarter credits

Choose 51 quarter credits of additional undergraduate courses.

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter:

BHA4020	Health Care Administration Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

Accelerated Master's Pathways

Accelerated Master's Pathway, BS in Health Care Administration/MHA option, Leadership (p. 180)

Accelerated Master's Pathway, BS in Health Care Administration/MHA Option, Leadership**School of Business, Technology, and Health Care Administration**

The Bachelor of Science in Health Care Administration specialization in Leadership focuses on providing a foundation upon which learners can build their professional skills surrounding effective change management and the leadership of 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.

For more information see the Accelerated Master's Pathway Options section on the **Offering Information page** (p. 22).

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

At least 12 quarter credits

MHA5010	Strategic Health Care Planning	4
MHA5012	Organizational Leadership and Governance	4
NHS6004	Health Care Law and Policy	4

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

General Education Requirements

*Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 253).*

Additional Program Requirements**Core courses**

At least 42 quarter credits

NHS4000	Developing a Health Care Perspective	6
BHA4002	History of the United States Health Care System	3
BHA4003	Present and Future State Developments within the United States Health Care System	3
BHA4004	Patient Safety and Quality Improvement in Health Care	6
BHA4006	Health Care Regulation and Compliance	6
BHA4008	Health Care Budgeting and Reporting	3
BHA4009	Health Care Reimbursement Systems	3
BHA4010	Introduction to Health Care Research	6
BUS4121	Ethics in Health Care Management	6

Specialization courses

At least 36 quarter credits

BHA4102	Leadership and Communication in Health	6
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	Care Organizations	
BHA4104	Strategic Leadership and Workforce Planning in Health Care	6
BHA4106	Introduction to Managing Health Care Information	6
BHA4108	Managing Population Health	6
BHA4110	Health Care Systems and Operations	6
BHA4112	Economics of Health Care	6

Elective courses

At least 51 quarter credits

Choose 51 quarter credits of additional undergraduate courses.

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter:

BHA4020	Health Care Administration Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

BS in Health Care Administration, Leadership, FlexPath option

School of Business, Technology, and Health Care Administration

The Bachelor of Science in Health Care Administration specialization in Leadership focuses on providing a foundation upon which learners can build their professional skills surrounding effective change management and the leadership of high-performance teams in a variety of complex, dynamic health care environments. The specialization curriculum emphasizes evidence-based best practices for change leadership, planning and marketing, patient safety and quality improvement, health care economics, wellness promotion, team collaboration, and professional development that build a continuous learning system for sustainable health care delivery. Upon successful completion of this specialization, learners are prepared to pursue department-level management positions in a wide range of health care settings. Learners who pursue this specialization through the FlexPath option earn a BS in Health Care Administration through self-paced demonstrations of competencies.

General Education Requirements

*Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 253).†*

Additional Program Requirements

Core courses

At least 21 program points

NHS-FPX4000	Developing a Health Care Perspective	3
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BHA-FPX4002	History of the United States Health Care System	1.5
BHA-FPX4003	Present and Future State Developments within the United States Health Care System	1.5
BHA-FPX4004	Patient Safety and Quality Improvement in Health Care	3
BHA-FPX4006	Health Care Regulation and Compliance	3
BHA-FPX4008	Health Care Budgeting and Reporting	1.5
BHA-FPX4009	Health Care Reimbursement Systems	1.5
BHA-FPX4010	Introduction to Health Care Research	3
BUS-FPX4121	Ethics in Health Care Management	3

Specialization courses

At least 18 program points

BHA-FPX4102	Leadership and Communication in Health Care Organizations	3
BHA-FPX4104	Strategic Leadership and Workforce Planning in Health Care	3
BHA-FPX4106	Introduction to Managing Health Care Information	3
BHA-FPX4108	Managing Population Health	3
BHA-FPX4110	Health Care Systems and Operations	3
BHA-FPX4112	Economics of Health Care	3

Elective courses

At least 25.5 program points

Choose 22.5 program points of additional undergraduate courses.†

Capstone course

At least 3 program points

Taken during the learner's final quarter:

BHA-FPX4020	Health Care Administration Capstone Project	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

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

Accelerated Master's Pathway

Accelerated Master's Pathway, BS in Health Care Administration/MHA option, Leadership, FlexPath option (p. 182)

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

School of Business, Technology, and Health Care Administration

The Bachelor of Science in Health Care Administration specialization in Leadership focuses on providing a foundation upon which learners can build their professional skills surrounding effective change management and the leadership of high-performance teams in a variety of complex, dynamic health care environments. The specialization curriculum emphasizes evidence-based best practices for change leadership, planning and marketing, patient safety and quality improvement, health care economics, wellness promotion, team collaboration, and professional development that build a continuous learning system for sustainable health care delivery. Upon successful completion of this specialization, learners are prepared to pursue department-level management positions in a wide range of health care settings. Learners who pursue this specialization through the FlexPath option earn a BS in Health Care Administration through self-paced demonstrations of

competencies.

For more information see the Accelerated Master's Pathway Options section on the **Offering Information page** (p. 22).

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

At least 6 program points

MHA-FPX5010	Strategic Health Care Planning	2
MHA-FPX5012	Organizational Leadership and Governance	2
NHS-FPX6004	Health Care Law and Policy	2

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

General Education Requirements

Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 253).†

Additional Program Requirements

Core courses

At least 21 program points

NHS-FPX4000	Developing a Health Care Perspective	3
BHA-FPX4002	History of the United States Health Care System	1.5
BHA-FPX4003	Present and Future State Developments within the United States Health Care System	1.5
BHA-FPX4004	Patient Safety and Quality Improvement in Health Care	3
BHA-FPX4006	Health Care Regulation and Compliance	3
BHA-FPX4008	Health Care Budgeting and Reporting	1.5
BHA-FPX4009	Health Care Reimbursement Systems	1.5

BHA-FPX4010	Introduction to Health Care Research	3
BUS-FPX4121	Ethics in Health Care Management	3

Specialization courses

At least 18 program points

BHA-FPX4102	Leadership and Communication in Health Care Organizations	3
BHA-FPX4104	Strategic Leadership and Workforce Planning in Health Care	3
BHA-FPX4106	Introduction to Managing Health Care Information	3
BHA-FPX4108	Managing Population Health	3
BHA-FPX4110	Health Care Systems and Operations	3
BHA-FPX4112	Economics of Health Care	3

Elective courses

At least 25.5 program points

Choose 25.5 program points of additional undergraduate courses.†

Capstone course

At least 3 program points

Taken during the learner's final quarter:

BHA-FPX4020	Health Care Administration Capstone Project	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

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

Graduate-Health Care Administration Academic Offerings

Doctor of Health Administration (DHA)

School of Business, Technology, and Health Care Administration

The Doctor of Health Administration (DHA) degree program is designed to develop and strengthen the knowledge, skills, and attitudes health care administrators need to lead in today's complex and dynamic health care delivery environment. Learners develop 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 a research project that is designed to improve the performance of a health care delivery system or solve a problem experienced by health care organizations, to 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.

NHS8002	Collaboration, Communication, and Case Analysis for Doctoral Learners	4
DHA8004	Innovative Business Practices in Health Care	6
DHA8007	Strategic Financial Management in Health Care	6
DHA8008	Health Care Policy Processes	6
RSCH7860	Survey of Research Methods	4
RSCH7864	Quantitative Design and	4

	Analysis	
RSCH7868	Qualitative Design and Analysis	4
DHA-V8925	Doctoral Project Development - Topic Ideation	3
DHA-V8926	Doctoral Project Development Topic Development	3
DHA8026	Regulatory Compliance for Health Care Leaders	6
DHA8032	Strategic Vision and Planning in Health Care	6

Choose two from the following courses.

BMGT8412	Creating Adaptive, Innovative Workplaces	4
BMGT8614	Leading the Organizational System	4
DB8610	Leadership Theory and Practice	4
DB8710	Strategy and Innovation: Theorizing, Crafting, Executing	4

Learners must register for DHA9971 a minimum of four times to fulfill their program requirements.

DHA9971	Doctoral Capstone	4
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Total

At least 76 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Master of Health Administration (MHA)

School of Business, Technology, and Health Care Administration

The Master of Health Administration (MHA) degree program prepares learners to assume roles as health care administrators or managers who meet the industry's need for master's-prepared health care

administrators. The curriculum includes 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.

Specializations

General Health Administration (p. 185)

General Health Administration, FlexPath option (p. 186)

Health Care Informatics (p. 187)

Health Care Informatics, FlexPath option (p. 187)

Health Care Leadership (p. 188)

Health Care Leadership, FlexPath option (p. 189)

Health Care Operations (p. 189)

MHA, General Health Administration

School of Business, Technology, and Health Care Administration

The MHA General Health Administration specialization synthesizes the fundamental concepts, principles, and processes presented in the core curriculum with the concepts, principles, and processes associated with general health administration and process improvement. The specialization curriculum includes practice-based explorations and collaborative group experiences in a choice of health administration specialization topics, including human capital management, health care consumerism and marketing, facilities and capital asset management, comparative models of global health systems, health care policy drivers, and policy and legislative development processes. Upon successful completion of this specialization, learners are prepared to pursue careers as supervisors, managers, and directors in various health care settings, such as health clinics, hospitals, and ambulatory care health facilities, with an emphasis on general health administration.

Core courses

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners	4
MHA5006	Health Care Finance and Reimbursement	4
MHA5010	Strategic Health Care Planning	4
MHA5012	Organizational Leadership and Governance	4
MHA5017	Data Analysis for Health Care Decisions	4
NHS6004	Health Care Law and Policy	4
NHS6008	Economics and Decision Making in Health Care	4
MHA5020	Health Administration Capstone	4

Specialization courses

MHA5014	Health Care Quality, Risk, and Regulatory Compliance	4
MHA5016	Introduction to Health Information Systems	4
MHA5028	Comparative Models of Global Health Systems	4

In addition, choose one from the following courses.

MHA5022	Human Capital Management in Health Care	4
MHA5026	Facilities and Capital Asset Management	4
MHA5040	Health Administration Change Leadership	4
MHA5042	Team Development and Personal Leadership in Health Care Settings	4
MHA5062	Health Care Delivery: New Environments in Health Informatics	4
MHA5064	Health Care Information Systems Analysis and Design for Administrators	4
MHA5066	Cornerstones of Health Informatics for Organizational Operations	4
MHA5068	Leadership, Management, and Meaningful Use of Health Care Technology	4
PM5018	Project	4

Total**At least 48 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

MHA, General Health Administration, FlexPath option

School of Business, Technology, and Health Care Administration

The MHA General Health Administration specialization synthesizes the fundamental concepts, principles, and processes presented in the core curriculum with the concepts, principles, and processes associated with general health administration and process improvement. The specialization curriculum includes practice-based explorations and collaborative group experiences in a choice of health administration specialization topics, including human capital management, health care consumerism and marketing, facilities and capital asset management, comparative models of global health systems, health care policy drivers, and policy and legislative development processes. Upon successful completion of this specialization, learners are prepared to pursue careers as supervisors, managers, and directors in various health care settings, such as health clinics, hospitals, and ambulatory care health facilities, with an emphasis on general health administration. Learners who pursue this specialization through the FlexPath option earn an MHA through self-paced demonstrations of competencies.

Core courses

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's	2
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	Learners	
MHA-FPX5006	Health Care Finance and Reimbursement	2
MHA-FPX5010	Strategic Health Care Planning	2
MHA-FPX5012	Organizational Leadership and Governance	2
MHA-FPX5017	Data Analysis for Health Care Decisions	2
NHS-FPX6004	Health Care Law and Policy	2
NHS-FPX6008	Economics and Decision Making in Health Care	2
MHA-FPX5020	Health Administration Capstone	2

Specialization courses

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

In addition, choose one from the following courses.

MHA-FPX5022	Human Capital Management in Health Care	2
MHA-FPX5026	Facilities and Capital Asset Management	2
MHA-FPX5040	Health Administration Change Leadership	2
MHA-FPX5042	Team Development and Personal Leadership in Health Care Settings	2
MHA-FPX5062	Health Care Delivery: New Environments in Health Informatics	2
MHA-FPX5064	Health Care Information Systems Analysis and Design for Administrators	2
MHA-FPX5066	Cornerstones of Health Informatics for Organizational Operations	2
MHA-FPX5068	Leadership, Management, and Meaningful Use of Health Care Technology	2
PM-FPX5018	Project Management Foundations	2

Total**At least 24 program points**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

MHA, Health Care Informatics**School of Business, Technology, and Health Care Administration**

The MHA Health Care Informatics specialization focuses on the impact of information technology within the ever-changing health care industry. The specialization immerses learners into the world of health informatics and explores the depth and breadth of health information systems and how they influence strategic planning, decision making, and daily operations. The specialization curriculum emphasizes best practices in health informatics essentials, including electronic medical records, workflow, meaningful use, change management, and information technology alignment with regard to clinical operations. Upon successful completion of this specialization, learners are prepared to pursue director-level and leadership positions in a wide range of health care settings and organizations that utilize various health information technologies.

Core courses

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners	4
MHA5006	Health Care Finance and Reimbursement	4
MHA5010	Strategic Health Care Planning	4
MHA5012	Organizational Leadership and Governance	4
MHA5017	Data Analysis for Health Care Decisions	4

NHS6004	Health Care Law and Policy	4
NHS6008	Economics and Decision Making in Health Care	4
MHA5020	Health Administration Capstone	4

Specialization courses

MHA5062	Health Care Delivery: New Environments in Health Informatics	4
MHA5064	Health Care Information Systems Analysis and Design for Administrators	4
MHA5066	Cornerstones of Health Informatics for Organizational Operations	4
MHA5068	Leadership, Management, and Meaningful Use of Health Care Technology	4

Total**At least 48 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

MHA, Health Care Informatics, FlexPath option**School of Business, Technology, and Health Care Administration**

The MHA Health Care Informatics specialization focuses on the impact of information technology within the ever-changing health care industry. The specialization immerses learners into the world of health informatics and explores the depth and breadth of health information systems and how they influence strategic planning, decision making, and daily operations. The specialization curriculum emphasizes best practices in health informatics

essentials, including electronic medical records, workflow, meaningful use, change management, and information technology alignment with regard to clinical operations. Upon successful completion of this specialization, learners are prepared to pursue director-level and leadership positions in a wide range of health care settings and organizations that utilize various health information technologies. Learners who pursue this specialization through the FlexPath option earn an MHA through self-paced demonstrations of competencies.

Core courses

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's Learners	2
MHA-FPX5006	Health Care Finance and Reimbursement	2
MHA-FPX5010	Strategic Health Care Planning	2
MHA-FPX5012	Organizational Leadership and Governance	2
MHA-FPX5017	Data Analysis for Health Care Decisions	2
NHS-FPX6004	Health Care Law and Policy	2
NHS-FPX6008	Economics and Decision Making in Health Care	2
MHA-FPX5020	Health Administration Capstone	2

Specialization courses

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

Total

At least 24 program points

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program

requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

MHA, Health Care Leadership

School of Business, Technology, and Health Care Administration

The MHA Health Care Leadership specialization focuses on effective change management and the development of high-performance teams in complex, dynamic health care environments. The specialization curriculum emphasizes 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.

Core courses

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners	4
MHA5006	Health Care Finance and Reimbursement	4
MHA5010	Strategic Health Care Planning	4
MHA5012	Organizational Leadership and Governance	4
MHA5017	Data Analysis for Health Care Decisions	4
NHS6004	Health Care Law and Policy	4
NHS6008	Economics and Decision Making in Health Care	4
MHA5020	Health Administration Capstone	4

Specialization courses

MHA5014	Health Care Quality, Risk, and Regulatory Compliance	4
MHA5016	Introduction to Health Information Systems	4

MHA5040	Health Administration Change Leadership	4
MHA5042	Team Development and Personal Leadership in Health Care Settings	4

Total**At least 48 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

MHA, Health Care Leadership, FlexPath option

School of Business, Technology, and Health Administration

The MHA Health Care Leadership specialization focuses on effective change management and the development of high-performance teams in complex, dynamic health care environments. The specialization curriculum emphasizes 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.

Core courses

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's Learners	2
MHA-FPX5006	Health Care Finance and Reimbursement	2
MHA-	Strategic Health Care	2

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

Specialization courses

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

Total**At least 24 program points**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

MHA, Health Care Operations

School of Business, Technology, and Health Administration

The MHA Health Care Operations specialization synthesizes the fundamental concepts, principles, and processes presented in the core curriculum with the concepts, principles, and processes associated with effective health care operations and process improvement. The specialization curriculum emphasizes strategic leadership and management and

is designed to prepare learners to lead operational solutions in all aspects of health care operations, including human capital management, health care consumerism and marketing in health care, and facilities and capital asset management. Upon successful completion of this specialization, learners are prepared to pursue director-level positions in health care operations supervising multiple health care-related departments.

Core courses

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners	4
MHA5006	Health Care Finance and Reimbursement	4
MHA5010	Strategic Health Care Planning	4
MHA5012	Organizational Leadership and Governance	4
MHA5017	Data Analysis for Health Care Decisions	4
NHS6004	Health Care Law and Policy	4
NHS6008	Economics and Decision Making in Health Care	4
MHA5020	Health Administration Capstone	4

Specialization courses

MHA5014	Health Care Quality, Risk, and Regulatory Compliance	4
MHA5016	Introduction to Health Information Systems	4
MHA5022	Human Capital Management in Health Care	4
MHA5026	Facilities and Capital Asset Management	4

Total

At least 48 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for

successful completion of program requirements.

Undergraduate-Technology Academic Offerings

Bachelor of Science (BS) in Information Technology

School of Business, Technology, and Health Care Administration

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

Specializations

General Information Technology (p. 191)

General Information Technology, FlexPath option (p. 194)

Information Assurance and Cybersecurity (p. 195)

Information Assurance and Cybersecurity, FlexPath option (p. 198)

Software Development (p. 196)

Minors

Data Analytics (p. 190)

Data Management (p. 193)

Network Technology: Cisco® and Network Technology: Microsoft® (p. 199)

BS in Information Technology, Data Analytics

School of Business, Technology, and Health Care Administration

The Data Analytics minor is designed to provide learners with the knowledge, skills, and abilities necessary to examine data in a variety of applications and settings. The curriculum addresses the range of process and workflow concepts and activities that

comprise data analytics within an IT environment. Specific topics include data identification and collection as well as data cleansing and quality measurement. These topics are applied to datamining 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 4 quarter credits from each category; see **General Education Courses** (p. 253).

Required courses:

MAT1050	College Algebra	6
MAT2051	Discrete Mathematics	6

Additional Program Requirements

Core courses

At least 54 quarter credits

IT1006	Information Technology Concepts and Practices	6
IT2230	Introduction to Database Systems	3
IT2249	Introduction to Programming with Java	6
IT2280	Network Technology and Architecture	6
IT3170	Ethics and Business Goals for the Information Technology Professional	6
IT3240	Web Development and JavaScript	6
IT3249	Software Architecture and User Experience Design	6
IT3280	Hardware and Operating System Administration	6
IT3349	Intermediate Java Programming	3
IT3358	Information Security Concepts for the Information Technology	3

PM3000	Principles of Project Management	3
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Minor courses

At least 24 quarter credits

IT4200	Data Governance and Stewardship	3
IT4345	Data Modeling and Statistical Analysis	6
IT4350	Information Solutions and Delivery Strategies	3
IT4535	Introduction to Artificial Intelligence	6
IT4537	Enterprise Data Storage and Data Management	6

Elective courses

At least 51 quarter credits

Choose 51 quarter credits of additional undergraduate courses.

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter:

IT4990	Information Technology Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

**BS in Information Technology,
General Information Technology**

**School of Business, Technology, and Health Care
Administration**

In the General Information Technology specialization, undergraduate learners develop their knowledge and skills in courses that cover the fundamental IT domains of networking, database, web development, systems analysis and design, and project management. Learners may also select more advanced IT courses that allow them to develop deeper and broader knowledge and skills in IT topics including web development, networking, project management, and graphics and multimedia.

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 253).

Required courses

MAT1050	College Algebra	6
MAT2051	Discrete Mathematics	6

Additional Program Requirements

Core courses

At least 51 quarter credits

IT1006	Information Technology Concepts and Practices	6
IT2230	Introduction to Database Systems	3
IT2249	Introduction to Programming with Java	6
IT2280	Network Technology and Architecture	6
IT3170	Ethics and Business Goals for the Information Technology Professional	6
IT3240	Web Development and JavaScript	6
IT3249	Software Architecture and User Experience Design	6
IT3280	Hardware and Operating System Administration	6
IT3358	Information Security Concepts for the Information Technology Professional	3
PM3000	Principles of Project Management	3

Specialization courses

At least 30 quarter credits

Choose 30 quarter credits of upper division health

information management, information technology, or project management courses.

Elective courses

At least 42 quarter credits

Choose 42 quarter credits of additional undergraduate courses.

Capstone courses

At least 12 quarter credits

Taken during the learner's final two quarters:

IT4997	Information Technology Capstone 1	6
IT4998	Information Technology Capstone 2	6

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for

successful completion of program requirements.

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

BS in Information Technology, Data Management

School of Business, Technology, and Health Care Administration

The Data Management minor is designed to provide learners with the knowledge, skills, and abilities necessary to support an effective data management program in a variety of settings. The curriculum addresses the range of process and workflow concepts and activities specific to effective management of organizational data assets. Specific topics include data governance, architecture, design and integration, database administration, data modeling and standards, and strategies and techniques in traditional, distributed, and virtual environments. Learners integrate recognized concepts in business process, data architecture and design, and database development with best practices used in real-world situations, in order to excel as practitioners in their chosen careers. Upon successful completion of this minor, learners are prepared to effectively solve business challenges using a variety of data management processes. This minor provides foundational information for learners with an interest in pursuing Certified Data Management Professional (CDMP) certification offered by Data Management Association (DAMA).

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 253).

Required courses:

MAT1050	College Algebra	6
MAT2051	Discrete Mathematics	6

Additional Program Requirements

Core courses

At least 54 quarter credits

IT1006	Information Technology Concepts and Practices	6
IT2230	Introduction to Database	3

	Systems	
IT2249	Introduction to Programming with Java	6
IT2280	Network Technology and Architecture	6
IT3170	Ethics and Business Goals for the Information Technology Professional	6
IT3240	Web Development and JavaScript	6
IT3249	Software Architecture and User Experience Design	6
IT3280	Hardware and Operating System Administration	6
IT3349	Intermediate Java Programming	3
IT3358	Information Security Concepts for the Information Technology Professional	3
PM3000	Principles of Project Management	3

Minor courses

At least 24 quarter credits

BUS4200	Identifying Core Business Processes and Master Data	3
IT4200	Data Governance and Stewardship	3
IT4210	Data Architecture and Design	3
IT4220	Database Administration	3
IT4230	Managing Data Integration	3
IT4240	Data Quality Management	3
IT4450	Data Modeling Standards and Techniques	3
IT4460	Data Distribution and Virtualization	3

Elective courses

At least 51 quarter credits

Choose 51 quarter credits of additional undergraduate courses.

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter:

IT4990	Information Technology Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

BS in Information Technology, General Information Technology, FlexPath option

School of Business, Technology, and Health Care Administration

In the General Information Technology specialization, undergraduate learners develop their knowledge and skills in courses that cover the fundamental IT domains of networking, database, web development, systems analysis and design, and project management. Learners may also select more advanced IT courses that allow them to develop deeper and broader knowledge and skills in IT topics including web development, networking, project management, and graphics and multimedia. Learners who pursue this specialization through the FlexPath option earn a BS in IT through self-paced demonstrations of competencies.

General Education Requirements

Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 253).†

Additional Program Requirements

Core courses

At least 25.5 program points

IT-FPX1006	Information Technology Concepts and Practices	3
IT-FPX2230	Introduction to Database Systems	1.5
IT-FPX2249	Introduction to Programming with Java	3
IT-FPX2280	Network Technology and	3

	Architecture	
IT-FPX3170	Ethics and Business Goals for the Information Technology Professional	3
IT-FPX3240	Web Development and JavaScript	3
IT-FPX3249	Software Architecture and User Experience Design	3
IT-FPX3280	Hardware and Operating System Administration	3
IT-FPX3358	Information Security Concepts for the Information Technology Professional	1.5
PM-FPX3000	Principles of Project Management	1.5

Specialization courses

At least 15 program points

In addition, 15 program points of upper division health information management, information technology, or project management courses.†

Elective courses

At least 21 program points

Complete at least 21 program points of additional undergraduate courses.†

Capstone course

At least 6 program points

Taken during the learner's final two quarters

IT-FPX4997	Information Technology Capstone 1	3
IT-FPX4998	Information Technology Capstone 2	3

Total

At least 90 program points, including a minimum of 27 program points from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners in this specialization choose general

education, specialization, and elective courses from the FlexPath (-FP) course list.

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

BS in Information Technology, Information Assurance and Cybersecurity

School of Business, Technology, and Health Care Administration

In the Information Assurance and Cybersecurity specialization, learners acquire and apply various processes, tools, technologies, and methods of securing an enterprise. In particular, learners evaluate security policies, social engineering, access control, authentication, perimeter security, disaster recovery and business continuity, risk management, incident response, viruses, malware, spam, encryption, and other infrastructure security techniques. In addition to information assurance and cybersecurity expertise, learners in this specialization demonstrate the business, interpersonal, and communication skills required to influence internal decision making and overall organizational effectiveness.

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 253).

Required courses

MAT1050	College Algebra	6
MAT2051	Discrete Mathematics	6

Additional Program Requirements

Core courses

At least 48 quarter credits

IT1006	Information Technology Concepts and Practices	6
IT2230	Introduction to Database Systems	3
IT2249	Introduction to Programming with Java	6
IT2280	Network Technology and Architecture	6
IT3170	Ethics and Business Goals	6

	Technology Professional	
IT3240	Web Development and JavaScript	6
IT3249	Software Architecture and User Experience Design	6
IT3280	Hardware and Operating System Administration	6
PM3000	Principles of Project Management	3

Specialization courses

At least 48 quarter credits

IT4070	Cyber Defense and Countermeasures	6
IT4071	Cyber Attacks and Ethical Hacking	6
IT4073	Organizational Security	6
IT4075	Computer Forensics	6
IT4076	Security Management and Policies	6
IT4079	Python Scripting	6
IT4080	Operating Systems and Application Security	6
IT4803	System Assurance Security	6

Elective courses

At least 33 quarter credits

Choose 33 quarter credits of additional undergraduate courses.

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter:

IT4993	Cybersecurity Capstone	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

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

BS in Information Technology, Software Development

School of Business, Technology, and Health Care Administration

The Software Development specialization helps learners to develop increasingly complex computer programs and end-user applications using Agile methods as well as theories, concepts, and practices supported by the *Software Engineering Body of Knowledge (SWEBOK)*. Software requirements definition, design, construction, testing, and application security methods are applied in all approaches. Learners also choose from four concentrations: Mobile Development, Web Development, Cloud Application Development, and Programming and Application Development. Successful graduates of this specialization are prepared to pursue careers as software developers, software engineers, application analysts, or to seek associated software development industry

certifications.

Mobile Development Concentration

The mobile development concentration prepares learners to apply core software development knowledge, skills, and abilities to the development of applications designed for mobile platforms. The courses address planning, evaluating, designing, and managing mobile applications in environments from single user to complex enterprises. Upon successful completion of the software development specialization with a mobile development concentration, learners are prepared to pursue careers as mobile application designers and developers, software engineers, or to seek associated mobile application development industry certifications.

Web Development Concentration

The web development concentration prepares learners to apply core software development knowledge, skills, and abilities to the development of 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 4 quarter credits from each category; see **General Education Courses** (p. 253).

Required courses

MAT1050	College Algebra	6
MAT2051	Discrete Mathematics	6

Additional Program Requirements

Core courses

At least 54 quarter credits

IT1006	Information Technology Concepts and Practices	6
IT2230	Introduction to Database Systems	3
IT2249	Introduction to Programming with Java	6
IT2280	Network Technology and Architecture	6
IT3170	Ethics and Business Goals for the Information Technology Professional	6
IT3240	Web Development and JavaScript	6
IT3249	Software Architecture and User Experience Design	6
IT3280	Hardware and Operating System Administration	6
IT3349	Intermediate Java Programming	3
IT3358	Information Security Concepts for the Information Technology Professional	3
PM3000	Principles of Project	3

Management

Specialization courses

At least 48 quarter credits

IT4737	Database Development	6
IT4774	Software Construction	6
IT4775	Internet of Things Fundamentals	6
IT4776	Software Testing, Security, and Quality Assurance	6

In addition, choose one of the following concentrations.

For a Mobile Development concentration

IT4736	SQL and NoSQL Programming	6
IT4749	Advanced Java Application Development	6
IT4780	Mobile Application Design and Development	6
IT4786	Cross-Platform Mobile Application Development	3
IT4789	Mobile Cloud Computing Application Development	3

For a Web Development concentration

IT4736	SQL and NoSQL Programming	6
IT4792	Website Application Development and Design	6
IT4795	Web Application Development	3
IT4797	Advanced Web Application Development	3
IT4799	Dynamic Web Development	6

For a Cloud Application Development concentration

IT4736	SQL and NoSQL Programming	6
IT4749	Advanced Java Application Development	6
IT4751	Cloud Computing Development	6
IT4753	DevOps Practices for Cloud Computing	6

For a Programming and Application Development concentration

IT4736	SQL and NoSQL Programming	6
IT4747	C# Programming and Application Development	6
IT4749	Advanced Java Application Development	6
IT4751	Cloud Computing Development	6

Elective courses

At least 27 quarter credits

Choose 27 quarter credits of additional undergraduate courses.

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter:

IT4990	Information Technology Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

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

School of Business, Technology, and Health Care Administration

In the Information Assurance and Cybersecurity specialization, learners acquire and apply various processes, tools, technologies, and methods of securing an enterprise. In particular, learners evaluate security policies, social engineering, access control, authentication, perimeter security, disaster recovery and business continuity, risk management, incident response, viruses, malware, spam, encryption, and other infrastructure security techniques. In addition to information assurance and cybersecurity expertise, learners in this specialization demonstrate the business, interpersonal, and communication skills required to influence internal decision making and overall organizational effectiveness. Learners who pursue this specialization through the FlexPath option earn a BS in IT through self-paced demonstrations of competencies.

General Education Requirements

*Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 253).†*

Additional Program Requirements

Core courses

At least 24 program points

IT-FPX1006	Information Technology Concepts and Practices	3
IT-FPX2230	Introduction to Database Systems	1.5
IT-FPX2249	Introduction to Programming with Java	3
IT-FPX2280	Network Technology and Architecture	3
IT-FPX3170	Ethics and Business Goals	3

	for the Information Technology Professional	
IT-FPX3240	Web Development and JavaScript	3
IT-FPX3249	Software Architecture and User Experience Design	3
IT-FPX3280	Hardware and Operating System Administration	3
PM-FPX3000	Principles of Project Management	1.5

Specialization courses

At least 24 program points

IT-FPX4070	Cyber Defense and Countermeasures	3
IT-FPX4071	Cyber Attacks and Ethical Hacking	3
IT-FPX4073	Organizational Security	3
IT-FPX4075	Computer Forensics	3
IT-FPX4076	Security Management and Policies	3
IT-FPX4079	Python Scripting	3
IT-FPX4080	Operating Systems and Application Security	3
IT-FPX4803	System Assurance Security	3

Elective courses

At least 16.5 program points

Complete at least 16.5 program points of additional undergraduate courses.†

Capstone course

At least 3 program points

Taken during the learner's final quarter

IT-FPX4993	Cybersecurity Capstone	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

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

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

School of Business, Technology, and Health Care Administration

Network Technology: Cisco®

The Network Technology: Cisco minor is designed to provide learners with the knowledge and skills needed to administer Cisco networks in a variety of environments. The curriculum addresses planning, designing, configuring, and troubleshooting Cisco networks in environments ranging from small, local networks to 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 4 quarter credits from each category; see **General Education***

Courses (p. 253).**Required courses:**

MAT1050	College Algebra	6
MAT2051	Discrete Mathematics	6

Additional Program Requirements**Core courses***At least 54 quarter credits*

IT1006	Information Technology Concepts and Practices	6
IT2230	Introduction to Database Systems	3
IT2249	Introduction to Programming with Java	6
IT2280	Network Technology and Architecture	6
IT3170	Ethics and Business Goals for the Information Technology Professional	6
IT3240	Web Development and JavaScript	6
IT3249	Software Architecture and User Experience Design	6
IT3280	Hardware and Operating System Administration	6
IT3349	Intermediate Java Programming	3
IT3358	Information Security Concepts for the Information Technology Professional	3
PM3000	Principles of Project Management	3

Minor courses*At least 24 quarter credits*

Choose at least one of the following minors.

For a Network Technology: Cisco minor

IT4157	Internetworking Architectures	6
IT4160	Internetwork Analysis and Design	3
IT4165	Internetwork System Assurance and Security	3
IT4170	Wireless Networks	3
IT4575	Linux Operating Systems	6
IT4580	RFID Technologies	3

For a Network Technology: Microsoft minor

IT4525	Cloud Computing Fundamentals	6
IT4530	Enterprise Administration	3
IT4545	Cloud Concepts, Architecture and Management	6
IT4575	Linux Operating Systems	6
IT4580	RFID Technologies	3

Elective courses*At least 51 quarter credits**Choose 51 quarter credits of additional undergraduate courses.***Capstone course***At least 6 quarter credits**Taken during the learner's final quarter:*

IT4990	Information Technology Capstone Project	6
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Total**At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

Multiple Specializations available (*must be within the same degree program*)**Graduate-Technology Academic Offerings****Doctor of Information Technology (DIT)****School of Business, Technology, and Health Care Administration**

The Doctor of Information Technology (DIT) degree program is designed for experienced professionals seeking to advance in their careers as senior technology managers, consultants, researchers, or teachers. Throughout the program, learners integrate information technology and research with practice, and develop expertise in IT, cybersecurity, and managing IT projects. Successful completion of this degree program prepares learners to apply the knowledge in the research literature related to their selected capstone topic to make better decisions involving Information Technology.

This program is designed to be completed in a recommended sequence. Learners should consult the DIT Campus page for sequence information.

DIT8004	Research and Practice in Information Technology	6
BMGT8432	Projects as Complex Adaptive Systems	4
BMGT8434	Advanced Risk Management Systems and Research	4
DIT-V8925	Doctoral Project Development - Topic Ideation	3
DIT-V8926	Doctoral Project Development - Topic Development	3
DIT8210	Information Technology Leaders as Partners in Organizational Strategic Planning	6
DIT8214	Guiding the Implementation of Information Technology Policies and Processes	6
DIT8216	Innovating Information Technology Life Cycle Management Processes in a Changing Environment	6
DIT8940	Information Technology Consulting Practice Seminar	6
DIT8950	Teaching Practice Seminar in Information Technology Education	6
RSCH7860	Survey of Research Methods	4
RSCH7864	Quantitative Design and Analysis	4

	Analysis	
TS8535	System and Application Security Advances	4
TS8537	Assurance Controls and Compliance Management	4

Learners must register for DIT9971 a minimum of three times to fulfill their program requirements.

DIT9971	Doctoral Capstone	4
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Total

At least 82 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Master of Science (MS) in Analytics

School of Business, Technology, and Health Care Administration

The Master of Science in Analytics degree program prepares data analytics professionals to work with, understand, and transform data to develop solutions that resolve applied problems while effectively providing insights and communicating results to the organization. Throughout the program, learners develop skills in data sources, statistics, data mining, applied analytics and modeling, leadership, reporting, forecasting, and visualization in order to solve problems within a variety of industry domains. Additionally, learners strengthen their collaboration, communication, presentation, and negotiation skills. Upon successful completion of this degree program, learners are prepared to pursue careers in the diverse field of data analytics.

ANLT5002	Basic Applications of Analytics	4
ANLT5010	Foundations in Analytics	4
ANLT5020	Data Sources for Analytics	4
ANLT5030	Statistical Methods in Analytics	4
ANLT5040	Leadership for Analytics	4

ANLT5050	Concepts of Data Mining	4
ANLT5060	Applied Forecasting	4
ANLT5070	Text Mining	4
ANLT5080	Advanced Analytics and Modeling	4
ANLT5090	Reporting Solutions with Analytics	4
ANLT5100	Visual Analytics	4

Taken during the learner's final quarter

ANLT5900	Capstone in Analytics	4
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Total

At least 48 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Master of Science (MS) in Information Assurance and Cybersecurity

School of Business, Technology, Health Care Administration

The Master of Science in Information Assurance and Cybersecurity degree program prepares information security professionals to assess information security risks and develop and implement solutions to safeguard the information assets and enterprise IT infrastructures of organizations. Learners examine the technical and managerial controls critical to the success of an information assurance program, including security fundamentals, network, operating system and application security, information security ethics, laws and regulations, risk assessment and management and planning. Upon successful completion of this degree program, learners are prepared to pursue careers as information and security specialists.

Specializations

Digital Forensics (p. 202)

Health Care Security (p. 203)

Network Defense (p. 203)

MS in Information Assurance and Cybersecurity, Digital Forensics

School of Business, Technology, and Health Care Administration

The Digital Forensics master's specialization prepares information security professionals for successful performance-effective computer forensics and the legal challenges associated with conducting computer forensics investigations. Learners examine the ways data can be hidden on a computer, evaluate computer forensics investigation tools and procedures, apply methods of handling and transporting uncovered data, and create the reports necessary for presentation of digital forensic evidence at trial.

Core courses

IAS5002	Communication Skills for Today's Information Security Professional	4
IAS5010	Information Technology Security Fundamentals	4
IAS5015	Network Security Fundamentals and Cryptography	4
IAS5020	Information Security Regulatory and Legal Environment	4
IAS5025	Operating System Defense	4
IAS5030	Identifying and Managing Risk	4

Specialization courses

IAS5100	Data Engineering	4
IAS5110	Digital Forensics Processes	4
IAS5120	Digital Forensics Tools	4
IAS5130	Programming for Security Professionals	4
IAS5200	Network Architecture and Cyberoperations	4

Capstone course

At least 4 quarter credits

Taken during the learner's final quarter

IAS5900	IAS Capstone	4
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Total

At least 48 quarter credits

One or more courses in this program may require a

prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

MS in Information Assurance and Cybersecurity, Health Care Security

School of Business, Technology, and Health Care Administration

The Health Care Security master's specialization prepares information security professionals for the specific security needs of the health care field. Learners analyze the requirements of HIPAA privacy regulations as well as other federal and state legal security requirements, determine security risks caused by third parties used as part of health care, and evaluate the differences in types of health care data. Learners apply the compliance and enforcement processes in the health care environment needed to prevent security breaches and protect patient privacy. In addition, learners apply the technology used to investigate security breaches as well as to create physical and technical safeguards for the health care environment.

Core courses

IAS5002	Communication Skills for Today's Information Security Professional	4
IAS5010	Information Technology Security Fundamentals	4
IAS5015	Network Security Fundamentals and Cryptography	4
IAS5020	Information Security Regulatory and Legal Environment	4
IAS5025	Operating System Defense	4
IAS5030	Identifying and Managing Risk	4

Specialization courses

IAS5110	Digital Forensics Processes	4
IAS5200	Network Architecture and	4

	Cyberoperations	
IAS5230	Secure Network Design and Engineering	4
IAS5320	Patient Privacy Rights and Health Care Regulatory Requirements	4
IAS5330	Third Party Risk Management in Health Care	4

Capstone course

At least 4 quarter credits

Taken during the learner's final quarter

IAS5900	IAS Capstone	4
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Total

At least 48 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

MS in Information Assurance and Cybersecurity, Network Defense

School of Business, Technology, and Health Care Administration

The Network Defense master's specialization prepares information security professionals to assess, develop, and implement solutions to safeguard the information assets and enterprise IT infrastructures of an organization. Learners examine the technical and managerial controls critical to the success of a network defense specialization, including network security controls and testing, telecommunication, cryptography, penetration testing, visualization, risk assessment, and information security regulation standards.

Core courses

IAS5002	Communication Skills for Today's Information Security Professional	4
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IAS5010	Information Technology Security Fundamentals	4
IAS5015	Network Security Fundamentals and Cryptography	4
IAS5020	Information Security Regulatory and Legal Environment	4
IAS5025	Operating System Defense	4
IAS5030	Identifying and Managing Risk	4

Specialization courses

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

Capstone course

At least 4 quarter credits

Taken during the learner's final quarter

IAS5900	IAS Capstone	4
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Total

At least 48 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

Master of Science (MS) in Information Technology

School of Business, Technology, Health Care Administration

The Master of Science in Information Technology degree program provides computing professionals a technology-oriented career path with advanced knowledge, skills, and abilities in existing and emerging technologies. In this program, learners may pursue a specialization that allows them to combine technical electives to meet their professional needs. Throughout the program, learners develop theoretical and functional skills to analyze and address technical and organizational problems, needs, and opportunities. Learners also strengthen the communication, critical thinking, collaborative, and problem-solving skills needed in today's fast-changing IT organizations.

Specializations

General Information Technology (p. 204)

Analytics (p. 205)

Cybersecurity (p. 205)

Enterprise Networks and Cloud Computing (p. 206)

Project Management (p. 207)

MS in Information Technology, General Information Technology

School of Business, Technology, and Health Care Administration

The General Information Technology master's specialization provides an understanding of information technology topics by providing flexibility in selecting courses of special importance to the learner. In conjunction with the core curriculum, the General Information Technology specialization presents learners the depth of coverage that matches their personal experience and unique professional needs.

ITEC5002	Information Technology and System Trends	4
ITEC5010	Security and Enterprise Networks	4
ITEC5020	Application and Database Development	4
ITEC5030	Emerging Technologies	4
PM5018	Project Management Foundations	4

Taken during the learner's final quarters

ITEC5900	Applied Information Technology Project 1	4
ITEC5905	Applied Information	4

Technology Project 2

Five Elective Courses

At least 20 quarter credits

Choose any graduate information technology course(s).

Total**At least 48 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

MS in Information Technology, Analytics

School of Business, Technology, and Health Care Administration

The Analytics master's specialization provides learners the knowledge needed to work with, understand, and transform data to support decision making. Learners develop solutions that address applied organizational and technical problems in a global environment. Learners also evaluate and select tools and methods to design systems and applications, while obtaining a working knowledge of analytics tools to analyze business problems, complete data projects, and adhere to ethical standards.

Core courses

ITEC5002	Information Technology and System Trends	4
ITEC5010	Security and Enterprise Networks	4
ITEC5020	Application and Database Development	4
ITEC5030	Emerging Technologies	4
PM5018	Project Management Foundations	4

Specialization courses

ANLT5010	Foundations in Analytics	4
ANLT5020	Data Sources for Analytics	4

ANLT5030	Statistical Methods in Analytics	4
ANLT5100	Visual Analytics	4
ITEC5040	Predictive Models and Classification Methods	4

Taken during the learner's final quarters

ITEC5900	Applied Information Technology Project 1	4
ITEC5905	Applied Information Technology Project 2	4

Total**At least 48 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

MS in Information Technology, Cybersecurity

School of Business, Technology, and Health Care Administration

The Cybersecurity master's specialization is designed to prepare learners to manage data and information security within organization, industry, and legal parameters for technology stakeholders. Learners focus on developing competencies and information security knowledge and experience through practice and interaction. Learners apply tools, strategies, and legal and ethical considerations to mitigate risk, design solutions, and identify opportunities.

Core courses

ITEC5002	Information Technology and System Trends	4
ITEC5010	Security and Enterprise Networks	4
ITEC5020	Application and Database Development	4
ITEC5030	Emerging Technologies	4

PM5018	Project Management Foundations	4
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Specialization courses

IAS5015	Network Security Fundamentals and Cryptography	4
IAS5020	Information Security Regulatory and Legal Environment	4
IAS5025	Operating System Defense	4
IAS5030	Identifying and Managing Risk	4
IAS5220	Network Security Controls and Testing	4

Taken during the learner's final quarters

ITEC5900	Applied Information Technology Project 1	4
ITEC5905	Applied Information Technology Project 2	4

Total

At least 48 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

MS in Information Technology, Enterprise Networks and Cloud Computing

School of Business, Technology, and HealthCare Administration

In the Enterprise Networks and Cloud Computing master's specialization, learners focus on current and emerging enterprise network and cloud infrastructure trends and operational issues. Learners strengthen their knowledge of current network and cloud architecture that prepares them to plan, design, implement, and troubleshoot enterprise IT

infrastructure for an organization, and explore the ramifications of increasingly complex networks specific to security and privacy, with emphasis on cloud architecture and enterprise network service environments. Additional topics also include the impacts of regulation and laws on the governance of networks and the cost-benefit of various network and cloud architecture offerings. Finally, learners demonstrate hands-on practice in the use of cloud services to configure and implement cloud infrastructure, virtual machines, data servers, and application deployment.

Core courses

ITEC5002	Information Technology and System Trends	4
ITEC5010	Security and Enterprise Networks	4
ITEC5020	Application and Database Development	4
ITEC5030	Emerging Technologies	4
PM5018	Project Management Foundations	4

Specialization courses

ISTM5110	Strategic Management of Network Technology	4
ISTM5112	Global Network Policy, Regulation, and Governance	4
ISTM5114	Enterprise Network Analysis, Architecture, and Design	4
ITEC5050	Cloud Architecture and Distributed Systems	4
ITEC5060	Cloud Application Deployment and Operations	4

Taken during the learner's final quarters

ITEC5900	Applied Information Technology Project 1	4
ITEC5905	Applied Information Technology Project 2	4

Total

At least 48 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

MS in Information Technology, Project Management

School of Business, Technology, and Health Care Administration

Learners in the Project Management master's specialization examine the fundamentals of project management from the lens of the current state of technology, including its organizational, legal, ethical, and professional influences. Specialization topics present a real-world understanding that include the application of processes, techniques, and tools used to plan, initiate, execute, control, and close projects; project budgeting, procurement, and quality; project plan development; project risk management; and project leadership management using both traditional and Agile project management methodologies.

Core courses

ITEC5002	Information Technology and System Trends	4
ITEC5010	Security and Enterprise Networks	4
ITEC5020	Application and Database Development	4
ITEC5030	Emerging Technologies	4

PM5018	Project Management Foundations	4
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Specialization courses

PM5332	Project Management Planning, Execution, and Control	4
PM5333	Project Budgeting, Procurement, and Quality	4
PM5334	Project Risk Assessment and Control	4
PM5335	Project Leadership and Management	4
PM5336	Agile Project Management Theory and Practice	4

Taken during the learner's final quarters

ITEC5900	Applied Information Technology Project 1	4
ITEC5905	Applied Information Technology Project 2	4

Total

At least 48 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

School of Nursing and Health Sciences

Undergraduate-Nursing and Health Sciences Academic Offerings

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

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	✓	

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

Department of Nursing		
Degree Programs	Specializations	Certificate Programs
Doctor of Nursing Practice (DNP)		
Doctor of Nursing Practice (DNP), FlexPath option		
Master of Science in Nursing (MSN)	Care Coordination	
	RN-to-MSN Care Coordination	
	Care Coordination, FlexPath option	
	RN-to-MSN Care Coordination, FlexPath option	
	Nursing Education	
	RN-to-MSN Nursing Education	
	Nursing Education, FlexPath option	
	RN-to-MSN Nursing Education, FlexPath option	
	Nursing Informatics	
	RN-to-MSN Nursing Informatics	
	Nursing Informatics, FlexPath option	
	RN-to-MSN Nursing Informatics, FlexPath option	
	Nursing Leadership and Administration	
	RN-to-MSN Nursing Leadership and Administration	
	Nursing Leadership and Administration, FlexPath option	
	RN-to-MSN Nursing Leadership and Administration, FlexPath option	
		Graduate Certificate in Care Coordination
		Graduate Certificate in Nursing Informatics
		Graduate Certificate in Nursing Leadership

A Message from the Dean of the School of Nursing and Health Sciences

Lisa Kreeger, PhD, RN



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.

Lisa Kreeger, PhD, RN

Dean of Nursing and Health Sciences

School Mission Statement

The mission of the School of Nursing and Health Sciences is to be a leader in providing quality undergraduate and graduate nursing and health care education with distinction in scholarship and practice for health care practitioners and leaders seeking to maximize their personal and professional potential, preparing them for a lifetime of learning, service, leadership, and contribution. This mission is fulfilled through innovative programs responsive to needs of adult learners and an online environment. The program provides the nursing and health care professional with the knowledge, competencies, research, evidence-based best practices, and skills to meet the challenges and opportunities within current and global nursing, health care, public health, and inter-professional environments. Graduates are prepared to apply culturally competent, evidence-based professional practices to improve the outcomes of both diverse populations and health care organizations.

Visit the School of Nursing and Health Sciences **tuition and fees** (p. 117) and **admission component** (p. 44) pages for more information.

Undergraduate-Health Sciences Academic Offerings

Bachelor of Science (BS) in Public Health

School of Nursing and Health Sciences

The Bachelor of Science in Public Health degree program provides learners with foundational knowledge in the core areas of biostatistics, epidemiology, environmental health, social determinants, and public health policy and management. The degree program curriculum emphasizes the theories of social and behavioral change that guide public health professionals in understanding health behaviors in the contexts in which they occur; structural and social barriers to better health; statistical data evaluation and interpretation; and evidence-based practices for the ways in which public health professionals can use a collaborative community approach to promote disease prevention through the planning and evaluation of public health programs and policies. Upon successful completion of this degree program, learners are prepared to supplement their current position with public health knowledge or pursue entry-level positions within the field of public health.

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 253).

Additional Program Requirements

ACS1003	Building Skills for Academic Success	6
BHA4010	Introduction to Health Care Research	6
BHA4102	Leadership and Communication in Health Care Organizations	6
BHA4108	Managing Population Health	6
PHI3200	Ethics in Health Care	6
PUBH4001	Foundations of Public Health	4
PUBH4003	Introduction to Theories of Social and Behavioral Change	4

PUBH4006	Social Determinants of Health and Wellness	4
PUBH4009	Introduction to Biostatistics	4
PUBH4012	Introduction to Epidemiology	4
PUBH4015	Planning and Evaluation in Evidence-Based Practice	4
PUBH4018	Introduction to Public Health Policy and Management	4
PUBH4024	Introduction to Environmental Health	4
PUBH4027	Community Health Promotion, Education and Advocacy	4

Elective courses

At least 63 quarter credits

Choose 63 quarter credits of additional undergraduate courses.

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter

PUBH4900	Public Health Capstone	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Accelerated Master's Pathway

Accelerated Master's Pathway, Bachelor of Science (BS) in Public Health/MPH option (p. 212)

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

School of Nursing and Health Sciences

The Bachelor of Science in Public Health degree program provides learners with foundational knowledge in the core areas of biostatistics, epidemiology, environmental health, social determinants, and public health policy and management. The degree program curriculum emphasizes the theories of social and behavioral change that guide public health professionals in understanding health behaviors in the contexts in which they occur; structural and social barriers to better health; statistical data evaluation and interpretation; and evidence-based practices for the ways in which public health professionals can use a collaborative community approach to promote disease prevention through the planning and evaluation of public health programs and policies. Upon successful completion of this degree program, learners are prepared to supplement their current position with public health knowledge or pursue entry-level positions within the field of public health.

For more information see the Accelerated Master's Pathway Options section on the **Offering Information page** (p. 22).

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

At least 12 quarter credits

MPH5220	Social Determinants of Health Equity	4
MPH5503	Environmental Health Concepts in Public Health	4
MPH5506	Social and Behavioral Foundations in Public Health	4

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

General Education Requirements

*Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 253).*

Additional Program Requirements

ACS1003	Building Skills for Academic Success	6
BHA4010	Introduction to Health Care Research	6
BHA4102	Leadership and Communication in Health Care Organizations	6
BHA4108	Managing Population Health	6
PHI3200	Ethics in Health Care	6
PUBH4001	Foundations of Public Health	4
PUBH4003	Introduction to Theories of Social and Behavioral Change	4
PUBH4006	Social Determinants of Health and Wellness	4
PUBH4009	Introduction to Biostatistics	4
PUBH4012	Introduction to Epidemiology	4
PUBH4015	Planning and Evaluation in Evidence-Based Practice	4
PUBH4018	Introduction to Public Health Policy and Management	4
PUBH4024	Introduction to Environmental Health	4
PUBH4027	Community Health Promotion, Education and Advocacy	4

Elective courses

At least 63 quarter credits

Choose 63 quarter credits of additional undergraduate courses.

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter

PUBH4900	Public Health Capstone	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Undergraduate-Department of Nursing Academic Offerings

Bachelor of Science in Nursing (BSN)

School of Nursing and Health Sciences

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

General Education Requirements

*Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 253).*

Additional Program Requirements

Foundational nursing courses

At least 30 quarter credits

Undergraduate nursing skills coursework totaling 30 quarter credits.

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

Elective courses

At least 57 quarter credits

Choose 57 quarter credits of additional undergraduate courses.

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter

NURS4900	Capstone Project for Nursing	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† 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.

Washington residents are currently 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.

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

Accelerated Master's Pathway

Accelerated Master's Pathway, BSN/MSN option (p. 214)

Accelerated Master's Pathway, BSN/MSN Option

School of Nursing and Health Sciences

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

For more information see the Accelerated Master's Pathways section on the **Offering Information page** (p. 22).

Accelerated Master's Pathway, BSN/MSN option

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

Master's-level courses

At least 12 quarter credits

NHS6004	Health Care Law and Policy	4
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4
NURS6016	Quality Improvement of Interprofessional Care	4

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

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter

credits from each category; see **General Education Courses** (p. 253).

Additional Program Requirements

Foundational nursing courses

At least 30 quarter credits

Undergraduate nursing skills coursework totaling 30 quarter credits.

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

Elective courses

At least 57 quarter credits

Choose 57 quarter credits of additional undergraduate courses.

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter

NURS4900	Capstone Project for Nursing	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† The BSN, MSN, and DNP degree programs at Capella University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW Suite 530, Washington, DC 20036, (202) 887-6791.

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

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

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

Bachelor of Science in Nursing (BSN), FlexPath option

School of Nursing and Health Sciences

The Bachelor of Science in Nursing accredited* degree program (RN-to-BSN) prepares registered nurses for expanded professional nursing practice

that impacts patient, systems, and population outcomes. In the program, learners develop and integrate knowledge and skills in patient-centered care, population health, interprofessional collaboration and teamwork, quality improvement, evidence-based practice, and informatics. Learners who pursue this degree program through the FlexPath option earn a BSN through self-paced demonstrations of competencies.

General Education Requirements

Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 253).†

Additional Program Requirements

Foundational nursing courses

At least 15 program points
Undergraduate nursing skills coursework totaling 15 program points†

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

Elective courses

At least 28.5 program points
Choose additional FlexPath undergraduate courses to fulfill total program points.†

Capstone course

At least 3 program points
Taken during the learner's final quarter

NURS-FPX4900	Capstone Project for Nursing	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000/4000 level

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

* The BSN, MSN, and DNP degree programs at Capella University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW Suite 530, Washington, DC 20036, (202) 887-6791.

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

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

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

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

Accelerated Master's Pathway

Accelerated Master's Pathway, BSN/MSN option, FlexPath option (p. 216)

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

School of Nursing and Health Sciences

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

For more information see the Accelerated Master's Pathways section on the **Offering Information page**

(p. 22).

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

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

Master's-level courses

At least 6 program points

NHS-FPX6004	Health Care Law and Policy	2
NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2
NURS-FPX6016	Quality Improvement of Interprofessional Care	2

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

General Education Requirements

Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 253).†

Additional Program Requirements

Foundational nursing courses

At least 15 program points
Undergraduate nursing skills coursework totaling 15 program points.†

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

Elective courses

At least 28.5 program points
Choose additional FlexPath undergraduate courses to fulfill total program points.†

Capstone course

At least 3 program points
Taken during the learner's final quarter

NURS-FPX4900	Capstone Project for Nursing	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000/4000 level

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

* The BSN, MSN, and DNP degree programs at Capella University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW Suite 530, Washington, DC 20036, (202) 887-6791.

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

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

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

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

Graduate-Health Sciences Academic Offerings

Doctor of Public Health (DrPH)

School of Nursing and Health Sciences

The Doctor of Public Health (DrPH) degree program is designed to prepare public health professionals to

positively impact health across diverse communities through leadership, service, research, and practice. Learners evaluate theories, research, and ethical parameters guiding public health practice; analyze various factors that impact population-based health disparities; and assess the efficacy of national and global public health programs and practices. Building on this knowledge, learners apply scholarly research within a particular professional context to advance their knowledge as public health practitioners; developing and leading collaborative, 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.

Additional Program Requirements

NHS8002	Collaboration, Communication, and Case Analysis for Doctoral Learners	4
DRPH8130	Leadership and Emerging Trends in Public Health	6
DRPH8140	Educating the Public Health Workforce	6
DRPH8170	Applied Methods in Epidemiology	6
DRPH8210	Public Health Policy Design	6
DRPH8212	Design and Implementation of Public Health Strategies	6
DRPH8300	Community Health Behavior and Promotion	6
NHS8040	21st-Century Health Care Improvement	4
NHS8051	Preparing for the Professional Doctorate in Public Health and Health Administration	4
NHS8065	Foundations of Evidence-Based Practice in Health Care	4

NHS8701	Keystone: Defining the Doctoral Project	4
RSCH7864	Quantitative Design and Analysis	4

Learners must register for DRPH9971 a minimum of four times to fulfill their program requirements.†

DRPH9971	Doctoral Capstone	4
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Total

At least 76 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with DRPH9971.

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. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

Master of Public Health (MPH)

School of Nursing and Health Sciences

The Master of Public Health (MPH) degree program focuses on preparing health professionals to protect

and improve the health of communities and populations through promotion of healthy lifestyles and environments; research and education; prevention of injuries, disease, and epidemics; identification of environmental hazards; and disaster response. This program provides learners with knowledge and application of fundamental public health concepts, theories, and practices and emphasizes the role of the public health professional in assessing health status; mitigating health disparities; analyzing epidemiology of specific diseases; developing, implementing, and sustaining public health programs; managing administrative functions; conducting program evaluation and outcomes research; developing and sustaining public-private partnerships to meet the health needs of diverse populations; and assuring the quality of public health services and products. Upon completion of this program, learners have gained knowledge and skills in health management, population-based research, and community public health practice. Successful graduates are prepared to assume positions in government, private, or community-based public health organizations.

Practicum Requirement(s)

Minimum of 80 supervised practicum hours. See the Practicum section, below, for more information.†

Additional Program Requirements

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners	4
MPH5100	Management of Health Service Organizations	4
MPH5200	Social and Behavioral Research Methods	4
MPH5220	Social Determinants of Health Equity	4
MPH5304	Learning to Lead in Public Health Settings: Personal and Team Development	4
MPH5500	Introduction to Public Health Administrative Systems	4
MPH5503	Environmental Health Concepts in Public Health	4
MPH5506	Social and Behavioral Foundations in Public Health	4
MPH5509	Principles of Biostatistics	4
MPH5512	Principles of Epidemiology	4

MPH5515	Public Health Advocacy and Social Change	4
MPH5921	Public Health Practicum 1	4
MPH5922	Public Health Practicum 2	4
MPH5990	Public Health Capstone	4
NHS6008	Economics and Decision Making in Health Care	4

Total

At least 60 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with MPH5921 and MPH5922.

Practicum

Learners enrolled in the Master of Public Health (MPH) degree program complete practicum as a requirement of their program. The practicum consists of the following online courses and supervised experience. The practicum (MPH5921, MPH5922) is a series of online courses that learners take to complete an 80-hour experience. Learners apply course competencies and further develop related skills within a supervised public health setting. In the MPH practicum, learners blend their courseroom education with real-world experiences to develop generalist practice skills under the leadership and supervision of an experienced preceptor. This practicum provides learners with the opportunity to experience direct practice in public health. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

Graduate Certificate Program

Public Health Graduate Certificate

School of Nursing and Health Sciences

The Public Health graduate certificate is designed for professionals who want to enhance their knowledge in core public health concepts, including health administration, environmental health, biostatistics, behavioral health, and epidemiology.

MPH5500	Introduction to Public Health Administrative Systems	4
MPH5503	Environmental Health Concepts in Public Health	4
MPH5506	Social and Behavioral Foundations in Public Health	4
MPH5509	Principles of Biostatistics	4
MPH5512	Principles of Epidemiology	4

Total

At least 20 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Graduate-Department of Nursing Academic Offerings

Doctor of Nursing Practice (DNP)

School of Nursing and Health Sciences

The accredited[†] Doctor of Nursing Practice (DNP) degree program is designed for master's-prepared nurses who want to move into administrative positions, nurse administrators who want to expand their leadership responsibilities, or nurse leaders who want to design and implement health care delivery programs. The curriculum emphasizes effective health care delivery; patient advocacy; and health care policy development, implementation, and reform. Throughout the program, learners assess and apply theory, build therapeutic relationships, design and implement therapeutic interventions, and lead and manage in the health care environment. Upon successful completion of this degree program, learners are prepared to apply the knowledge and

skills needed to meet diverse patient needs and improve health care delivery. The DNP degree program is not designed to prepare advanced practice registered nurses for roles as nurse practitioners, clinical nurse specialists, certified nurse midwives, or certified nurse anesthetists. Registered nurses who have a master's degree in nursing or a field other than nursing may pursue Capella's DNP.

Practicum Requirement(s)

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

Additional Program Requirements

NHS8002	Collaboration, Communication, and Case Analysis for Doctoral Learners	4
NHS8040	21st-Century Health Care Improvement	4
NURS8010	Executive Leadership in Contemporary Nursing	4
NURS8012	Nursing Technology and Health Care Information Systems	4
NURS8014	Global Population Health	4
NURS8030	Evidence-Based Practice Process for the Nursing Doctoral Learner	4
NURS8045	Doctoral Writing and Professional Practice	4
NURS9100	Defining the Nursing Doctoral Project	4
NURS9901	Nursing Doctoral Project 1	4
NURS9902	Nursing Doctoral Project 2	4
NURS9903	Nursing Doctoral Project 3	4
NURS9904	Nursing Doctoral Project 4	4
RSCH7864	Quantitative Design and Analysis	4

Total

At least 52 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† The BSN, MSN, and DNP degree programs at Capella University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW Suite 530, Washington, DC 20036, (202) 887-6791.

Alabama residents are not eligible to enroll in this program.

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

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

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

Practicum

Learners enrolled in the Doctor of Nursing Practice degree program must have 1,000 documented hours of post-bachelor's, hands-on practicum experience as a requirement of their program. The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners then engage in in-depth work within a practice environment that is the focus of their final project. The environment for the practicum experience is a professional site at which learners, with the support of program faculty and their on-site preceptors, design and participate in a practice change initiative such as a pilot study, program evaluation, quality improvement project, evaluation of a new practice model, or consulting project. Learners use the practicum experience to help them achieve the DNP program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Doctoral Education for Advanced Nursing Practice. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

Doctor of Nursing Practice (DNP), FlexPath option

School of Nursing and Health Sciences

The accredited[†] Doctor of Nursing Practice (DNP) degree program is designed for master's-prepared nurses who want to pursue administrative positions, nurse administrators who want to expand their leadership responsibilities, or nurse leaders who want to design and implement health care delivery programs. The curriculum emphasizes effective health care delivery; patient advocacy; and health care policy development, implementation, and reform. Throughout the program, learners assess and apply theory, build therapeutic relationships, design and implement therapeutic interventions, and lead and manage in the health care environment. Upon successful completion of this degree program, learners are prepared to apply the knowledge and skills needed to meet diverse patient needs and improve health care delivery. The DNP degree program is not designed to prepare advanced practice registered nurses for roles as nurse practitioners, clinical nurse specialists, certified nurse midwives, or certified nurse anesthetists. Registered nurses who have a master's degree in nursing or a field other than nursing may pursue Capella's DNP. Learners who pursue this degree program through the FlexPath option earn a DNP through self-paced demonstrations of competencies.

Practicum Requirement(s)

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

Additional Program Requirements

NHS-FPX8002	Collaboration, Communication, and Case Analysis for Doctoral Learners	2
NHS-FPX8040	21st-Century Health Care Improvement	2
NURS-FPX8010	Executive Leadership in Contemporary Nursing	2
NURS-FPX8012	Nursing Technology and Health Care Information Systems	2
NURS-FPX8014	Global Population Health	2
NURS-FPX8030	Evidence-Based Practice Process for the Nursing Doctoral Learner	2
NURS-FPX8045	Doctoral Writing and Professional Practice	2
NURS-FPX9100	Defining the Nursing Doctoral Project	2
NURS-FPX9901	Nursing Doctoral Project 1	2

NURS-FPX9902	Nursing Doctoral Project 2	2
NURS-FPX9903	Nursing Doctoral Project 3	2
NURS-FPX9904	Nursing Doctoral Project 4	2
RSCH-FPX7864	Quantitative Design and Analysis	2

Total**At least 26 program points**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† The BSN, MSN, and DNP degree programs at Capella University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW Suite 530, Washington, DC 20036, (202) 887-6791.

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

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

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

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

Practicum

Learners enrolled in the Doctor of Nursing Practice degree program must have 1,000 documented hours of post-bachelor's, hands-on practicum experience as a requirement of their program. The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners then engage in in-depth work within a practice environment that is the focus of their final project.

The environment for the practicum experience is a professional site at which learners, with the support of program faculty and their on-site preceptors, design and participate in a practice change initiative such as a pilot study, program evaluation, quality improvement project, evaluation of a new practice model, or consulting project. Learners use the practicum experience to help them achieve the DNP program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Doctoral Education for Advanced Nursing Practice. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

Master of Science in Nursing (MSN)**School of Nursing and Health Sciences**

The accredited* Master of Science in Nursing (MSN) degree program is designed to prepare registered nurses for advanced nursing practice in a variety of innovative and specialized roles, such as directors of care coordination, directors of professional practice, diabetes specialists, chief informatics nurse officers, and chief system nurse officers. The MSN degree program focuses on high-level knowledge and skill development in the integration of sciences and humanities into nursing practice, organizational and systems leadership, quality improvement and safety, the translation and integration of scholarship into practice, informatics and health care technologies, health policy and advocacy, interprofessional collaboration, clinical prevention and population health, and advanced nursing practice. The Master of Science in Nursing degree program does not prepare learners for certification or licensure as an advanced practice registered nurse.

Specializations

MSN, Care Coordination (p. 223)

RN-to-MSN, Care Coordination (p. 224)

MSN, Care Coordination, FlexPath option (p. 226)

RN-to-MSN, Care Coordination, FlexPath option (p. 227)

MSN, Nursing Education (p. 229)

RN-to-MSN, Nursing Education (p. 230)

MSN, Nursing Education, FlexPath option (p. 232)

RN-to-MSN, Nursing Education, FlexPath option (p. 233)

MSN, Nursing Informatics (p. 235)

RN-to-MSN, Nursing Informatics (p. 236)

MSN, Nursing Informatics, FlexPath option (p. 238)
RN-to-MSN, Nursing Informatics, FlexPath option (p. 239)
MSN, Nursing Leadership and Administration (p. 241)
RN-to-MSN, Nursing Leadership and Administration (p. 243)
MSN, Nursing Leadership and Administration, FlexPath option (p. 244)
RN-to-MSN, Nursing Leadership and Administration, FlexPath option (p. 246)

* The BSN, MSN, and DNP degree programs at Capella University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW Suite 530, Washington, DC 20036, (202) 887-6791.

MSN, Care Coordination

School of Nursing and Health Sciences

Learners in the MSN Care Coordination specialization examine and apply theories, research, and best practices for the nurse care coordinator. The specialization curriculum emphasizes client assessment and evaluation; care planning; transitioning of care; clinical efficiency; and monitoring, reporting, and analysis techniques used to meet the needs of individuals, caregivers, families, communities, populations, and health care organizations. Throughout the specialization, learners evaluate the historical evolution of care coordination and its relevance in population health, emerging health care models and their relationships to care coordination, care coordination structure and process, legal and ethical considerations, the role of cultural competence in care coordination, and the role professional nursing leadership plays in achieving successful quality measurement. Successful graduates of this specialization are prepared to pursue director-level and leadership positions in a wide range of health care settings and organizations that specialize in care coordination nursing.

Practicum Requirement(s)

Minimum of 100 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Core courses†

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners	4
NHS6004	Health Care Law and Policy	4
NHS6008	Economics and Decision Making in Health Care	4
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4
NURS6016	Quality Improvement of Interprofessional Care	4
NURS6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	4
NURS6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	4
NURS6030	MSN Practicum and Capstone	6

Specialization courses

NURS6610	Introduction to Care Coordination	4
NURS6612	Health Care Models Used in Care Coordination	4
NURS6614	Structure and Process in Care Coordination	4
NURS6616	Ethical and Legal Considerations in Care Coordination	4
NURS6618	Leadership in Care Coordination	4

Total

At least 54 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners are responsible for the cost of their travel,

accommodations, food, and other expenses associated with NURS6030.

Alabama residents are not eligible to enroll in this program.

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

Learners enrolled in the MSN Care Coordination specialization are required to maintain a current, unrestricted RN license throughout their program.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 100 documented hours of hands-on practicum experience. Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; or RN-to-MSN Nursing Informatics, FlexPath option are required to complete 200 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum

experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

RN-to-MSN, Care Coordination

School of Nursing and Health Sciences

Capella University offers RN-to-MSN bridge specializations for licensed registered nurses who have completed 135 quarter credits of undergraduate coursework. Learners in the RN-to-MSN bridge specializations are required to complete NHS5004, NURS5003, NURS5005, and NURS5007 before registering for any other Master of Science in Nursing course. Upon successful completion of the RN-to-MSN bridge courses, learners pursue the program requirements for any Master of Science in Nursing specialization. ***A Bachelor of Science in Nursing (BSN) degree will not be conferred.***

Learners in the MSN Care Coordination specialization examine and apply theories, research, and best practices for the nurse care coordinator. The specialization curriculum emphasizes client assessment and evaluation; care planning; transitioning of care; clinical efficiency; and monitoring, reporting, and analysis techniques used to meet the needs of individuals, caregivers, families, communities, populations, and health care organizations. Throughout the specialization, learners evaluate the historical evolution of care coordination and its relevance in population health, emerging health care models and their relationships to care coordination, care coordination structure and process, legal and ethical considerations, the role of cultural competence in care coordination, and the role professional nursing leadership plays in achieving successful quality measurement. Successful graduates of this specialization are prepared to pursue director-level and leadership positions in a wide range of health care settings and organizations that specialize in care coordination nursing.

Practicum Requirement(s)

Minimum of 100 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements**Bridge courses**

NURS5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health	4
NURS5005	Introduction to Nursing Research, Ethics, and Technology	4
NURS5007	Leadership for Nursing Practice	4

Core courses†

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners	4
NHS6004	Health Care Law and Policy	4
NHS6008	Economics and Decision Making in Health Care	4
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4
NURS6016	Quality Improvement of Interprofessional Care	4
NURS6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	4
NURS6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	4
NURS6030	MSN Practicum and Capstone	6

Specialization courses

NURS6610	Introduction to Care Coordination	4
NURS6612	Health Care Models Used in Care Coordination	4
NURS6614	Structure and Process in Care Coordination	4
NURS6616	Ethical and Legal Considerations in Care Coordination	4
NURS6618	Leadership in Care Coordination	4

Total**At least 66 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with NURS6030.

Alabama residents are not eligible to enroll in this program.

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

Learners enrolled in the RN-to-MSN Care Coordination specialization are required to maintain a current, unrestricted RN license throughout their program.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 100 documented hours of hands-on practicum experience. Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; or RN-to-MSN Nursing Informatics, FlexPath option are required to complete 200 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

MSN, Care Coordination, FlexPath option

School of Nursing and Health Sciences

Learners in the MSN Care Coordination specialization examine and apply theories, research, and best practices for the nurse care coordinator. The specialization curriculum emphasizes client assessment and evaluation; care planning; transitioning of care; clinical efficiency; and monitoring, reporting, and analysis techniques used to meet the needs of individuals, caregivers, families, communities, populations, and health care 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.

Additional Program Requirements

Core courses†

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's Learners	2
NHS-FPX6004	Health Care Law and Policy	2
NHS-FPX6008	Economics and Decision Making in Health Care	2
NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2
NURS-FPX6016	Quality Improvement of Interprofessional Care	2
NURS-FPX6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	2
NURS-FPX6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	2
NURS-FPX6030	MSN Practicum and Capstone	3

Specialization courses

NURS-FPX6610	Introduction to Care Coordination	2
NURS-FPX6612	Health Care Models Used in Care Coordination	2
NURS-FPX6614	Structure and Process in Care Coordination	2
NURS-FPX6616	Ethical and Legal Considerations in Care Coordination	2
NURS-FPX6618	Leadership in Care Coordination	2

Total

At least 27 program points

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with NURS-FPX6030.

Alabama residents are not eligible to enroll in this specialization.

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

Learners enrolled in the MSN Care Coordination, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 100 documented hours of hands-on practicum experience. Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; or RN-to-MSN Nursing Informatics, FlexPath option are required to complete 200 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

RN-to-MSN, Care Coordination, FlexPath option

School of Nursing and Health Sciences

Capella University offers RN-to-MSN bridge specializations for licensed registered nurses who have completed 67.5 program points of undergraduate coursework. Learners in the RN-to-MSN bridge specializations are required to complete NURS-FPX5004, NURS-FPX5003, NURS-FPX5005, and NURS-FPX5007 before registering for any other Master of Science in Nursing course. Upon successful completion of the RN-to-MSN bridge courses, learners pursue the program requirements for any Master of Science in Nursing specialization. **A Bachelor of Science in Nursing (BSN) degree will not be conferred.**

Learners in the MSN Care Coordination specialization examine and apply theories, research, and best practices for the nurse care coordinator. The specialization curriculum emphasizes client

assessment and evaluation; care planning; transitioning of care; clinical efficiency; and monitoring, reporting, and analysis techniques used to meet the needs of individuals, caregivers, families, communities, populations, and health care 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.

Additional Program Requirements

Bridge courses

NURS-FPX5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health	2
NURS-FPX5005	Introduction to Nursing Research, Ethics, and Technology	2
NURS-FPX5007	Leadership for Nursing Practice	2

Core courses†

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's Learners	2
NHS-FPX6004	Health Care Law and Policy	2
NHS-FPX6008	Economics and Decision Making in Health Care	2
NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2
NURS-FPX6016	Quality Improvement of Interprofessional Care	2

NURS-FPX6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	2
NURS-FPX6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	2
NURS-FPX6030	MSN Practicum and Capstone	3

Specialization courses

NURS-FPX6610	Introduction to Care Coordination	2
NURS-FPX6612	Health Care Models Used in Care Coordination	2
NURS-FPX6614	Structure and Process in Care Coordination	2
NURS-FPX6616	Ethical and Legal Considerations in Care Coordination	2
NURS-FPX6618	Leadership in Care Coordination	2

Total

At least 33 program points

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with NURS-FPX6030.

Alabama residents are not eligible to enroll in this specialization.

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

Learners enrolled in the RN-to-MSN Care Coordination, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 100 documented hours of hands-on practicum experience. Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; or RN-to-MSN Nursing Informatics, FlexPath option are required to complete 200 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

MSN, Nursing Education

School of Nursing and Health Sciences

The MSN Nursing Education specialization is designed to prepare professional nurses for the advanced specialty role of a nurse educator and presents the theories, research, and best practices relevant to nursing education. Throughout their coursework, learners develop the knowledge and skills required to facilitate learning; design, deliver, evaluate, and assess nursing education programs; and effectively assess and evaluate learners in a variety of educational settings. Successful graduates of this specialization are prepared to pursue roles as nurse educators in academic and health care settings. The requirements for this specialization are designed to meet the educational requirements for the Certified Nurse Educator (CNE) credential offered by the National League for Nursing (NLN).

Practicum Requirement(s)

Minimum of 100 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Core courses†

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners	4
NHS6004	Health Care Law and Policy	4
NHS6008	Economics and Decision Making in Health Care	4
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4
NURS6016	Quality Improvement of Interprofessional Care	4
NURS6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	4
NURS6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	4
NURS6030	MSN Practicum and Capstone	6

Specialization courses

NURS6103	The Nurse Educator Role	4
NURS6105	Teaching and Active Learning Strategies	4

NURS6107	Curriculum Design, Development, and Evaluation	4
NURS6109	Integrating Technology into Nursing Education	4
NURS6111	Assessment and Evaluation in Nursing Education	4

Total**At least 54 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with NURS6030.

Alabama residents are not eligible to enroll in this program.

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

Learners enrolled in the MSN Nursing Education specialization are required to maintain a current, unrestricted RN license throughout their program.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 100 documented hours of hands-on practicum experience. Learners

enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; or RN-to-MSN Nursing Informatics, FlexPath option are required to complete 200 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

RN-to-MSN, Nursing Education**School of Nursing and Health Sciences**

Capella University offers RN-to-MSN bridge specializations for licensed registered nurses who have completed 135 quarter credits of undergraduate coursework. Learners in the RN-to-MSN bridge specializations are required to complete NHS5004, NURS5003, NURS5005, and NURS5007 before registering for any other Master of Science in Nursing course. Upon successful completion of the RN-to-MSN bridge courses, learners pursue the program requirements for any Master of Science in Nursing specialization. **A Bachelor of Science in Nursing (BSN) degree will not be conferred.**

The MSN Nursing Education specialization is designed to prepare professional nurses for the advanced specialty role of a nurse educator and presents the theories, research, and best practices relevant to nursing education. Throughout their coursework, learners develop the knowledge and skills required to facilitate learning; design, deliver, evaluate, and assess nursing education programs; and effectively assess and evaluate learners in a variety of educational settings. Successful graduates of this specialization are prepared to pursue roles as nurse educators in academic and health care settings. The requirements for this specialization are designed to meet the educational requirements for the Certified Nurse Educator (CNE) credential offered by the National League for Nursing (NLN).

Practicum Requirement(s)

Minimum of 100 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Bridge courses

NURS5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health	4
NURS5005	Introduction to Nursing Research, Ethics, and Technology	4
NURS5007	Leadership for Nursing Practice	4

Core courses†

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners	4
NHS6004	Health Care Law and Policy	4
NHS6008	Economics and Decision Making in Health Care	4
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4
NURS6016	Quality Improvement of Interprofessional Care	4
NURS6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	4
NURS6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	4

NURS6030	MSN Practicum and Capstone	6
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Specialization courses

NURS6103	The Nurse Educator Role	4
NURS6105	Teaching and Active Learning Strategies	4
NURS6107	Curriculum Design, Development, and Evaluation	4
NURS6109	Integrating Technology into Nursing Education	4
NURS6111	Assessment and Evaluation in Nursing Education	4

Total

At least 66 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with NURS6030.

Alabama residents are not eligible to enroll in this program.

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

Learners enrolled in the RN-to-MSN Nursing Education specialization are required to maintain a current, unrestricted RN license throughout their program.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education,

FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 100 documented hours of hands-on practicum experience. Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; or RN-to-MSN Nursing Informatics, FlexPath option are required to complete 200 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

MSN, Nursing Education, FlexPath option

School of Nursing and Health Sciences

The MSN Nursing Education specialization is designed to prepare professional nurses for the

advanced specialty role of a nurse educator and presents the theories, research, and best practices relevant to nursing education. Throughout their coursework, learners develop the knowledge and skills required to facilitate learning; design, deliver, evaluate, and assess nursing education programs; and effectively assess and evaluate learners in a variety of educational settings. Successful graduates of this specialization are prepared to pursue roles as nurse educators in academic and health care settings. The requirements for this specialization are designed to meet the educational requirements for the Certified Nurse Educator (CNE) credential offered by the National League for Nursing (NLN). Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies.

Practicum Requirement(s)

Minimum of 100 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Core courses†

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's Learners	2
NHS-FPX6004	Health Care Law and Policy	2
NHS-FPX6008	Economics and Decision Making in Health Care	2
NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2
NURS-FPX6016	Quality Improvement of Interprofessional Care	2
NURS-FPX6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	2
NURS-FPX6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	2
NURS-FPX6030	MSN Practicum and Capstone	3

Specialization courses

NURS-FPX6103	The Nurse Educator Role	2
NURS-FPX6105	Teaching and Active Learning Strategies	2

NURS-FPX6107	Curriculum Design, Development, and Evaluation	2
NURS-FPX6109	Integrating Technology into Nursing Education	2
NURS-FPX6111	Assessment and Evaluation in Nursing Education	2

Total

At least 27 program points

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with NURS-FPX6030.

Alabama residents are not eligible to enroll in this specialization.

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

Learners enrolled in the MSN Nursing Education, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 100 documented hours of hands-on practicum experience. Learners

enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; or RN-to-MSN Nursing Informatics, FlexPath option are required to complete 200 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

RN-to-MSN, Nursing Education, FlexPath option

School of Nursing and Health Sciences

Capella University offers RN-to-MSN bridge specializations for licensed registered nurses who have completed 67.5 program points of undergraduate coursework. Learners in the RN-to-MSN bridge specializations are required to complete NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, and NURS-FPX5007 before registering for any other Master of Science in Nursing course. Upon successful completion of the RN-to-MSN bridge courses, learners pursue the program requirements for any

Master of Science in Nursing specialization. **A Bachelor of Science in Nursing (BSN) degree will not be conferred.**

The MSN Nursing Education specialization is designed to prepare professional nurses for the advanced specialty role of a nurse educator and presents the theories, research, and best practices relevant to nursing education. Throughout their coursework, learners develop the knowledge and skills required to facilitate learning; design, deliver, evaluate, and assess nursing education programs; and effectively assess and evaluate learners in a variety of educational settings. Successful graduates of this specialization are prepared to pursue roles as nurse educators in academic and health care settings. The requirements for this specialization are designed to meet the educational requirements for the Certified Nurse Educator (CNE) credential offered by the National League for Nursing (NLN). Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies.

Practicum Requirement(s)

Minimum of 100 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Bridge courses

NURS-FPX5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health	2
NURS-FPX5005	Introduction to Nursing Research, Ethics, and Technology	2
NURS-FPX5007	Leadership for Nursing Practice	2

Core courses†

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's Learners	2
NHS-FPX6004	Health Care Law and Policy	2
NHS-FPX6008	Economics and Decision Making in Health Care	2

NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2
NURS-FPX6016	Quality Improvement of Interprofessional Care	2
NURS-FPX6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	2
NURS-FPX6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	2
NURS-FPX6030	MSN Practicum and Capstone	3

Specialization courses

NURS-FPX6103	The Nurse Educator Role	2
NURS-FPX6105	Teaching and Active Learning Strategies	2
NURS-FPX6107	Curriculum Design, Development, and Evaluation	2
NURS-FPX6109	Integrating Technology into Nursing Education	2
NURS-FPX6111	Assessment and Evaluation in Nursing Education	2

Total

At least 33 program points

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with NURS-FPX6030.

Alabama residents are not eligible to enroll in this specialization.

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

Learners enrolled in the RN-to-MSN Nursing Education, FlexPath specialization are required to maintain a current, unrestricted RN license throughout their program.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 100 documented hours of hands-on practicum experience. Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; or RN-to-MSN Nursing Informatics, FlexPath option are required to complete 200 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been

successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

MSN, Nursing Informatics

School of Nursing and Health Sciences

In the MSN Nursing Informatics specialization, learners analyze and implement contemporary models, theories, research, and best practices for providing nursing care across the lifespan using various health care technologies. Learners investigate the world of health informatics and examine the depth and breadth of health information systems and how they influence strategic planning, decision making, and clinical project management. The specialization curriculum emphasizes best practices in health informatics essentials, including patient safety, electronic medical records, workflow, meaningful use, change management, and the health information system life cycle.

Practicum Requirement(s)

Minimum of 200 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Core courses†

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners	4
NHS6004	Health Care Law and Policy	4
NHS6008	Economics and Decision Making in Health Care	4
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4
NURS6016	Quality Improvement of Interprofessional Care	4
NURS6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	4
NURS6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	4
NURS6030	MSN Practicum and Capstone	6

Specialization courses†

NURS6410	Fundamentals of Nursing Informatics	4
NURS6412	Analysis of Clinical Information Systems and Application to Nursing Practice	4
NURS6414	Advancing Health Care Through Data Mining	4
NURS6416	Managing the Nursing Informatics Life Cycle	4
NURS6025	MSN Practicum	4

Total**At least 54 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with NURS6025 and NURS6030.

Alabama residents are not eligible to enroll in this program.

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

Learners enrolled in the MSN Nursing Informatics specialization are required to maintain a current, unrestricted RN license throughout their program.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and

Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 100 documented hours of hands-on practicum experience. Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; or RN-to-MSN Nursing Informatics, FlexPath option are required to complete 200 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

RN-to-MSN, Nursing Informatics**School of Nursing and Health Sciences**

Capella University offers RN-to-MSN bridge specializations for licensed registered nurses who have completed 135 quarter credits of undergraduate coursework. Learners in the RN-to-MSN bridge specializations are required to complete NHS5004, NURS5003, NURS5005, and NURS5007 before registering for any other Master of Science in

Nursing course. Upon successful completion of the RN-to-MSN bridge courses, learners pursue the program requirements for any Master of Science in Nursing specialization. **A Bachelor of Science in Nursing (BSN) degree will not be conferred.**

In the MSN Nursing Informatics specialization, learners analyze and implement contemporary models, theories, research, and best practices for providing nursing care across the lifespan using various health care technologies. Learners investigate the world of health informatics and examine the depth and breadth of health information systems and how they influence strategic planning, decision making, and clinical project management. The specialization curriculum emphasizes best practices in health informatics essentials, including patient safety, electronic medical records, workflow, meaningful use, change management, and the health information system life cycle.

Practicum Requirement(s)

Minimum of 200 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Bridge courses

NURS5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health	4
NURS5005	Introduction to Nursing Research, Ethics, and Technology	4
NURS5007	Leadership for Nursing Practice	4

Core courses†

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners	4
NHS6004	Health Care Law and Policy	4
NHS6008	Economics and Decision Making in Health Care	4
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4
NURS6016	Quality Improvement of Interprofessional Care	4

NURS6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	4
NURS6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	4
NURS6030	MSN Practicum and Capstone	6

Specialization courses†

NURS6410	Fundamentals of Nursing Informatics	4
NURS6412	Analysis of Clinical Information Systems and Application to Nursing Practice	4
NURS6414	Advancing Health Care Through Data Mining	4
NURS6416	Managing the Nursing Informatics Life Cycle	4
NURS6025	MSN Practicum	4

Total

At least 66 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with NURS6025 and NURS6030.

Alabama residents are not eligible to enroll in this program.

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

Learners enrolled in the RN-to-MSN Nursing Informatics specialization are required to maintain a current, unrestricted RN license throughout their program.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 100 documented hours of hands-on practicum experience. Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; or RN-to-MSN Nursing Informatics, FlexPath option are required to complete 200 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

MSN, Nursing Informatics, FlexPath option

School of Nursing and Health Sciences

In the MSN Nursing Informatics specialization, learners analyze and implement contemporary models, theories, research, and best practices for providing nursing care across the lifespan using various health care technologies. Learners investigate the world of health informatics and examine the depth and breadth of health information systems and how they influence strategic planning, decision making, and clinical project management. The specialization curriculum emphasizes best practices in health informatics essentials, including patient safety, electronic medical records, workflow, meaningful use, change management, and the health information system life cycle. Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies.

Practicum Requirement(s)

Minimum of 200 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Core courses†

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's Learners	2
NHS-FPX6004	Health Care Law and Policy	2
NHS-FPX6008	Economics and Decision Making in Health Care	2
NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2
NURS-FPX6016	Quality Improvement of Interprofessional Care	2
NURS-FPX6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	2
NURS-FPX6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	2
NURS-FPX6030	MSN Practicum and Capstone	3

Specialization courses†

NURS-FPX6410	Fundamentals of Nursing Informatics	2
NURS-FPX6412	Analysis of Clinical Information Systems and Application to Nursing Practice	2
NURS-FPX6414	Advancing Health Care Through Data Mining	2
NURS-FPX6416	Managing the Nursing Informatics Life Cycle	2
NURS-FPX6025	MSN Practicum	2

Total**At least 27 program points**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with NURS-FPX6025 and NURS-FPX6030.

Alabama residents are not eligible to enroll in this specialization.

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

Learners enrolled in the MSN Nursing Education, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education,

FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 100 documented hours of hands-on practicum experience. Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; or RN-to-MSN Nursing Informatics, FlexPath option are required to complete 200 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

RN-to-MSN, Nursing Informatics, FlexPath option

School of Nursing and Health Sciences

Capella University offers RN-to-MSN bridge specializations for licensed registered nurses who

have completed 67.5 program points of undergraduate coursework. Learners in the RN-to-MSN bridge specializations are required to complete NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, and NURS-FPX5007 before registering for any other Master of Science in Nursing course. Upon successful completion of the RN-to-MSN bridge courses, learners pursue the program requirements for any Master of Science in Nursing specialization. **A Bachelor of Science in Nursing (BSN) degree will not be conferred.**

In the MSN Nursing Informatics specialization, learners analyze and implement contemporary models, theories, research, and best practices for providing nursing care across the lifespan using various health care technologies. Learners investigate the world of health informatics and examine the depth and breadth of health information systems and how they influence strategic planning, decision making, and clinical project management. The specialization curriculum emphasizes best practices in health informatics essentials, including patient safety, electronic medical records, workflow, meaningful use, change management, and the health information system life cycle. Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies.

Practicum Requirement(s)

Minimum of 200 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Bridge courses

NURS-FPX5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health	2
NURS-FPX5005	Introduction to Nursing Research, Ethics, and Technology	2
NURS-FPX5007	Leadership for Nursing Practice	2

Core courses†

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's Learners	2
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NHS-FPX6004	Health Care Law and Policy	2
NHS-FPX6008	Economics and Decision Making in Health Care	2
NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2
NURS-FPX6016	Quality Improvement of Interprofessional Care	2
NURS-FPX6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	2
NURS-FPX6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	2
NURS-FPX6030	MSN Practicum and Capstone	3

Specialization courses†

NURS-FPX6410	Fundamentals of Nursing Informatics	2
NURS-FPX6412	Analysis of Clinical Information Systems and Application to Nursing Practice	2
NURS-FPX6414	Advancing Health Care Through Data Mining	2
NURS-FPX6416	Managing the Nursing Informatics Life Cycle	2
NURS-FPX6025	MSN Practicum	2

Total

At least 33 program points

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with NURS-FPX6025 and NURS-FPX6030.

Alabama residents are not eligible to enroll in this specialization.

This specialization does not prepare graduates for

licensure as an RN or APRN.

Learners enrolled in the RN-to-MSN Nursing Informatics, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 100 documented hours of hands-on practicum experience. Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; or RN-to-MSN Nursing Informatics, FlexPath option are required to complete 200 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

MSN, Nursing Leadership and Administration

School of Nursing and Health Sciences

The MSN Nursing Leadership and Administration specialization presents advanced theories, research, and evidence-based best practices for executive leadership and administration in nursing. Learners develop the knowledge and skills nurse executives need to lead health care innovations, respond to health care challenges and trends, and manage health care quality and safety as well as the finance and operations of the health care organization. Throughout the specialization, learners also assess and further strengthen their characteristics as ethical and culturally aware health care leaders, visionaries, and risk takers and gain an understanding of how to effectively communicate with other members of a health care team to promote strategic thinking, planning, and interprofessional collaboration in practice. Successful graduates of this specialization are prepared to pursue roles as nurse executives in a variety of health care delivery settings.

Practicum Requirement(s)

Minimum of 100 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Core courses†

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners	4
NHS6004	Health Care Law and Policy	4
NHS6008	Economics and Decision Making in Health Care	4
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4

NURS6016	Quality Improvement of Interprofessional Care	4
NURS6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	4
NURS6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	4
NURS6030	MSN Practicum and Capstone	6

Specialization courses

NURS6210	Leadership and Management for Nurse Executives	4
NURS6212	Health Care Quality and Safety Management	4
NURS6214	Health Care Informatics and Technology	4
NURS6216	Advanced Finance and Operations Management	4
NURS6218	Leading the Future of Health Care	4

Total

At least 54 quarter credits

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with NURS6030.

Alabama residents are not eligible to enroll in this program.

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

Learners enrolled in the MSN Nursing Leadership and Administration specialization are required to maintain a current, unrestricted RN license throughout their program.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 100 documented hours of hands-on practicum experience. Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; or RN-to-MSN Nursing Informatics, FlexPath option are required to complete 200 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of

Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

RN-to-MSN, Nursing Leadership and Administration

School of Nursing and Health Sciences

Capella University offers RN-to-MSN bridge specializations for licensed registered nurses who have completed 135 quarter credits of undergraduate coursework. Learners in the RN-to-MSN bridge specializations are required to complete NHS5004, NURS5003, NURS5005, and NURS5007 before registering for any other Master of Science in Nursing course. Upon successful completion of the RN-to-MSN bridge courses, learners pursue the program requirements for any Master of Science in Nursing specialization. **A Bachelor of Science in Nursing (BSN) degree will not be conferred.**

The MSN Nursing Leadership and Administration specialization presents advanced theories, research, and evidence-based best practices for executive leadership and administration in nursing. Learners develop the knowledge and skills nurse executives need to lead health care innovations, respond to health care challenges and trends, and manage health care quality and safety as well as the finance and operations of the health care organization. Throughout the specialization, learners also assess and further strengthen their characteristics as ethical and culturally aware health care leaders, visionaries, and risk takers and gain an understanding of how to effectively communicate with other members of a health care team to promote strategic thinking, planning, and interprofessional collaboration in practice. Successful graduates of this specialization are prepared to pursue roles as nurse executives in a variety of health care delivery settings.

Practicum Requirement(s)

Minimum of 100 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Bridge courses

NURS5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health	4
NURS5005	Introduction to Nursing Research, Ethics, and Technology	4
NURS5007	Leadership for Nursing Practice	4

Core courses†

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners	4
NHS6004	Health Care Law and Policy	4
NHS6008	Economics and Decision Making in Health Care	4
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4
NURS6016	Quality Improvement of Interprofessional Care	4
NURS6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	4
NURS6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	4
NURS6030	MSN Practicum and Capstone	6

Specialization courses

NURS6210	Leadership and Management for Nurse Executives	4
NURS6212	Health Care Quality and Safety Management	4
NURS6214	Health Care Informatics and Technology	4
NURS6216	Advanced Finance and Operations Management	4
NURS6218	Leading the Future of Health Care	4

Total

At least 66 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with NURS6030.

Alabama residents are not eligible to enroll in this program.

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

Learners enrolled in the RN-to-MSN Nursing Leadership and Administration specialization are required to maintain a current, unrestricted RN license throughout their program.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 100 documented hours of hands-on practicum experience. Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; or RN-to-MSN Nursing Informatics, FlexPath option are required to complete 200 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning

objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

MSN, Nursing Leadership and Administration, FlexPath option

School of Nursing and Health Sciences

The MSN Nursing Leadership and Administration specialization presents advanced theories, research, and evidence-based best practices for executive leadership and administration in nursing. Learners develop the knowledge and skills nurse executives need to lead health care innovations, respond to health care challenges and trends, and manage health care quality and safety as well as the finance and operations of the health care organization. Throughout the specialization, learners also assess and further strengthen their characteristics as ethical and culturally aware health care leaders, visionaries, and risk takers and gain an understanding of how to effectively communicate with other members of a health care team to promote strategic thinking, planning, and interprofessional collaboration in practice. Successful graduates of this specialization are prepared to pursue roles as nurse executives in a variety of health care delivery settings. Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies.

Practicum Requirement(s)

Minimum of 100 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Core courses†

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's Learners	2
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NHS-FPX6004	Health Care Law and Policy	2
NHS-FPX6008	Economics and Decision Making in Health Care	2
NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2
NURS-FPX6016	Quality Improvement of Interprofessional Care	2
NURS-FPX6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	2
NURS-FPX6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	2
NURS-FPX6030	MSN Practicum and Capstone	3
Specialization courses		
NURS-FPX6210	Leadership and Management for Nurse Executives	2
NURS-FPX6212	Health Care Quality and Safety Management	2
NURS-FPX6214	Health Care Informatics and Technology	2
NURS-FPX6216	Advanced Finance and Operations Management	2
NURS-FPX6218	Leading the Future of Health Care	2

Total

At least 27 program points

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with NURS-FPX6030.

Alabama residents are not eligible to enroll in this specialization.

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

Learners enrolled in the MSN Nursing Leadership and

Administration, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 100 documented hours of hands-on practicum experience. Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; or RN-to-MSN Nursing Informatics, FlexPath option are required to complete 200 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online

coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

RN-to-MSN, Nursing Leadership and Administration, FlexPath option

School of Nursing and Health Sciences

Capella University offers RN-to-MSN bridge specializations for licensed registered nurses who have completed 67.5 program points of undergraduate coursework. Learners in the RN-to-MSN bridge specializations are required to complete NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, and NURS-FPX5007 before registering for any other Master of Science in Nursing course. Upon successful completion of the RN-to-MSN bridge courses, learners pursue the program requirements for any Master of Science in Nursing specialization. **A Bachelor of Science in Nursing (BSN) degree will not be conferred.**

The MSN Nursing Leadership and Administration specialization presents advanced theories, research, and evidence-based best practices for executive leadership and administration in nursing. Learners develop the knowledge and skills nurse executives need to lead health care innovations, respond to health care challenges and trends, and manage health care quality and safety as well as the finance and operations of the health care organization. Throughout the specialization, learners also assess and further strengthen their characteristics as ethical and culturally aware health care leaders, visionaries, and risk takers and gain an understanding of how to effectively communicate with other members of a health care team to promote strategic thinking, planning, and interprofessional collaboration in practice. Successful graduates of this specialization are prepared to pursue roles as nurse executives in a variety of health care delivery settings. Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies.

Practicum Requirement(s)

Minimum of 100 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Bridge courses

NURS-FPX5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health	2
NURS-FPX5005	Introduction to Nursing Research, Ethics, and Technology	2
NURS-FPX5007	Leadership for Nursing Practice	2

Core courses†

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's Learners	2
NHS-FPX6004	Health Care Law and Policy	2
NHS-FPX6008	Economics and Decision Making in Health Care	2
NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2
NURS-FPX6016	Quality Improvement of Interprofessional Care	2
NURS-FPX6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	2
NURS-FPX6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	2
NURS-FPX6030	MSN Practicum and Capstone	3

Specialization courses

NURS-FPX6210	Leadership and Management for Nurse Executives	2
NURS-FPX6212	Health Care Quality and Safety Management	2
NURS-FPX6214	Health Care Informatics and Technology	2
NURS-FPX6216	Advanced Finance and Operations Management	2
NURS-FPX6218	Leading the Future of Health Care	2

Total

At least 33 program points

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with NURS-FPX6030.

Alabama residents are not eligible to enroll in this specialization.

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

Learners enrolled in the RN-to-MSN Nursing Leadership and Administration, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 100 documented hours of hands-on practicum experience. Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; or RN-to-MSN Nursing Informatics, FlexPath option are required to complete 200 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying

evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

Nursing Graduate Certificate Programs

Care Coordination Graduate Certificate

School of Nursing and Health Sciences

The Care Coordination graduate certificate is designed for nursing professionals who want to increase their knowledge of client assessment and evaluation; care planning; transitioning of care; clinical efficiency; and monitoring, reporting, and analysis techniques used to meet the needs of individuals, caregivers, and families. Using an evidence-based approach, learners address care coordination's relevance in population health, emerging health care models and their relationships to care coordination, structure and process in care coordination, and the role professional nursing leadership plays in achieving successful quality measurement.

NURS6610

Introduction to Care Coordination

4

NURS6612	Health Care Models Used in Care Coordination	4
NURS6614	Structure and Process in Care Coordination	4
NURS6616	Ethical and Legal Considerations in Care Coordination	4
NURS6618	Leadership in Care Coordination	4

Total**At least 20 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Alabama residents are not eligible to enroll in this graduate certificate.

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

Nursing Informatics Graduate Certificate

School of Nursing and Health and Sciences

The Nursing Informatics graduate certificate is designed for nursing professionals who want to increase their knowledge in delivering quality nursing care using health care technology and the many components that comprise health informatics. Using an evidence-based approach, learners address how health information systems influence strategic planning, decision making, and clinical project management.

NURS6038	Evidence-Based Practice and Technology for Nursing	4
NURS6410	Fundamentals of Nursing Informatics	4
NURS6412	Analysis of Clinical Information Systems and Application to Nursing Practice	4
NURS6414	Advancing Health Care Through Data Mining	4

NURS6416	Managing the Nursing Informatics Life Cycle	4
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Total**At least 20 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Alabama residents are not eligible to enroll in this graduate certificate.

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

Nursing Leadership Graduate Certificate

School of Nursing and Health Sciences

The Nursing Leadership graduate certificate is designed for nursing professionals who want to increase their knowledge in health care management and leadership. Using an evidence-based approach, learners address health care quality and safety, finance and health care operations management, organizational leadership, and health care challenges and trends. Throughout the certificate program, learners also assess and further strengthen their characteristics as ethical and culturally aware health care leaders, visionaries, and risk takers and gain an understanding of how to effectively communicate with other members of a health care team to promote strategic thinking, planning, and interprofessional collaboration in practice.

NURS6210	Leadership and Management for Nurse Executives	4
NURS6212	Health Care Quality and Safety Management	4
NURS6214	Health Care Informatics and Technology	4
NURS6216	Advanced Finance and Operations Management	4
NURS6218	Leading the Future of Health Care	4

Total

At least 20 quarter credits

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with

any additional or repeat coursework necessary for successful completion of program requirements.

Alabama residents are not eligible to enroll in this graduate certificate.

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

School of Public Service and Education

Graduate-Public Service and Education Academic Offerings

Education						
Degree Programs	Specializations			Concentrations		Multiple Specializations (must be within the same degree program)
	General	Higher Education and Training	P-12	School Leadership	Higher Education Program Administration	
Doctor of Philosophy (PhD) in Education			Leadership in Educational Administration	✓		
		Leadership for Higher Education				
Doctor of Education (EdD)	Adult Education					
			Curriculum and Instruction			
		Educational Leadership				
		Educational Leadership, FlexPath option				
		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				✓
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			✓	

Human Services	
Degree Programs	Specializations
Doctor of Human Services (DHS)	Leadership and Organizational Management
Master of Science (MS) in Human Services	Leadership and Organizational Management
	Social and Community Services

Department of Social Work Degree Programs
Bachelor of Social Work (BSW)
Doctor of Social Work (DSW)
Master of Social Work (MSW)—Advanced Standing
Master of Social Work (MSW)

A Message from the Dean of Public Service and Education



J. Heather Welzant, PhD

Dean of the School of Public Service and Education

Welcome to the School of Public Service and Education at Capella University. Our goal is to enable your professional growth as a highly effective professional leader who can cross traditional boundaries and meet increasingly complex challenges in your field.

In the School of Public Service and Education, learners can work toward bachelor's, master's, or doctoral degrees in education, human services, public service, or social work. Our curricula are designed, developed, and taught by faculty who bring extensive professional experience to the courseroom. With a focus on excellence in teaching in the online environment, and deep commitment to every learner's success, our faculty have helped learners prepare for the professional, technological, and intellectual challenges of their fields.

At the Capella School of Public Service and Education, learners can truly engage with a committed, strongly-networked community of scholar-practitioners. You are welcome here, you are valued here, and you will prosper here.

J. Heather Welzant, PhD

Dean of Public Service and Education

School Mission

The School of Public Service and Education delivers high quality, authentic, and innovative experiences in education, social work, human services, and public service empowering graduates to become change agents honoring diversity while promoting social, economic, and environmental justice within their communities. Visit the School of Public Service Leadership **tuition and fees** (p. 119) and **admission component** (p. 44) pages for more information.

Division of Arts and Sciences

General Education Courses

Division of Arts and Sciences

Essential Undergraduate Learning Outcomes

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

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

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

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

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

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

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

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

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

Information Literacy: Learners will apply inquiry and analysis skills to the ability to locate, analyze, and use

knowledge and resources appropriately. Learners will act ethically by providing credit to original authors and sources.

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

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

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.

General Education Courses†

Choose 45 quarter credits with a minimum of 4 quarter credits from each category.

Communication

COM-H4005	Communicating and Integrating Solutions in the Professional World	6
COM1150	Introduction to Digital and Information Literacy	6
COM1250	Workplace Communication	6
COM2000	Intercultural Communication	6
COM3700	Conflict Resolution	6
COM4100	Media and Culture	6
ENG1000	English Composition	6
ENG1001	Essential Writing Skills	6
ENG1250	Introduction to Technical and Business Writing	6
ENG2250	Academic Research and Writing	6

Humanities

HUM1150	Cultural Understanding in a Global World	6
HUM1200	Philosophy of Work	6
PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3
PHI1200	Philosophy of Problem Solving	6
PHI2000	Ethics	6
PHI3200	Ethics in Health Care	6

Natural Science and Mathematics

BIO1000	Human Biology	6
MAT1050	College Algebra	6
MAT1150	Essential Math for Everyday Life	6
MAT2001	Statistical Reasoning	6
MAT2051	Discrete Mathematics	6
MAT2100	Data-Driven Decisions	4

NSC1150	Science and Innovation	6
PHY1000	Introduction to Astronomy	6

Social Science

BHA4002	History of the United States Health Care System	3
ECO1150	Personal Economics: Introduction to Financial Planning	6
HIS1150	U.S. History: How the Past Informs the Present	6
POL1000	The Politics of American Government	6
POL1100	Introduction to American Government and Politics	6
PSYC1000	Introduction to Psychology	6
SOC-H3005	Honors Professional Seminar	6
SOC1150	How Society Works: Diversity, Collaboration, and Problem Solving	6
SOC2000	Cultural Diversity	6
SOC2400	Health and Illness in Social Context	6

In addition, choose 29 quarter credits of additional undergraduate courses from general education courses above.

General Education Courses, FlexPath option†

Choose 22.5 program points with a minimum of 2 program points from each category.

Communication

COM-FPX1150	Introduction to Digital Information and Literacy	3
COM-FPX1250	Workplace Communication	3
COM-FPX3700	Conflict Resolution	3
ENG-FPX1000	English Composition	3
ENG-FPX1250	Introduction to Technical and Business Writing	3
ENG-FPX2250	Academic Research and Writing	3

Humanities

HUM-FPX1150	Cultural Understanding in a Global World	3
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PHI-FPX1200	Philosophy of Problem Solving	3
PHI-FPX2000	Ethics	3
PHI-FPX3200	Ethics in Health Care	3

Natural Science and Mathematics

BIO-FPX1000	Human Biology	3
MAT-FPX1050	College Algebra	3
MAT-FPX1150	Essential Math for Everyday Life	3
MAT-FPX2001	Statistical Reasoning	3
MAT-FPX2051	Discrete Mathematics	3
MAT-FPX2100	Data-Driven Decisions	2
NSC-FPX1150	Science and Innovation	3

Social Science

BHA-FPX4002	History of the United States Health Care System	1.5
ECO-FPX1150	Personal Economics: Introduction to Financial Planning	3
HIS-FPX1150	U.S. History: How the Past Informs the Present	3
POL-FPX1100	Introduction to American Government and Politics	3
PSYC-FPX1000	Introduction to Psychology	3
SOC-FPX1150	How Society Works: Diversity, Collaboration, and Problem Solving	3
SOC-FPX2000	Cultural Diversity	3

In addition, choose 14.5 program points of undergraduate courses from general education courses above.

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

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

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

Undergraduate Concentrations

Division of Arts and Sciences

Accounting (p. 255)

Finance (p. 256)

Health Care Management (p. 256)

Human Resource Management (p. 256)

Management and Leadership (p. 257)

Marketing (p. 257)

Project Management (p. 257)

Accounting

Division of Arts and Sciences

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

BUS3061	Fundamentals of Accounting	3
BUS3062	Fundamentals of Finance	3
BUS4060	Financial Accounting Principles	6
BUS4061	Managerial Accounting Principles	6
BUS4062	Intermediate Financial Accounting Topics and Trends	6

Total

At least 24 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Finance

Division of Arts and Sciences

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.

BUS3062	Fundamentals of Finance	3
BUS4070	Foundations in Finance	6
BUS4072	Analysis for Financial Management	6
BUS4073	Investments and Portfolio Management	6

Total

At least 21 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Health Care Management

Division of Arts and Sciences

In the Health Care Management concentration, learners acquire a basic understanding of health care business functions, including health care administration, health care economics, quality assurance and risk management, and ethics in health care operations. Learners explore public health, health policy, and operations within health services organizations and examine clinical scenarios and the impact health care reform has on providers, insurers, and consumers. These concentration requirements are not designed or intended to meet professional licensure requirements for the health care professions.

BHA4002	History of the United States Health Care System	3
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BHA4003	Present and Future State Developments within the United States Health Care System	3
BHA4006	Health Care Regulation and Compliance	6
BHA4008	Health Care Budgeting and Reporting	3
BHA4009	Health Care Reimbursement Systems	3
BUS4121	Ethics in Health Care Management	6

Total

At least 24 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Human Resource Management

Division of Arts and Sciences

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

BUS3040	Fundamentals of Human Resource Management	6
BUS4044	Legal Issues in Human Resource Management	6
BUS4045	Recruiting, Retention, and Development	6

Total

At least 18 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Management and Leadership

Division of Arts and Sciences

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

BUS3011	Fundamentals of Management	3
BUS3012	Fundamentals of Leadership	3
BUS4012	Leadership in Organizations	6
BUS4013	Organizational Structure, Learning, and Performance	6

Total

At least 18 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Marketing

Division of Arts and Sciences

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

learners to effectively contribute to the planning and execution of marketing activities in organizations.

BUS3030	Fundamentals of Marketing and Sales	6
BUS4030	Marketing Distribution Channel Management	6
BUS4033	Brand Identity and Marketing Communications	6
BUS4036	Marketing Research	6

Total

At least 24 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Project Management

Division of Arts and Sciences

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

PM3000	Principles of Project Management	3
PM4010	Process Groups and Knowledge Areas in Project Management	6
PM4020	Integration and Scope Management	6
PM4030	Scheduling, Cost, and Quality Management	6

Total

At least 21 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Education Academic Offerings

Doctor of Philosophy (PhD) in Education

School of Public Service and Education

The Doctor of Philosophy in Education degree program expands previous learning within a discipline and fosters the critical thinking, research, and problem-solving skills that practicing professionals need to excel as scholar-practitioners and emboldened leaders in a global society.

Specializations

Leadership in Educational Administration (p. 258)
Leadership for Higher Education (p. 260)

PhD in Education, Leadership in Educational Administration

School of Public Service and Education

The doctoral Leadership in Educational Administration specialization is aligned with nationally recognized leadership standards and is designed to help learners develop and strengthen the knowledge, skills, attributes, and dispositions needed to successfully meet the challenges of an ever-changing educational system as ethical and innovative leaders. The curriculum provides learners the opportunity to pursue concentrations that offer focused exploration of the research, leadership, management, and problem-solving skills the current student achievement-focused P-12 environment requires of its principals. Upon successful completion of this specialization, learners have the knowledge and skills necessary for providing school leadership and are prepared to pursue licensure as P-12 principals 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.

Practicum/Internship Experience Requirement(s)

Minimum of 320 internship hours. See the Practicum/Internship Experience section below for more information.

Additional Program Requirements

Core courses

ED8000	Advanced Studies in Education: Theory, Practice, and Purpose	4
RSCH7860	Survey of Research Methods	4
RSCH7864	Quantitative Design and Analysis	4
RSCH7868	Qualitative Design and Analysis	4
ED-V8925	Doctoral Project Development - Topic Ideation	3
ED-V8926	Doctoral Project Development - Topic Development	3
ED-V8927	Doctoral Project Development - Framework Development	3

Specialization courses

ED6823	Education and the Law	4
ED7014	Leading Diverse Schools	4
ED7545	Special Education Administration	4
ED7820	Principles of Educational Administration	4

Upon completion of all required coursework

EDCN9919	Doctoral Comprehensive Exam	3
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Learners must register for EDCN9960 a minimum of four times to fulfill their specialization requirements.

EDCN9960	Dissertation Courseroom	3
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School Leadership concentration courses

ED6822	The Funding of Educational Institutions	4
ED6852	P-12 Principalship	4
ED7016	Technology Integration in Schools	4
ED7541	Teacher Supervision and Evaluation	4
ED7901	Educational Administration Internship 1	4
ED7902	Educational Administration Internship 2	4
ED8322	School Improvement for P-12 School Leaders	4

Two Elective Courses

At least 8 quarter credits

Recommended elective course:

ED6857	Personnel Administration	4
	Or	
	Choose any graduate course(s).	

Total

At least 92 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Practicum/Internship Experience

Learners enrolled in the PhD in Education, Leadership in Educational Administration degree program

complete a 320-hour supervised on-site internship experience as a requirement of their program. Throughout the experience, learners maintain a log of their experiences and develop a final portfolio as part of their contract materials.

The internship experiences consist of the following online courses and supervised site-based learning: Learners in the School Leadership concentration complete two consecutive principal internship courses (ED7901 and ED7902) 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 may register for a third internship course (ED7905) should they need additional time or need to meet additional requirements for state licensure.

Practicum and/or Internship hours are considered complete once all program required practicum/internships hours have been successfully achieved. Partial completion of practicum/internship requirements/hours can't be verified for licensure or transfer of hours.

Learners in the School Leadership concentration are required to take the Praxis II Series Educational Leadership: Administration and Supervision test (ELAS 5411 or 5412) prior to being enrolled in the comprehensive exam. To be recommended for licensure learners must pass the Praxis II Series Educational Leadership: Administration and Supervision test (ELAS 5411 or 5412) with a score of 145. Learners must identify Capella University as a recipient to ensure the score report is sent to the university. Learners under an earlier catalog, who are required to take the School Leaders Licensure Assessment (SLLA), may take the Praxis II Series Educational Leadership: Administration and Supervision as a substitute for the SLLA. Learners are responsible for any costs associated with this assessment.

In addition, the Georgia Professional Standards Commission requires Georgia learners in the School Leadership concentration to take the Georgia Assessment of the Certification of Educators (Educational Leadership test) to be recommended for licensure. Learners must be enrolled in the internship (ED7901 or ED7902) before they are granted eligibility to complete the assessment. The Georgia Professional Standards Commission also requires Georgia learners, who are still enrolled in a

performance-based educational leadership program on or after July 1, 2016, to attempt the Program Exit (Test 380) prior to program completion and pass the exam for certification in the field of educational leadership. Learners are responsible for any costs associated with this assessment.

Capella University cannot guarantee eligibility for 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 professional licensure disclosures for this program on [Capella's website](#). Contact your school district for a determination on qualifications 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).

Applicants seeking Georgia Performance-Based Leadership certification are not eligible to enroll in this specialization.

The Minnesota Board of School Administrators has approved the School Leadership concentration for principal preparation.

In Minnesota, learners pursuing an endorsement to an existing administrative license must complete additional internship hours. To add a K-12 endorsement to an elementary or secondary license, learners must complete an additional 200-hour internship. To add a principal endorsement to a superintendent endorsement (or vice versa), learners must complete an additional 320-hour internship. For more information, see the Licensure section for this program on Capella's website (www.capella.edu).

Arkansas residents are not eligible to enroll in this specialization.

PhD in Education, Leadership for Higher Education

School of Public Service and Education

The doctoral Leadership for Higher Education specialization integrates current, recognized theory and best practices with practical application. Learners engage in a curriculum that emphasizes leadership theories and models; higher education history, politics, law, assessment, funding and financing, human resource management and administration; and the future of teaching and learning. Throughout the specialization, learners focus on developing the research and problem-solving skills needed to meet leadership challenges in higher education and guide traditional and distance education programs. Successful graduates of this specialization are prepared to pursue academic or executive leadership positions at community colleges; universities; or other public, private, or for-profit postsecondary educational institutions. These specialization requirements are not designed or intended to meet professional licensure requirements for the education profession.

Core courses

ED6504	Leadership in Higher Education	4
ED7841	The History of Higher Education	4
ED8000	Advanced Studies in Education: Theory, Practice, and Purpose	4
RSCH7860	Survey of Research Methods	4
RSCH7864	Quantitative Design and Analysis	4
RSCH7868	Qualitative Design and Analysis	4
ED-V8925	Doctoral Project Development - Topic Ideation	3
ED-V8926	Doctoral Project Development - Topic Development	3
ED-V8927	Doctoral Project Development - Framework Development	3

Specialization courses

ED7546	Human Resources in Higher Education	4
ED7547	Assessment in Higher Education	4
ED7818	The Future of Teaching and	4

	Learning: Issues for the Educational Leader	
ED7834	Higher Education and the Law	4
ED7840	The Politics of Higher Education	4
ED7845	Technology for Higher Education Leaders	4
ED7855	Higher Education Administration	4
ED8447	Advanced Funding and Managing Education Enterprises	4

Upon completion of all required coursework

EDCN9919	Doctoral Comprehensive Exam	3
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Learners must register for EDCN9960 a minimum of four times to fulfill their specialization requirements.

EDCN9960	Dissertation Courseroom	3
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Three Elective Courses

At least 12 quarter credits
Choose any graduate course(s).

Total

At least 92 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

Doctor of Education (EdD)

School of Public Service and Education

The Doctor of Education (EdD) degree program provides practicing professionals the opportunity to

further develop their skills and demonstrate proficiency in the essential competency areas of their discipline. The program emphasizes creative and critical thinking and practical application of inquiry, research, leadership, cultural competency, and collaboration skills. The program prepares successful graduates to excel as effective strategists, problem solvers, and change managers in their chosen fields. Learners complete a doctoral project focusing on an applied improvement project to meet the needs of an organization of their choice, with key deliverables embedded across a number of courses in the program.

Specializations

Adult Education (p. 261)

Curriculum and Instruction (p. 262)

Educational Leadership (p. 263)

Educational Leadership, FlexPath option (p. 264)

Performance Improvement Leadership (p. 264)

Reading and Literacy (p. 265)

EdD, Adult Education

School of Public Service and Education

The Doctor of Education (EdD) specialization in Adult Education is designed to prepare professionals to provide effective leadership in a variety of adult education settings, including colleges, universities, corporations, and nonprofit and governmental educational organizations using a foundation of traditional and contemporary theory and practices. Throughout the specialization, learners focus on the leadership and management competencies successful professionals in the specialized field of adult education should demonstrate, integrating best practices in adult education and learning as defined by the Commission of Professors of Adult Education (CPAE) Standards for Graduate Programs in Adult Education. Learners also examine the current policy landscape when planning and implementing adult education programs in domestic and global contexts. The curriculum is based on current industry knowledge and standards and provides learners with the opportunity to strengthen their inquiry, analysis, communication, decision-making, and leadership skills and then use them to address critical, real-world problems. These specialization requirements are not designed or intended to meet professional licensure requirements for the education profession.

Core courses

EDD8010	Foundations of Doctoral Studies in Education	4
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EDD8020	The Dynamics of Organizational Improvement	4
EDD8030	Investigating Problems of Practice	4
EDD8040	Research Design for Practitioners	4
EDD8050	Data Literacy for Leaders	4

Specialization courses

EDD8500	Adult Learning Theory and Professional Practice	4
EDD8502	Designing Adult Learning Experiences	4
EDD8504	Leading in Adult Learning Settings and Contexts	4
EDD8506	Adult Education Administration	4
EDD8508	Program Planning and Evaluation for Adult Education	4

Upon completion of all required coursework

EDD9951	EdD Doctoral Project 1	4
EDD9952	EdD Doctoral Project 2	4
EDD9953	EdD Doctoral Project 3	4
EDD9954	EdD Doctoral Project 4	4
EDD9955	EdD Doctoral Project 5	4
EDD9956	EdD Doctoral Project 6	4

Total

At least 64 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

EdD, Curriculum and Instruction

School of Public Service and Education

Learners in the EdD in Curriculum and Instruction specialization develop and demonstrate research-based knowledge, skills, and dispositions necessary for effective curriculum and instruction leadership in all work settings - P-12 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. These specialization requirements are not designed or intended to meet professional licensure requirements for the education profession.

Core courses

EDD8010	Foundations of Doctoral Studies in Education	4
EDD8020	The Dynamics of Organizational Improvement	4
EDD8030	Investigating Problems of Practice	4
EDD8040	Research Design for Practitioners	4
EDD8050	Data Literacy for Leaders	4

Specialization courses

EDD8510	Organizational Improvement Through Effective Curriculum Development and Instructional Practice	4
EDD8512	Assessments for Improved Curriculum and Instruction	4
EDD8514	Leading In Curriculum and Instruction	4
EDD8516	Collaboration for the Improvement of Curriculum, Instruction, and Assessment	4
EDD8518	Applying Research to the Improvement of Curriculum, Instruction, and Assessment	4

Upon completion of all required coursework

EDD9951	EdD Doctoral Project 1	4
EDD9952	EdD Doctoral Project 2	4
EDD9953	EdD Doctoral Project 3	4
EDD9954	EdD Doctoral Project 4	4
EDD9955	EdD Doctoral Project 5	4
EDD9956	EdD Doctoral Project 6	4

Total**At least 64 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

EdD, Educational Leadership**School of Public Service and Education**

The EdD in Educational Leadership specialization is designed to prepare practicing professionals for leadership roles in colleges, universities, and P-12 schools as well as corporate, governmental, and non-governmental education organizations. Throughout the specialization, learners develop and deepen the knowledge, skills, and habits of mind that characterize successful leaders of learning organizations. Based on current professional knowledge and standards, the curriculum is centered on an inquiry-based approach to continuous improvement with a focus on systems thinking and analysis. The specialization provides learners with the opportunity to strengthen and apply analytical, leadership, communication, and change management skills to address critical, real-world problems of practice. These specialization requirements are not designed or intended to meet professional licensure requirements for the education profession.

Core courses

EDD8010	Foundations of Doctoral Studies in Education	4
EDD8020	The Dynamics of Organizational Improvement	4
EDD8030	Investigating Problems of Practice	4
EDD8040	Research Design for Practitioners	4
EDD8050	Data Literacy for Leaders	4

Specialization courses

EDD8520	Educational Leadership by Design	4
EDD8522	Leading a Culture of Learning and Inclusion	4
EDD8524	The Future of Educational Leadership	4
EDD8526	Change Leadership in a Learning Organization	4
EDD8528	Assessment and Evaluation in the Learning Organization	4

Upon completion of all required coursework

EDD9951	EdD Doctoral Project 1	4
EDD9952	EdD Doctoral Project 2	4
EDD9953	EdD Doctoral Project 3	4
EDD9954	EdD Doctoral Project 4	4
EDD9955	EdD Doctoral Project 5	4
EDD9956	EdD Doctoral Project 6	4

Total**At least 64 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

This specialization is not designed to lead to license,

endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

EdD, Educational Leadership, FlexPath option

School of Public Service and Education

The EdD in Educational Leadership specialization is designed to prepare practicing professionals for leadership roles in colleges, universities, 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. Learners who pursue this specialization through the FlexPath option earn an EdD through self-paced demonstrations of competencies. These specialization requirements are not designed or intended to meet professional licensure requirements for the education profession.

Core courses

EDD-FPX8010	Foundations of Doctoral Studies in Education	2
EDD-FPX8020	The Dynamics of Organizational Improvement	2
EDD-FPX8030	Investigating Problems of Practice	2
EDD-FPX8040	Research Design for Practitioners	2
EDD-FPX8050	Data Literacy for Leaders	2

Specialization courses

EDD-FPX8520	Educational Leadership by Design	2
EDD-FPX8522	Leading a Culture of Learning and Inclusion	2
EDD-FPX8524	The Future of Educational Leadership	2
EDD-	Change Leadership in a	2

FPX8526	Learning Organization	
EDD-FPX8528	Assessment and Evaluation in the Learning Organization	2

Upon completion of all required coursework

EDD-FPX9951	EdD Doctoral Project 1	2
EDD-FPX9952	EdD Doctoral Project 2	2
EDD-FPX9953	EdD Doctoral Project 3	2
EDD-FPX9954	EdD Doctoral Project 4	2
EDD-FPX9955	EdD Doctoral Project 5	2
EDD-FPX9956	EdD Doctoral Project 6	2

Total

At least 32 program points

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

EdD, Performance Improvement Leadership

School of Public Service and Education

The EdD in Performance Improvement Leadership specialization is designed for experienced career professionals who wish to pursue leadership roles such as chief learning officer, training director, professor, performance improvement specialist, or manager of learning and performance improvement.

Throughout the specialization, learners broaden and deepen their understanding of both strategic and tactical issues that are important to the success of any performance improvement intervention. Learners gain knowledge necessary to excel as scholar-practitioners, and apply advanced skills in innovative and critical thinking, research, and problem solving. The curriculum is based on the human performance improvement standards and models from the International Society for Performance Improvement (ISPI) and aligned with the Association for Talent Development (ATD) model. Learners have the opportunity to conduct an ROI impact study as their doctoral project and apply for an ROI Professional Certification from the ROI Institute. In addition, course competencies are designed to support application for the Certified Performance Technologist (CPT) credential from the International Society of Performance Improvement (ISPI). These specialization requirements are not designed or intended to meet professional licensure requirements for the education profession.

Core courses

EDD8010	Foundations of Doctoral Studies in Education	4
EDD8020	The Dynamics of Organizational Improvement	4
EDD8030	Investigating Problems of Practice	4
EDD8040	Research Design for Practitioners	4
EDD8050	Data Literacy for Leaders	4

Specialization courses

ED7631	Introduction to Training and Performance Systems	4
ED7641	Needs Assessment: Models and Procedures	4
ED7675	Return on Investment in Training and Performance Improvement	4
EDD8534	Designing, Delivering, and Managing Human Performance Improvement Interventions	4
EDD8536	Implementing and Sustaining Organizational Change	4

Upon completion of all required coursework

EDD9951	EdD Doctoral Project 1	4
EDD9952	EdD Doctoral Project 2	4
EDD9953	EdD Doctoral Project 3	4
EDD9954	EdD Doctoral Project 4	4
EDD9955	EdD Doctoral Project 5	4
EDD9956	EdD Doctoral Project 6	4

Total

At least 64 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

EdD, Reading and Literacy

School of Public Service and Education

The EdD in Reading and Literacy specialization is designed to prepare leaders in the field of P-12 and adult literacy education and provides a theoretical and foundational framework for reading and literacy instruction and assessment. Throughout the specialization, learners engage in systems thinking, research and data-informed decision making, skills needed to work collaboratively with diverse families and communities as well as understand policies related to leading and managing literacy programs and professional development. Successful graduates of this specialization are prepared to work in literacy education as faculty at universities, leaders in professional associations, and educational consultants as well as in district and school literacy leadership positions including coaches. These specialization requirements are not designed or intended to meet professional licensure requirements for the education profession.

Core courses

EDD8010	Foundations of Doctoral Studies in Education	4
EDD8020	The Dynamics of Organizational Improvement	4
EDD8030	Investigating Problems of Practice	4
EDD8040	Research Design for Practitioners	4
EDD8050	Data Literacy for Leaders	4

Specialization courses

EDD8540	Theoretical and Historical Foundations of Reading	4
EDD8542	Reading and Literacy Assessment, Evaluation, and Decision Making	4
EDD8544	Meeting Diverse Literacy Needs in School and Community Context	4
EDD8546	Leading and Managing Literacy Programs	4
EDD8548	Grant Writing for Reading and Literacy Programs	4

Upon completion of all required coursework

EDD9951	EdD Doctoral Project 1	4
EDD9952	EdD Doctoral Project 2	4
EDD9953	EdD Doctoral Project 3	4
EDD9954	EdD Doctoral Project 4	4
EDD9955	EdD Doctoral Project 5	4
EDD9956	EdD Doctoral Project 6	4

Total**At least 64 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a

determination on qualifications for salary advancement.

Master of Education (MEd) in Teaching and Learning

School of Public Service and Education

The Master of Education (MEd) in Teaching and Learning degree program is designed for current educators seeking to become master teachers and educational innovators in their schools and districts. The program provides learners with 21st-century knowledge and skills to deepen their understanding of how curriculum and assessment innovations, pedagogical methods, technology integration, and cultural competency interplay to foster and improve student learning. Through rigorous and relevant curriculum, teachers apply their learning in their daily classrooms to create immediate impact for their students, classrooms, and schools. These specialization requirements are not designed or intended to meet professional licensure requirements for the education profession.

ED5010	Foundations of Master's Studies in Education	4
EDT5100	Leading Innovation and Implementing Change	4
EDT5102	Integrating Technology into Data Assessment and Evaluation	4
EDT5104	Teacher Dispositions and Ethics in the Digital Age	4

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
EDT5130	Understanding Competency-Based Curriculum and Instruction	4

Choose one from the following three instruction courses.

ED5301	Theories of Instruction for 21st-Century Learners	4
EDT5130	Understanding Competency-Based Curriculum and Instruction	4
EDT5142	Adaptive Instruction and Assessment	4

Choose one from the following two assessment courses.

ED5304	Assessment of Learning	4
EDT5142	Adaptive Instruction and Assessment	4

Choose one from the following two cultural competency/diversity courses.

ED5303	Diversity and Multicultural Perspectives in Education	4
ED5730	Culture, Society, and Language	4

In addition, complete the following research course.

ED5306	Action Research to Enhance Practice	4
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In addition, complete the following learning science course.

ED5302	Research and Practice in Learning Theory	4
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Taken during the learner's final quarter.

ED5980	Teaching and Learning Capstone	6
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Total

At least 46 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for

successful completion of program requirements.

This program is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

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

Master of Education (MEd) in Teaching and Learning, FlexPath option

School of Public Service and Education

The Master of Education (MEd) in Teaching and Learning degree program is designed for current educators seeking to become master teachers and educational innovators in their schools and districts. The program provides learners with 21st-century knowledge and skills to deepen their understanding of how curriculum and assessment innovations, pedagogical methods, technology integration, and cultural competency interplay to foster and improve student learning. Through rigorous and relevant curriculum, teachers apply their learning in their daily classrooms to create immediate impact for their students, classrooms, and schools. Learners who pursue this specialization through the FlexPath option earn a Master of Education (MEd) in Teaching and Learning through self-paced demonstrations of competencies. These specialization requirements are not designed or intended to meet professional licensure requirements for the education profession.

ED-FPX5010	Foundations of Master's Studies in Education	2
EDT-FPX5100A	Change Research and Theory and Technology Integration	0.5
EDT-FPX5100B	Collaboration in Technology Integration	0.5
EDT-FPX5100C	Innovations to Serve Diverse Learners	0.5
EDT-FPX5100D	Communicating Innovation and Change with Stakeholders	0.5
EDT-FPX5102A	Data Collection and Analysis Strategies	0.5
EDT-FPX5102B	Analyzing Data	0.5

EDT-FPX5102C	Technology for Data Collection	0.5
EDT-FPX5102D	Digital Tools for Communicating with Stakeholders	0.5
EDT-FPX5104A	Dispositions for Positive Change	0.5
EDT-FPX5104B	Teacher Digital Rights and Responsibilities	0.5
EDT-FPX5104C	Enhancing Digital Learning for Students	0.5
EDT-FPX5104D	Guiding Student Digital Behaviors	0.5

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	0.5
ED-FPX5300B	Applying Curricular Models and Theories	0.5
ED-FPX5300C	Team Collaboration Theories and Practices for Curriculum Design and Improvement	0.5
ED-FPX5300D	Team Practices in Curriculum Design and Implementation	0.5
EDT-FPX5130A	Standards, Outcomes, and Competencies for Curriculum Development	0.5
EDT-FPX5130B	Applying Competency-Based Curriculum Development	0.5
EDT-FPX5130C	Competency-Based Instruction with Research-Based Practices	0.5
EDT-FPX5130D	Competency-Based Student-Centered Environments	0.5

Choose four from the following instruction courses.

ED-FPX5301A	Research-Based Pedagogical Methods and Models	0.5
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ED-FPX5301B	Designing Research-Based Instructional Methods	0.5
ED-FPX5301C	Delivering Research-Based Instructional Methods	0.5
ED-FPX5301D	Integrating Educational Technology into Teaching	0.5
EDT-FPX5130A	Standards, Outcomes, and Competencies for Curriculum Development	0.5
EDT-FPX5130B	Applying Competency-Based Curriculum Development	0.5
EDT-FPX5130C	Competency-Based Instruction with Research-Based Practices	0.5
EDT-FPX5130D	Competency-Based Student-Centered Environments	0.5
EDT-FPX5142A	Implementing Adaptive Learning for Diverse Learners	0.5
EDT-FPX5142B	Universal Design for Learning for Personalized and Adaptive Instructional Strategies	0.5
EDT-FPX5142C	Adaptive Instruction and Assessment Strategies	0.5
EDT-FPX5142D	Adaptive Learning Systems	0.5

Choose four from the following assessment courses.

ED-FPX5304A	Assessment Models and Approaches	0.5
ED-FPX5304B	Assessment Design and Implementation	0.5
ED-FPX5304C	Analyzing Assessment Data for Decision Making	0.5
ED-FPX5304D	Communicating Assessment Results to Stakeholders	0.5
EDT-FPX5142A	Implementing Adaptive Learning for Diverse Learners	0.5
EDT-FPX5142B	Universal Design for Learning for Personalized and Adaptive Instructional Strategies	0.5
EDT-FPX5142C	Adaptive Instruction and Assessment Strategies	0.5
EDT-FPX5142D	Adaptive Learning Systems	0.5

Choose four from the following cultural competency/diversity courses.

ED-FPX5303A	Multicultural Theories, Frameworks, and Models	0.5
ED-FPX5303B	Student Culture and Teaching Practices	0.5
ED-FPX5303C	Implementing Multicultural Instruction	0.5
ED-FPX5303D	Culture and Diversity Dispositions	0.5
ED-FPX5730A	English Language Learner Considerations in Teaching	0.5
ED-FPX5730B	Modeling Cultural Competency to Enhance Learning	0.5
ED-FPX5730C	Socio-Linguistic Theories	0.5
ED-FPX5730D	Legislation Affecting English Language Learner Education	0.5

Take the following research course.

ED-FPX5306	Action Research to Enhance Practice	2
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Take the following learning science courses.

ED-FPX5302A	Student Learning Research	0.5
ED-FPX5302B	Research-Based Curriculum Design	0.5
ED-FPX5302C	Brain-Based Learning Theory and Principles	0.5
ED-FPX5302D	Technology Impacts on Learning	0.5

Taken during the learner's final quarter

ED-FPX5980	Teaching and Learning Capstone	3
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Total

At least 23 program points

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for

successful completion of program requirements.

This program is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

This program has not yet been evaluated by the Minnesota State Approving Agency and is therefore not currently eligible for VA benefits. Military tuition assistance is not currently available for this program.

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

Master of Science (MS) in Education

School of Public Service and Education

The Master of Science in Education degree program integrates recognized theory and best practices with practical application in a collaborative environment in order to enhance learners' abilities to excel as practitioners in their chosen specializations.

Specializations

Curriculum and Instruction (p. 269)
 Early Childhood Education (p. 270)
 Early Childhood Education Studies (p. 271)
 English Language Learning and Teaching (p. 272)
 Instructional Design for Online Learning (p. 273)
 Leadership in Educational Administration (p. 274)
 Reading and Literacy (p. 275)
 Special Education Teaching (p. 276)

MS in Education, Curriculum and Instruction

School of Public Service and Education

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

demonstrate innovative and timely theory, research, and practice. These specialization requirements are not designed or intended to meet professional licensure requirements for the education profession.

Practicum/Internship Experience Requirement(s)

Minimum of 45 practicum hours. See the Practicum/Internship Experience section below for more information.

Additional Program Requirements

Core courses

ED5010	Foundations of Master's Studies in Education	4
ED5006	Survey of Research Methodology	4
ED5500	Standards-Based Curriculum, Instruction and Assessment	4
	Or	
EDT5130	Understanding Competency-Based Curriculum and Instruction	4
ED5501	Assessment and Improvement of Instruction	4
ED5503	Classroom Management Strategies	4
ED5504	Strategies for Eliminating the Achievement Gap	4

Specialization courses

ED5533	Curriculum Mapping: Reflection and Practice	4
ED5538	Program Evaluation of Curriculum and Instruction	4
ED5546	Curriculum and Instruction Practicum for Master's Learners	6
EDT5126	Collaborative Learning Environments	4
EDT5142	Adaptive Instruction and Assessment	4

Total

At least 46 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

Kentucky residents are not eligible to enroll in this specialization.

Practicum/Internship Experience

Learners enrolled in the MS in Education, Curriculum and Instruction degree program must complete 45 practicum hours in a site-based setting as a requirement of their program. Learners apply the skills developed through the course of the program at an approved site and develop a final portfolio that demonstrates proficiency in curriculum and instruction. The practicum course (ED5546) serves as the capstone of their program.

Practicum and/or Internship hours are considered complete once all program required practicum/internships hours have been successfully achieved. Partial completion of practicum/internship requirements/hours can't be verified for licensure or transfer of hours.

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

MS in Education, Early Childhood Education

School of Public Service and Education

The Early Childhood Education specialization offers master's learners the opportunity to expand their knowledge and improve their teaching skills and ability to help young children learn. This specialization prepares learners for professional instructional roles in the field of early childhood education through relevant learning experiences that incorporate personal knowledge, critical dialogue with peers, faculty expertise, research-based curriculum, and interdisciplinary instruction. Learners evaluate early childhood education theory, research, and curriculum, and examine the learning styles of young children, the educational needs of exceptional

children, and the role of family relationships in childhood education. The curriculum reflects nationally recognized standards, including the National Board of Professional Teaching Standards (NBPTS).

Practicum/Internship Experience Requirement(s)

Minimum of 80 practicum hours. See the Practicum/Internship Experience section below for more information.

Additional Program Requirements

Core courses

ED5010	Foundations of Master's Studies in Education	4
ED5006	Survey of Research Methodology	4
ED5420	Exceptional Children in the Early Childhood Setting	4
ED5500	Standards-Based Curriculum, Instruction and Assessment	4
ED5501	Assessment and Improvement of Instruction	4
ED5503	Classroom Management Strategies	4

Specialization courses

ED5405	Infant and Child Development	4
ED5410	The Early Childhood Learning Environment	4
ED5430	Children, Families, and Society	4
ED5440	Early Childhood Reading and Literacy Instruction	4
ED5450	Early Childhood Education Practicum	6

Total

At least 46 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Practicum/Internship Experience

Learners enrolled in the MS in Education, Early Childhood Education degree program must complete 80 hours of supervised practicum experience as a requirement of their program. The practicum course (ED5450) serves as the culmination of their program. Learners apply the skills developed through the course of the program at approved sites and develop a final portfolio that demonstrates proficiency in early childhood education. Practicum and/or Internship hours are considered complete once all program required practicum/internships hours have been successfully achieved. Partial completion of practicum/internship requirements/hours can't be verified for licensure or transfer of hours.

Learners in the MS in Education, Early Childhood Education specialization are required to complete ED5010 with a grade of "B" or higher as a condition of continued enrollment in the program.

Capella University cannot guarantee eligibility for 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 professional licensure disclosures for this program on [Capella's website](#). Contact your school district for a determination on qualifications for salary advancement.

Learners are required to pass the Minnesota Teacher Licensure Examinations (MTLE) to successfully complete their program. Learners must identify Capella University as a recipient to ensure the score report is sent to the university. Learners are responsible for any costs associated with these examinations.

Arkansas and Kentucky residents are not eligible to enroll in this specialization.

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

MS in Education, Early Childhood Education Studies

School of Public Service and Education

The 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. These specialization requirements are not designed or intended to meet professional licensure requirements for the education profession.

Core courses

ED5010	Foundations of Master's Studies in Education	4
ED5306	Action Research to Enhance Practice	4
ED5503	Classroom Management Strategies	4

Specialization courses

ED5405	Infant and Child Development	4
ED5410	The Early Childhood Learning Environment	4
ED5420	Exceptional Children in the Early Childhood Setting	4
ED5430	Children, Families, and Society	4
ED5440	Early Childhood Reading and Literacy Instruction	4
ED5950	Early Childhood Education Studies Capstone	6

Two Elective Courses

*At least 8 quarter credits
Choose any graduate course(s).*

Total

At least 46 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional

quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

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

MS in Education, English Language Learning and Teaching

School of Public Service and Education

The master's specialization in English Language Learning and Teaching is designed to prepare licensed P-12 teachers to provide effective instruction to English Language Learners (ELLs); work collaboratively with other administrators, teachers, school guidance staff, and families to ensure the success of every student; and provide curricular leadership to schools and school systems. The curriculum, based on standards in the field, provides a practical, relevant exploration of current practices and emerging trends that can be used to contribute to the success of ELLs. Upon successful completion of this specialization, learners are prepared to contribute to instruction planning and implementation decisions in the English language learning environment at the school and district levels. These specialization requirements are not designed or intended to meet professional licensure requirements for the education profession.

Core courses

ED5010	Foundations of Master's Studies in Education	4
ED5006	Survey of Research Methodology	4
ED5500	Standards-Based Curriculum, Instruction and Assessment	4
	Or	
EDT5130	Understanding Competency-Based Curriculum and Instruction	4
ED5503	Classroom Management Strategies	4

ED5504	Strategies for Eliminating the Achievement Gap	4
ED5720	Assessment and Instruction of English Language Learners	4
Specialization courses		
ED5699	Master's Capstone in English Language Learning and Teaching	6
ED5724	Applied Linguistics	4
ED5726	Second Language Acquisition	4
ED5728	Methods, Curriculum, and Materials for English Language Learners	4
ED5730	Culture, Society, and Language	4

Total**At least 46 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

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

MS in Education, Instructional Design for Online Learning

School of Public Service and Education

The master's specialization in Instructional Design for Online Learning is designed to provide professionals working in a variety of traditional and online settings in educational institutions, corporations, health care and government agencies, and the military with the instructional design and development competence needed to advance their careers and serve their organizations. The curriculum focuses on preparing

instructional design practitioners to design and develop educational interventions based on theory and practice in the field. These specialization requirements are not designed or intended to meet professional licensure requirements for the education profession.

Core courses

ED5010	Foundations of Master's Studies in Education	4
ED5006	Survey of Research Methodology	4

Specialization courses

ED5802	Principles of Instructional Design	4
ED5803	Processes of Instructional Design	4
ED5807	Design of Instructional Media	4
ED5810	Project Management for e-Learning Development	4
ED5992	Instructional Design for Online Learning Capstone	4
ED6484	Application of Learning Theories to Instructional Design	4
ED6503	Instructional Design Technologies	4
ED6505	Evaluation and Assessment of Instructional Design	4

Two Elective Courses

At least 8 quarter credits

Recommended elective course:

ED7641	Needs Assessment: Models and Procedures	4
	Or	
	Choose any graduate course(s).	

Total**At least 48 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with

any additional or repeat coursework necessary for successful completion of program requirements.

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

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

MS in Education, Leadership in Educational Administration

School of Public Service and Education

The master's Leadership in Educational Administration specialization is aligned with nationally recognized leadership standards and is designed to help learners develop and strengthen the knowledge and skills needed to successfully meet the challenges of an ever-changing educational system as ethical and innovative leaders. The curriculum focuses on translating theory into effective leadership practice and includes an concentration in School Leadership, which offers focused exploration of the leadership, management, and problem-solving skills the current student achievement-focused P-12 environment requires of school leaders. Upon successful completion of this specialization, learners have developed the knowledge and skills necessary for providing school leadership within P-12 institutions.

School Leadership concentration

The School Leadership concentration is intended for learners who want to build school-level leadership knowledge and skills. The curriculum focuses on the principal's role in articulating, developing, and implementing a school vision that aligns with and supports district priorities. Learners examine the leadership skills needed to evaluate the systems and processes for continuous school improvement; protect the interests of school and community stakeholders; and integrate their personal expertise with current best practices and legal and ethical standards to promote school achievement.

Practicum/Internship Experience Requirement(s)

Minimum of 250 internship hours. See the Practicum/Internship Experience section below for more information.

Additional Program Requirements

Core courses

ED5010	Foundations of Master's Studies in Education	4
ED5006	Survey of Research Methodology	4
ED5501	Assessment and Improvement of Instruction	4
ED5504	Strategies for Eliminating the Achievement Gap	4

Specialization courses

ED5320	School Leadership and Management Practices	4
ED5322	School Leadership: Data, Decision-Making, and School Improvement	4

School Leadership concentration courses

ED5903	Principal Capstone Courseroom 1	3
ED5904	Principal Capstone Courseroom 2	3
ED6822	The Funding of Educational Institutions	4
ED6823	Education and the Law	4
ED6852	P-12 Principalship	4
ED6857	Personnel Administration	4

Learners must register for ED5905 a minimum of two times to fulfill their specialization requirements.

ED5905	Principal Capstone Clinical Experience	Non-credit
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Total

At least 46 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Practicum/Internship Experience

Learners enrolled in the MS in Education, Leadership in Educational Administration degree program must complete a minimum of 250 internship hours in a site-based setting as a requirement of their program. Learners apply the skills developed through the course of the program at an approved site and develop a final portfolio that demonstrates proficiency in leadership in educational administration. The internship experience (ED5903, ED5904, and ED5905) serves as the capstone of their program.

Practicum and/or Internship hours are considered complete once all program required practicum/internships hours have been successfully achieved. Partial completion of practicum/internship requirements/hours can't be verified for licensure or transfer of hours.

Learners in the MS in Education, Leadership in Educational Administration specialization are required to complete ED5010 with a grade of "B" or higher as a condition of continued enrollment in the program.

Learners in the School Leadership concentration are required to take the Praxis II Series Educational Leadership: Administration and Supervision (ELAS 5411 or 5412) test to successfully complete their program. To be recommended for licensure learners must pass the Praxis II Series Educational Leadership: Administration and Supervision (ELAS 5411 or 5412) with a score of 145. Learners must identify Capella University as a recipient to ensure the score report is sent to the university. Learners under an earlier catalog, who are required to take the School Leaders Licensure Assessment (SLLA), may take the Praxis II Series Educational Leadership: Administration and Supervision (ELAS 5411 or 5412) as a substitute for the SLLA. Learners are responsible for any costs associated with this assessment.

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.

Capella University cannot guarantee eligibility for

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 professional licensure disclosures for this program on [Capella's website](#). Contact your school district for a determination on qualifications for salary advancement.

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

MS in Education, Reading and Literacy

School of Public Service and Education

The master's specialization in Reading and Literacy provides reading classroom teachers the opportunity to gain research-based knowledge, skills, and attitudes necessary for effective K-12 classroom reading and literacy instruction. Learners study theory, practice and assessment, reflection, and collaboration, and complete on-site 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.

Practicum/Internship Requirement(s)

Minimum of 80 practicum hours. See the Practicum/Internship Experience section below for more information.

Additional Program Requirements

Core courses

ED5010	Foundations of Master's Studies in Education	4
ED5006	Survey of Research Methodology	4
ED5500	Standards-Based Curriculum, Instruction and Assessment	4
ED5501	Assessment and Improvement of Instruction	4
ED5503	Classroom Management Strategies	4

ED5504	Strategies for Eliminating the Achievement Gap	4
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Specialization courses

ED5551	Developing Fluent Readers	3
ED5552	Teaching Comprehension Strategies	3
ED5553	Assessment-Based Reading Instruction	3
ED5554	Sociocultural Context of Reading Instruction	3
ED5555	Foundational Theories in Reading Instruction	3
ED5559	Reading and Literacy Practicum	6

Total

At least 45 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Practicum/Internship Experience

Learners enrolled in the MS in Education, Reading and Literacy degree program must complete 80 hours of supervised practicum experience as a requirement of their program. The practicum course (ED5559) serves as the culmination of their program. Learners apply the skills developed through the course of the program at approved sites and develop a final portfolio that demonstrates proficiency in reading and literacy. Practicum and/or Internship hours are considered complete once all program required practicum/internships hours have been successfully achieved. Partial completion of practicum/internship requirements/hours can't be verified for licensure or transfer of hours.

Learners in the MS in Education, Reading and Literacy specialization are required to complete ED5010 with a grade of "B" or higher as a condition of continued enrollment in the program.

Capella University cannot guarantee eligibility for 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 professional licensure disclosures for this program on [Capella's website](#). Contact your school district for a determination on qualifications for salary advancement.

Learners seeking Minnesota Teacher(s) of Reading endorsement upon completion of the MS in Education specialization in Reading and Literacy must document having completed a minimum of 25 percent of their practicum and internship experiences at the elementary level (grades 1-6), the middle level (grades 5-8), and secondary level (grades 9-12). Access to active educational settings is required for all reading and literacy coursework.

Learners are required to pass the Minnesota Teacher Licensure Examinations (MTLE) to successfully complete their program. Learners must identify Capella University as a recipient to ensure the score report is sent to the university. Learners are responsible for any costs associated with these examinations.

Arkansas and Kentucky residents are not eligible to enroll in this specialization.

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

MS in Education, Special Education Teaching

School of Public Service and Education

The master's Special Education Teaching specialization is intended for teachers who want to help students with disabilities achieve success in P-12 environments. The curriculum, developed around national special education standards, is designed to help teachers effectively instruct and advocate for the increasingly diverse populations of children with disabilities. Learners study current and emerging instruction practices, strategies, and techniques for teaching children with disabilities, and gain experience that is applicable and relevant to their current work. The Special Education Teaching specialization incorporates the Council for Exceptional Children (CEC) advanced preparation standards to assure that individuals with exceptionalities have well-prepared, career-oriented special educators. These specialization requirements are not designed or intended to meet professional

licensure requirements for the education profession.

Core courses

ED5010	Foundations of Master's Studies in Education	4
ED5006	Survey of Research Methodology	4
ED5500	Standards-Based Curriculum, Instruction and Assessment	4
	Or	
EDT5130	Understanding Competency-Based Curriculum and Instruction	4
ED5503	Classroom Management Strategies	4
ED5504	Strategies for Eliminating the Achievement Gap	4

In addition, choose one from the following courses.

ED5501	Assessment and Improvement of Instruction	4
EDT5142	Adaptive Instruction and Assessment	4

Specialization courses

ED5700	Foundations of Special Education	4
ED5706	Assessment and Planning for Students with Disabilities	4
ED5707	Instruction for Students with Disabilities	4
ED5712	Communication, Consultation, and Collaboration for Special Education	4
ED5714	Programming and Leadership for Diverse Groups Capstone	6

Total

At least 46 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

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

Master of Science (MS) in Education Innovation and Technology

School of Public Service and Education

The Master of Science in Education Innovation and Technology degree program provides learners with the knowledge and skills necessary to leverage 21st-century digital tools and resources in order to maximize learning for all K-12 students. The core curriculum's strong foundation in using technology to promote innovation and change in school settings provides learners with opportunities to apply their new learning to classroom- and school-based interventions and instruction that engages students and positively impacts their learning.

Specialization

General Educational Technology (p. 277)

MS in Education Innovation and Technology, General Educational Technology

School of Public Service and Education

The General Educational Technology specialization is designed to provide learners with a strong foundation in 21st-century educational technology skills. The curriculum in this specialization emphasizes using technology to engage students and personalize their learning experience and give them voice and choice in their learning outcomes.

Learners also apply meaningful formative and summative assessments to improve instruction and use quantitative and qualitative data in order to

monitor and adjust instruction. Upon successful completion of this specialization, learners are prepared to lead colleagues in technology integration and digital dispositions needed to lead and promote innovation in K-12 settings. These specialization requirements are not designed or intended to meet professional licensure requirements for the education profession.

ED5010	Foundations of Master's Studies in Education	4
EDT5100	Leading Innovation and Implementing Change	4
EDT5102	Integrating Technology into Data Assessment and Evaluation	4
EDT5104	Teacher Dispositions and Ethics in the Digital Age	4
EDT5126	Collaborative Learning Environments	4
EDT5130	Understanding Competency-Based Curriculum and Instruction	4
EDT5142	Adaptive Instruction and Assessment	4
EDT5900	Innovation and Technology Capstone	6

Three Elective Courses

*At least 12 quarter credits
Choose any graduate course(s).*

Total

At least 46 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

Master of Science (MS) in Higher Education

School of Public Service and Education

The Master of Science in Higher Education degree program integrates recognized theory and best practices with practical application in a collaborative environment in order to enhance learners' abilities to excel as practitioners in their chosen field. The degree program focuses on acquisition and application of relevant learning theory, leadership and administration, the needs of diverse learners, 21st-century trends, innovation in various fields of postsecondary education, the use of technologies, and assessment and learning. Learners document career and program achievements through an integrated career portfolio.

Specializations

Adult Education (p. 278)

Higher Education Leadership and Administration (p.279)

MS in Higher Education, Adult Education

School of Public Service and Education

The master's Adult Education specialization is designed to enhance learners' qualifications in adult education and college teaching. The curriculum emphasizes reflective practice within adult education settings and integration of current theory with best practices in adult learning and teaching. Learners focus on the learning styles of individuals from various backgrounds, collaborative learning, and program development for the adult learner. Learners who successfully complete this specialization are prepared to pursue careers as educators in community college, distance education, college, university, corporate, or other adult education settings. These specialization requirements are not designed or intended to meet professional licensure requirements for the education profession.

Core courses

ED5010	Foundations of Master's Studies in Education	4
ED5006	Survey of Research Methodology	4
ED5012	Overview of Higher Education	4

ED5016	Foundations of Higher Education Assessment and Evaluation	4
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Specialization courses

ED5317	Foundations of Adult Education	4
ED5340	Theories and Principles of Adult Learning	4
ED5342	Multicultural Perspectives in Adult Education	4
ED5344	Strategies and Best Practices for Teaching and Learning	4
ED5348	Adult Education Program Development	4
ED5390	Adult Education Capstone	4
ED5570	History, Issues, and Trends in Higher Education	4

One Elective Course(s)

At least 4 quarter credits

Choose any graduate education (ED, EDT) course(s).

Total

At least 48 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

MS in Higher Education, Higher Education Leadership and Administration

School of Public Service and Education

The master's Higher Education Leadership and Administration specialization integrates current,

recognized theory and best practices with practical application. Learners pursue a specific concentration within their program, engaging in a curriculum that focuses on history, politics and public policy, law and governance, finance and development, and program administration. Successful graduates of this specialization are prepared to pursue leadership positions at community colleges; universities; or other public, private, or for-profit postsecondary educational institutions. These specialization requirements are not designed or intended to meet professional licensure requirements for the education profession.

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. These concentration requirements are not designed or intended to meet professional licensure requirements for the education profession.

Core courses

ED5010	Foundations of Master's Studies in Education	4
ED5006	Survey of Research Methodology	4
ED5012	Overview of Higher Education	4
ED5016	Foundations of Higher Education Assessment and Evaluation	4

Specialization courses

ED5570	History, Issues, and Trends in Higher Education	4
ED5572	Politics and Public Policy in Higher Education	4
ED5574	Financial Management and Institutional Development	4
ED5890	Higher Education Leadership and Administration Capstone	4
ED6504	Leadership in Higher Education	4

Higher Education Program Administration concentration courses

ED6572	Organization and Functions of Higher Education Programs	4
ED6574	Law and Governance in Higher Education	4
ED6576	Higher Education Program Administration	4

Total

At least 48 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

Human Services Academic Offerings

Doctor of Human Services (DHS)

School of Public Service and Education

The Doctor of Human Services (DHS) degree program prepares learners to use a multidisciplinary approach to attend to human needs and improve the general well-being of diverse populations. Throughout the program, learners develop and demonstrate the skills needed to manage and evaluate human services organizations by providing advanced practice of knowledge and data-driven decision making. Learners apply advanced human services skills to collaboratively resolve current issues in diverse for-profit, nonprofit, and government settings.

Specialization

Leadership and Organizational Management (p. 280)

DHS, Leadership and Organizational Management

School of Public Service and Education

The doctoral Leadership and Organizational Management specialization focuses on increasing organizational effectiveness through strategic planning and evidence-based best practices and behaviors. Throughout the specialization, learners gain and apply skills in effective negotiation and mediation, conflict management, and creating effective collaboration across an organization. These specialization requirements are not designed or intended to meet professional licensure requirements for the counseling, psychology, or social work professions.

Core courses

HMSV8002	Multidisciplinary Practice and Case Analysis for Doctoral Learners	4
HMSV8110	Action Research Methods in Human Services	4
HMSV8212	Advanced Ethics and Leadership for Diverse Populations	4
HMSV8214	Funding and Grant Writing Skills for Human Services	4
HMSV8216	Advanced Program Design in Human Services	4
HMSV8218	Advanced Data Analytics and Program Evaluation in Human Services	4
HMSV8700	Keystone: Determining Readiness for the Professional Doctorate Project	4

Specialization courses

HMSV8304	Strategic Planning and Organizational Effectiveness for HS	4
HMSV8320	Effective Negotiation and Mediation Skills for Human Services Leaders	4
HMSV8404	Leadership Theory and Practice in For-Profit, Nonprofit, and Government Human Services Programs	4

HMSV8406	Community Collaboration and Outreach in Human Services	4
HMSV8408	Advanced Financial Management in For-Profit, Nonprofit, and Government Human Services Programs	4

Learners must register for HMSV9971 a minimum of four times to fulfill their specialization requirements.

HMSV9971	Doctoral Capstone	3
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Three Elective Courses

At least 12 quarter credits
Choose any graduate course(s).

Total

At least 72 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Master of Science (MS) in Human Services

School of Public Service and Education

The Master of Science in Human Services degree program prepares learners to serve as leaders within communities and human services organizations to understand and address the trends and needs of individuals, communities, organizations, and societies within their social and built environments.

Throughout the program, learners develop the skills needed to identify and analyze problems and create meaningful solutions based on an understanding of human needs, diversity, research, best practices, and historical issues that can impact social equity. Learners integrate the knowledge of human functioning and research, along with training to apply that knowledge in professional settings, to collaborate and solve issues in diverse for-profit, nonprofit, and government settings.

Specializations

Leadership and Organizational Management (p. 281)
Social and Community Services (p. 282)

MS in Human Services, Leadership and Organizational Management

School of Public Service and Education

The master's Leadership and Organizational Management specialization focuses on the human behavior theories, research, and knowledge needed to address demographic and social trends, as well as organizational integration practices within the community. This specialization uses a multidisciplinary approach to decision making and promoting collaboration among various stakeholders within the public service field. Throughout the specialization, learners examine the ways in which research informs the delivery of human services, with particular emphasis on advocacy, legal and ethical issues, and working with culturally diverse populations. These specialization requirements are not designed or intended to meet professional licensure requirements for the counseling, psychology, or social work professions.

Core courses

HMSV5002	Theory and Application in Human Services	4
HMSV5316	The Effective Use of Analytics in Human Services	4
HMSV5320	Ethical Practice in Human Services	4
HMSV5334	Diversity and Inclusion in Human Services	4
HMSV5390	Interpersonal and Leadership Skills for Human Services Professionals	4
HMSV5402	Social Change and Public Policy in Human Services	4
HMSV5993	Human Services Capstone for Master's Learners	4

Specialization courses

HMSV5314	Program Development and Evaluation in Human Services	4
HMSV5340	Leading in For-Profit, Nonprofit, and Government Organizations	4

HMSV5410	Financial Management and Budgeting in Human Service Organizations	4
HMSV5420	Developing Innovative Human Service Organizations	4
HMSV5430	Leading Adaptive Organizational Systems in Human Services	4

Total**At least 48 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

MS in Human Services, Social and Community Services

School of Public Service and Education

The master's Social and Community Services specialization is designed for individuals who are focused on helping individuals and communities in nonprofit, for-profit, or government settings. Throughout the specialization, learners gain the skills they need to manage services, track and identify trends within communities and organizations, evaluate appropriate programs to meet identified needs, and advocate for those they serve. Successful graduates of this specialization are prepared to pursue leadership roles in a variety of diverse work settings. These specialization requirements are not designed or intended to meet professional licensure requirements for the counseling, psychology, or social work professions.

Core courses

HMSV5002	Theory and Application in Human Services	4
HMSV5316	The Effective Use of Analytics in Human Services	4
HMSV5320	Ethical Practice in Human Services	4

HMSV5334	Diversity and Inclusion in Human Services	4
HMSV5390	Interpersonal and Leadership Skills for Human Services Professionals	4
HMSV5402	Social Change and Public Policy in Human Services	4
HMSV5993	Human Services Capstone for Master's Learners	4

Specialization courses†

HMSV5314	Program Development and Evaluation in Human Services	4
HMSV5340	Leading in For-Profit, Nonprofit, and Government Organizations	4
HMSV5990	Human Services Internship	4
	Or	
SHB8478	The Family in Social Context	4

Two Elective Courses

At least 8 quarter credits

Recommended elective courses†:

HMSV5990	Human Services Internship	4
SHB8478	The Family in Social Context	4
SHB8775	Issues in Aging, Grief, and Bereavement	4
	Or	
	Choose any graduate course(s).	

Total**At least 48 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Practicum and/or Internship hours are considered

complete once all program required practicum/internships hours have been successfully achieved. Partial completion of practicum/internship requirements/hours can't be verified for licensure or transfer of credits.

Public Service Leadership Academic Offerings

Department of Social Work (p. 283)

Department of Social Work Academic Offerings

Bachelor of Social Work (BSW)

School of Public Service and Education

In this program, learners are introduced to the foundations of Generalist Social Work Practice including Social Work theory and practice, including the generalist intervention model (engagement, assessment, planning, intervention, termination, and follow-up); the strengths-based perspective and person-in- environment framework; human behavior and development in the social environment; cultural competence and diversity; micro, mezzo, and macro levels of practice; as well as research and policy practice. Throughout the comprehensive curriculum, learners are provided with ongoing opportunities to develop and enhance critical thinking, technological and leadership skills with individuals, families, groups, organizations, and communities.

Practicum/Internship Experience Requirement(s)

Minimum of 400 supervised practicum and internship experience hours. See the Practicum/Internship Experience section below for more information.

General Education Requirements

*Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 253).*

Additional Program Requirements

SWK2002	Introduction to Social Work and Social Welfare	6
SWK2200	History, Policy, and Practice of Social Welfare	6
SWK2208	Introduction to Human Behavior and the Social Environment	6

SWK2400	Introduction to Research in Social Work Practice	6
SWK3200	BSW Practice- Micro	6
SWK3208	Human Behavior and the Social Environment	6
SWK3216	Planning and Social Policy in Human	6
SWK3400	Research in Social Work Practice 2	6
SWK3420	BSW Practice - Mezzo	6
SWK3430	BSW Practice - Macro	6
SWK4020	Technology for Generalist Social Work Practice	6
SWK4600	Generalist Practice Education Practicum 1	6
SWK4602	Generalist Practice Education Practicum 2	6

Elective courses

At least 57 quarter credits

Choose 57 quarter credits of additional undergraduate courses.

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Practicum/Internship

Learners enrolled in the Bachelor of Social Work (BSW) degree program are required to complete a minimum of 400 supervised hours of hands-on practicum/internship experience in an agency setting. The practicum/internship experience portion for this program is the signature pedagogy in social work education.

In the BSW practicum/internship experience, learners blend their courseroom education with real-world experiences to develop generalist practice skills under the leadership and supervision of an experienced professional social worker. This practicum/internship experience provides learners with the opportunity to experience direct practice with individuals, families, groups, and organizations. Additionally, learners engage in an integrated practicum/internship seminar to support their professional development.

Learners use their practicum/internship experiences to help them achieve their program outcomes and 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.

Practicum and/or Internship hours are considered complete once all program required practicum/internships hours have been successfully achieved. Partial completion of practicum/internship requirements/hours can't be verified for licensure or transfer of hours.

Doctor of Social Work (DSW)

School of Public Service and Education

The Doctor of Social Work (DSW) degree program, designed around national social work education

guidelines, focuses on leadership, advanced practitioner skills, and technology. The curriculum emphasizes critical thinking, leadership, advanced practice, and the integration of theoretical knowledge with practical experience. Learners engage in online coursework and conduct either an action research study or program evaluation. Successful graduates of this degree program are prepared to pursue positions as leaders, advanced practitioners, and educators in the social work field. These degree program requirements are not designed or intended to meet professional licensure requirements for the counseling, psychology, or social work professions.

All courses taken in a prescribed sequence.

SWK8010	Advanced Social Work Practice: Integrating Technology and Teaching in Academic and Agency Settings	4
PSL-V8926	Doctoral Project Development - Topic Development	3
PSL-V8927	Doctoral Project Development - Framework Development	3
RSCH7860	Survey of Research Methods	4
RSCH7864	Quantitative Design and Analysis	4
RSCH7868	Qualitative Design and Analysis	4
SWK8015	Advanced Social Work Practice: Theoretical Perspectives	4
SWK8020	Advanced Social Work Practice: Disaster and Crisis Management	4
SWK8025	Leadership and Management in Complex Social Systems	4
SWK8030	Grant Writing and Administration	4
SWK8035	Advanced Social Work Policy and Practice	4
SWK8045	Clinical Theories of Social Work Practice 1	4
SWK8055	Advanced Social Work Practice with Diverse Populations in Complex Systems	4
SWK8065	Clinical Theories of Social Work Practice 2	4

SWK8075	Advanced Social Work Practitioner as a Leader of Social Change	4
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In addition, choose one from the following courses.

PSL8130	Action Research for Public Service Leadership	4
PSL8140	Program Evaluation for Public Service Leadership	4

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
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Total

At least 71 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Master of Social Work (MSW)- Advanced Standing

School of Public Service and Education

The Master of Social Work (MSW)-Advanced Standing degree program provides learners who have a bachelor's degree in social work from a Council on Social Work Education (CSWE)-accredited program with the opportunity to advance their social work practice skills with individuals, families, groups, organizations, and communities. Learners develop and apply advanced generalist practice and leadership skills in engagement, assessment, intervention, and evaluation from a strengths perspective grounded in social work values and ethics, social justice, human rights, cultural competence, policy practice, the integration of technology, and evidence-based practice through the integration of the Educational Policy and Accreditation Standards from the CSWE. To enhance and reinforce the demonstration of micro, mezzo, and macro specialized advanced generalist practice skills,

learners engage in face-to-face learning experiences. Upon successful completion of the generalist curriculum, learners further develop their specialized, advanced generalist practice skills by selecting electives in the areas of clinical practice, leadership and supervision, or human services.

Practicum/Internship Experience Requirement(s)

Minimum of 600 supervised internship experience hours. See the Practicum/Internship Experience section below for more information.

Additional Program Requirements

SWK5012	Cultural Competence and Social Work Practice with Diverse Populations	4
SWK5013	Mental Health Practice and Advanced Interventions: Theory and Practice	4
SWK5014	Advanced Generalist Social Work Practice	4
SWK5015	Advanced Statistics, Research, and Program Evaluation	4
SWK5016	Integrative Technology in Advanced Social Work Practice	4
SWK5017	Clinical Supervision and Leadership in Social Work Practice	4
SWK5018	Systems Analysis of Social Work Practice: Theories, Skills, Values, and Professional Practice	4
SWK5525	Advanced Internship Seminar/Lab	4
SWK5526	Advanced Internship Practicum 1	4
SWK5527	Advanced Internship Practicum 2	4
SWK5528	Advanced Internship Practicum 3	4

Two Elective Courses

At least 8 quarter credits

Recommended elective courses:

SWK5800	Advanced Clinical Social Work Practice with Children and Youth	4
	And	

SWK5801	Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Children and Youth	4
	Or	
SWK5802	Advanced Clinical Social Work Practice with Adults	4
	And	
SWK5803	Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Adults	4
	Or	
SWK5804	Innovative Leadership and Supervision in Social Work Practice	4
	And	
SWK5805	Managing Social Work Practice in the 21st Century	4

Or

Choose from a select list of graduate courses[†] related to social work within the fields of psychology (PSY), counseling (COUN, PLAY, SHB), human services (HMSV), health care (MHA, MPH, NHS), public administration (PUAD), education (ED), or related area as approved by the academic program director.

Total

At least 52 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners are encouraged to contact their academic advisors for additional details.

Capella University cannot guarantee eligibility for 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 professional licensure disclosures for this program on [Capella's](#)

[website](#).

Practicum/Internship Experience

Learners enrolled in the Master of Social Work (MSW)-Advanced Standing degree program are required to complete a minimum of 600 supervised hours of hands-on internship experience in an agency setting that is specific to the learner's area of interest. The practicum/internship experience portion for this program is the signature pedagogy in social work education.

In the MSW-Advanced Standing practicum/internship experience, learners integrate theory, practice, and intellectual contributions from their courseroom activities to develop advanced generalist practice skills under the leadership and supervision of an experienced professional social worker. This practicum/internship experience provides learners with the opportunity to participate in advanced practice with individuals, families, groups, and organizations. Additionally, learners engage in an advanced integrated practicum/internship seminar to support their advanced generalist practice development.

Learners use their practicum/internship experiences to help them achieve their program outcomes and advanced generalist practice skills under the leadership and supervision of an experienced professional social worker. This practicum/internship experience provides learners with the opportunity to experience direct practice with individuals, families, groups, and organizations. Additionally, learners engage in an integrated practicum/internship seminar to support their professional development.

Practicum and/or Internship hours are considered complete once all program required practicum/internships hours have been successfully achieved. Partial completion of practicum/internship requirements/hours can't be verified for licensure or transfer of hours.

Master of Social Work (MSW)

School of Public Service and Education

The Master of Social Work (MSW) degree program is designed to equip a diverse population with the knowledge and skills to pursue specialized advanced generalist social work practice as administrators, social work practitioners, supervisors, and leaders in their respective communities. The curriculum includes online coursework and face-to-face learning

experiences and emphasizes social work practice skills that promote personal growth and competence in ethics, values, diversity, ecological perspectives, cultural competence, technology, and leadership in 21st-century specialized advanced generalist social work practice. Learners who have a bachelor's degree from a Council on Social Work Education (CSWE)-accredited program or those who have a bachelor's, master's, or doctoral degree may pursue Capella's MSW.

Practicum/Internship Experience Requirement(s)

Minimum of 1,000 supervised practicum and internship experience hours. See the Practicum/Internship Experience section below for more information.

Additional Program Requirements

SWK5001	Research in Social Work Practice	4
SWK5002	Social Welfare History, Policy, and Practice	4
SWK5003	Human Behavior and the Social Environment 1	4
SWK5004	Micro Social Work Practice	4
SWK5005	Human Behavior and the Social Environment 2	4
SWK5006	Social Policy and Planning in Human Services	4
SWK5007	Mezzo Social Work Practice	4
SWK5008	Macro Social Work Practice with Groups, Organizations, and Communities	4
SWK5012	Cultural Competence and Social Work Practice with Diverse Populations	4
SWK5013	Mental Health Practice and Advanced Interventions: Theory and Practice	4
SWK5014	Advanced Generalist Social Work Practice	4
SWK5015	Advanced Statistics, Research, and Program Evaluation	4
SWK5016	Integrative Technology in Advanced Social Work Practice	4
SWK5017	Clinical Supervision and Leadership in Social Work Practice	4

SWK5018	Systems Analysis of Social Work Practice: Theories, Skills, Values, and Professional Practice	4
SWK5025	Foundation Practicum 1	4
SWK5026	Foundation Practicum 2	4
SWK5526	Advanced Internship Practicum 1	4
SWK5527	Advanced Internship Practicum 2	4
SWK5528	Advanced Internship Practicum 3	4

Two Elective Courses

At least 8 quarter credits

Recommended elective courses:

SWK5800	Advanced Clinical Social Work Practice with Children and Youth	4
	And	
SWK5801	Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Children and Youth	4
	Or	
SWK5802	Advanced Clinical Social Work Practice with Adults	4
	And	
SWK5803	Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Adults	4
	Or	
SWK5804	Innovative Leadership and Supervision in Social Work Practice	4
	And	
SWK5805	Managing Social Work Practice in the 21st Century	4

Or

Choose from a select list of graduate courses[†] related to social work within the fields of psychology (PSY), counseling (COUN, PLAY, SHB), human services (HMSV), health care (MHA, MPH, NHS), public administration (PUAD), education (ED), or related area as approved by the academic program director.

Total

At least 88 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners are encouraged to contact their academic advisors for additional details.

Capella University cannot guarantee eligibility for 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 professional licensure disclosures for this program on [Capella's website](#).

Practicum/Internship

Learners enrolled in the Master of Social Work (MSW) degree program are required to complete a minimum of 1,000 supervised hours of hands-on practicum/internship experience in an agency setting. The practicum/internship experience portion for this program is the signature pedagogy in social work

education.

In the MSW practicum/internship experience, learners blend their courseroom education with real-world experiences to develop generalist practice skills under the leadership and supervision of an experienced professional social worker. This practicum/internship experience provides learners with the opportunity to experience direct practice with individuals, families, groups, and organizations. Additionally, learners engage in an integrated practicum/internship seminar to support their professional development.

Learners use their practicum/internship experiences to help them achieve their program outcomes and advanced generalist practice skills under the leadership and supervision of an experienced professional social worker. This practicum/internship experience provides learners with the opportunity to experience direct practice with individuals, families, groups, and organizations. Additionally, learners engage in an integrated practicum/internship seminar to support their professional development.

Practicum and/or Internship hours are considered complete once all program required practicum/internships hours have been successfully achieved. Partial completion of practicum/internship requirements/hours can't be verified for licensure or transfer of hours.

School of Social and Behavioral Sciences

Undergraduate-Social and Behavioral Sciences Academic Offerings

Department of Psychology		
Degree Program	Specializations	Honors Pathway
Bachelor of Science (BS) in Psychology	General Psychology	✓
	General Psychology, FlexPath option	
	Applied Behavior Analysis	✓
Bachelor of Science (BS) in Psychology Pre-Counseling		✓

Graduate-Social and Behavioral Sciences Academic Offerings

Department of Counseling and Family Therapy		
Degree Programs	Specializations	Certificate Programs
Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior	General Advanced Studies in Human Behavior	
Doctor of Philosophy (PhD) in Counselor Education and Supervision		
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	General School Counseling	
	Addiction Treatment and Recovery	
	Child and Adolescent 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 Play Therapy
		Graduate Certificate in Systemic Couple and Family Therapy

Department of Psychology			
Degree Programs	Specializations	Certificate Programs	Multiple Specializations (must be within the same degree program)
Doctor of Philosophy (PhD) in Behavior Analysis			
Doctor of Philosophy (PhD) in Psychology	General Psychology		
	Developmental Psychology		
	Educational Psychology		
	Industrial/Organizational Psychology		
Doctor of Psychology (PsyD) in Clinical Psychology			
Doctor of Psychology (PsyD) in School Psychology			
Education Specialist (EdS) in School Psychology			
Master of Science (MS) in Applied Behavior Analysis	Autism Spectrum Disorder		✓
	Behavior Analysis in Education		✓
	Organizational Behavior Management		✓
Master of Science (MS) in Clinical Psychology	Applied Research		✓
	Clinical Counseling		✓
	Forensic		✓
Master of Science (MS) in Psychology	General Psychology		✓
	General Psychology, FlexPath option		
	Child and Adolescent Development		✓
	Child and Adolescent Development, FlexPath option		
	Educational Psychology		✓
	Educational Psychology, FlexPath option		
	Industrial/Organizational Psychology		✓
	Industrial/Organizational Psychology, FlexPath option		
	Sport Psychology		✓
	Sport Psychology, FlexPath option		
Master of Science (MS) in School Psychology			

Department of Psychology			
Degree Programs	Specializations	Certificate Programs	Multiple Specializations <i>(must be within the same degree program)</i>
		Graduate Certificate in Applied Behavior Analysis	

A Message from the Dean of Social and Behavioral Sciences



Joshua Stanley, EdD, NCC, ACS
Dean of Social and Behavioral Sciences

It is a distinct privilege to welcome you to the School of Social and Behavioral Sciences! We are a unique school that brings the study of psychology and human behavior together with the training of behavioral health professionals across a number of disciplines. Our faculty and learners work collaboratively to foster mental health, resilience, and wellness for individuals, families, schools, organizations, and communities facing today's complex social issues. Using Capella's competency-based curriculum design, the faculty focus on assessing learners on the

knowledge and skills needed to be successful in a competitive job market.

Our school consists of two departments. The Department of Counseling and Family Therapy includes accredited or externally aligned clinical graduate programs designed to prepare learners with the education and clinical training needed to serve diverse clients and communities in a variety of clinical settings. The Department of Psychology includes doctoral, master's, bachelor's, and certificate programs that provide education in the science and practice of psychology to prepare learners for employment in a wide variety of occupational settings.

As a learner in the School of Social and Behavioral Sciences, you are part of our family of passionate, dedicated professionals who are deeply invested in the disciplines we represent. It is our privilege to invest together in your educational journey, empowering you to have meaningful, lasting impacts on the future communities you will serve.

Joshua Stanley, EdD, NCC, ACS
Dean of Social and Behavioral Sciences

School Mission Statement

The School of Social and Behavioral Sciences provides innovative, learner-centered education that is competency-based, rigorous, relevant, and transformative. Our programs prepare graduates to be agents of systemic change in a diverse, complex, and ever-evolving society.

Visit the School of Social and Behavioral Sciences **tuition and fees** (p. 122) and **admission component** (p. 44) pages for more information.

Department of Counseling and Family Therapy Academic Offerings

Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior

School of Social and Behavioral Sciences

The Doctor of Philosophy in Advanced Studies in Human Behavior degree program is designed for learners pursuing advanced educational, consultative, or leadership roles in institutional, public, or private settings. Learners engage in a curriculum that emphasizes advanced research and interdisciplinary leadership theory, program development and evaluation, and social influences on the field of human behavior. This degree program is not designed to meet licensure requirements for the counseling, psychology, or social work professions.

Specialization

General Advanced Studies in Human Behavior (p. 294)

PhD in Advanced Studies in Human Behavior, General Advanced Studies in Human Behavior

School of Social and Behavioral Sciences

The PhD General Advanced Studies in Human Behavior specialization is designed for learners pursuing advanced educational, consultative, or leadership roles in institutional, public, or private settings. Throughout the specialization, learners develop breadth and depth of knowledge in contemporary issues in human behavior, including issues specific to children and adolescents, families, eating disturbances, addictive behaviors, and aging and grief. Learners also focus on the significance of ethics in working with diverse populations in social and behavioral settings. This specialization is not designed to meet licensure or certification requirements in the area of applied behavioral analysis, or for the counseling, psychology, or social work professions.

SHB8002	Advanced Research in Adult Human Development and Behavior	4
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RSCH7860	Survey of Research Methods	4
RSCH7864	Quantitative Design and Analysis	4
RSCH7868	Qualitative Design and Analysis	4
SHB8101	Interdisciplinary Leadership in Social and Behavioral Sciences	4
SHB8110	Families, Disability and Diversity	4
SHB8315	Advanced Program Design and Evaluation	4
SHB8331	Advanced Child and Adolescent Studies	4
SHB8441	Advanced Ethics and Leadership in Studies in Human Behavior	4
SHB8478	The Family in Social Context	4
SHB8551	Advanced Contemporary Issues in Studies in Human Behavior	4
SHB8661	Risk and Resiliency in Diverse Populations	4
SHB8775	Issues in Aging, Grief, and Bereavement	4
SHB8811	Addictions: Diversity, Paradigms and Social Policy	4
DRS-V8925	Doctoral Project Development - Topic Ideation	3
DRS-V8926	Doctoral Project Development - Topic Development	3
DRS-V8927	Doctoral Project Development - Framework Development	3

Upon completion of all required coursework

SHB9919	Doctoral Comprehensive Examination	3
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Learners must register for SHB9960 a minimum of four times to fulfill their specialization requirements.

SHB9960	Dissertation Courseroom	3
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Three Elective Courses
At least 12 quarter credits
Choose any graduate courses.

Total

At least 92 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Doctor of Philosophy (PhD) in Counselor Education and Supervision

School of Social and Behavioral Sciences

The CACREP-accredited Doctor of Philosophy (PhD) in Counselor Education and Supervision degree program is designed for counseling and therapy professionals seeking to advance their careers within the counseling profession or gain leadership positions in academic, clinical, and consultative settings. Learners develop expertise in independent research, graduate-level instruction, clinical supervision, and advanced clinical practice. Successful graduates of this degree program are prepared to pursue positions as counselor educators, supervisors, researchers, and advanced practitioners in academic and clinical settings. These degree program requirements are not designed or intended to meet professional licensure requirements for the counseling or psychology professions.

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 CES8785.

Practicum/Internship Experience Requirement(s)

Minimum of 100 practicum hours and 600 internship hours. See the Practicum/Internship Experience section, below, for more information.

Additional Program Requirements

CES8001	Orientation to Doctoral Studies in Counselor Education	4
CES8130	Advanced Scholarly Inquiry	4
CES8140	Research Theory and Philosophy	4
CES8150	Research Design	4
CES8160	Qualitative Research Methods	4
CES8170	Quantitative Research Methods	4
CES8746	Program Evaluation in Counselor Education and Supervision	4
CES8760	Advanced Counseling Practice	4
CES8768	Counselor Education Teaching and Practice	4
CES8772	Counselor Supervision	4
CES8776	Leadership and Advocacy in Counseling	4
CES9100	Research and Scholarship	4

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.

CES8780	Counselor Education and Supervision Practicum	4
CES8784	Counselor Education and Supervision Internship 1	4
CES8785	Counselor Education and Supervision Internship 2	4

Learners must register for CES9600 a minimum of three times to fulfill their program requirements.

CES9600	Counselor Education and Supervision Dissertation	4
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Total

At least 72 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Practicum/Internship Experience

Learners enrolled in the Doctor of Philosophy in Counselor Education and Supervision degree program complete professional practice courses as a requirement of their program. The practicum and internship experiences consist of the following online courses and supervised laboratory practice/client interactions:

The practicum (**CES8780**) is an online course that requires a 100-hour clinical experience. Learners apply the skills developed throughout the course of the program in a counselor education and supervision setting where the practicum is completed.

The internships (**CES8784 and CES8785**) are two online courses that require 600 total hours of hands-on site-based learning experience in teaching, research, supervision, and leadership and advocacy. The internships represent a significant time of learning and applying clinical supervisory/teaching proficiencies that are critical to the provision of counselor education, supervision, and advanced clinical practice.

Learners should consult the [Counselor Education and Supervision PhD Learner Handbook](#) for details about the practicum/internship experience.

Master of Science (MS) in Clinical Mental Health Counseling

School of Social and Behavioral Sciences

Learners in the MS in Clinical Mental Health Counseling degree program who are seeking a professional counselor license in North Carolina must complete at least one 5-quarter-credit practicum course in order to satisfy that state's requirements. Capella University has designed COUN6301 to fulfill the program requirements for these learners or learners from other states who may need a 5-quarter-credit practicum course.

Learners in the MS in Clinical Mental Health Counseling degree program who need to enhance their knowledge in the area of psychopharmacology for licensure purposes may register for COUN5268. This course is in addition to the program requirements.

The CACREP-accredited Master of Science in Clinical Mental Health Counseling degree program is designed to prepare learners to serve as clinical mental health counselors for a diverse population of clients in various therapeutic settings. The program seeks to deliver its curriculum through a dynamic, interactive, and collaborative learning environment and provides learners with a strong theoretical foundation in the field of mental health counseling and knowledge and skills in associated areas of wellness theory and research, relationship building, assessment and treatment, cultural competence, and ethical practice.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the Clinical Mental Health Counseling degree program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems

that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s)

Two four-and-a-half-day residencies. See university policy [3.04.05 Attendance at Residencies](#), the [Residencies](#) page on Campus, and the Residency section, below, for more information. Also see each graduate school's residency courses.

Practicum/Internship Requirement(s)

Minimum of 100 practicum hours and 600 internship hours. See the Practicum/Internship Experience section, below, for more information.

Additional Program Requirements

Core courses

COUN5002	Lifespan Development for the Counseling Professions	4
COUN5007	Research Methods for the Counseling Professions	4
COUN5106	Assessment, Tests, and Measures	4
COUN5107	Principles of Psychopathology and Diagnosis	4
COUN5108	Foundations of Addiction and Addictive Behavior	4
COUN5217	Ethical and Legal Issues in Professional Counseling	4
COUN5223	Introduction to Clinical Mental Health Counseling	4
COUN5225	Human Sexuality	4
COUN5238	Crisis Assessment and Intervention	4
COUN5239	Theories of the Counseling Profession	4
COUN5241	Group Counseling and Psychotherapy	4
COUN5254	Child and Adolescent Counseling	4
COUN5271	Marriage and Family Systems	4
COUN5279	Life Planning and Career Development	4
COUN5336	Counseling and Advocacy with Diverse Populations	4

COUN5830	Mental Health Counseling Approaches and Interventions	4
COUN6965	Applied Research and Program Evaluation in Mental Health Counseling	4

All academic courses listed below include specific residency or clinical experiences.

Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

COUN-R5861	The Counseling Relationship: Concepts and Skills	4
COUN-R5863	The Advanced Counseling Relationship: Concepts, Skills, and Approaches	4
COUN6302	Mental Health Counseling Clinical Practicum	4
COUN6321	Mental Health Counseling Clinical Internship 1	5
COUN6322	Mental Health Counseling Clinical Internship 2	5

Total

At least 90 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Capella University cannot guarantee eligibility for 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. State licensing boards review each applicant's completed education, exam scores, supervised experience, criminal history, and application materials at the time of license application to determine eligibility. For more information, see the professional licensure disclosures for this program on [Capella's website](#).

Residency

The residency requirement for the Master of Science in Clinical Mental Health Counseling degree program is satisfied by the completion of two online courses, each consisting of a four-and-a-half-day residency (**COUN-R5861** and **COUN-R5863**).

Learners must have completed the residency requirement prior to starting their practicum (**COUN6302**) or final integrative project (**COUN6965**). Each residency experience for the Master of Science in Clinical Mental Health Counseling degree program requires learners to receive a minimum of 40 total hours of training and practice in the areas of counseling theory and intervention, assessment, multicultural issues, legal and ethical issues, group counseling, and advanced counseling/therapy. Through the counseling residencies, learners gain a stronger sense of academic community by networking and discussing concepts and issues in the field of professional counseling. This experience provides a learning environment that fosters the application of critical thinking and integrated knowledge to professional issues.

Practicum/Internship Experience

Learners enrolled in the Master of Science in Clinical Mental Health Counseling degree program complete supervised onsite counseling experiences as a requirement of their program. The practicum and internship experiences consist of the following online courses and supervised site-based learning:

The practicum (**COUN6302**) is an online course that requires completion of 100 hours of supervised counseling experience performed at an approved site. Learners apply the skills developed throughout the course of their program while working in a school, clinic, agency, or other setting that provides counseling services.

The internships (**COUN6321** and **COUN6322**) are two online courses that require 600 total hours of experience completed under supervision at an approved site. Learners may register for a third or fourth internship course (**COUN6333** and **COUN6334**) should they need additional time or need to meet additional requirements for state licensure. The internships include a more intensive experience at the approved site where learners continue to demonstrate the counseling competencies and proficiencies required in their program.

Learners should consult the [Counselor Education MS Clinical Mental Health Counseling Learner Handbook](#) for a full description of the site-based learning experience and all practicum and internship requirements.

Master of Science (MS) in Marriage and Family Therapy

School of Social and Behavioral Sciences

Learners in the MS in Marriage and Family Therapy specialization who need to enhance their knowledge in the area of psychopharmacology for licensure purposes may register for PSY7330 or COUN5268. This course is in addition to the specialization requirements.

The COAMFTE-accredited Master of Science in Marriage and Family Therapy degree program is designed to prepare learners to serve as marriage and family therapists for a diverse population of clients in various therapeutic settings. Learners interact with the curriculum through a dynamic and collaborative learning environment. In the program, learners gain and demonstrate knowledge in systemic case conceptualization and theories, family developmental dynamics, and clinical training designed to instill high standards for professional practice based on the American Association for Marriage and Family Therapy (AAMFT) code of ethical standards and sensitivity to the complex family systems needs of a multicultural and ethnically diverse society. The primary goal of this program is for learners to develop the ability to apply systems-based theory to clinical services, as well as integrate wellness approaches and relevant research through assessment and intervention with individuals, groups, couples, and families.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the American Association for Marriage and Family Therapy (AAMFT). The faculty, clinical supervisors, and administrators within the Marriage and Family Therapy degree program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the personal suitability, emotional maturity and stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not

limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and clinical supervisors are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s)

Two four-and-a-half-day residencies. See university policy [3.04.05 Attendance at Residencies](#), the [Residencies](#) page on Campus, and the Residency section, below, for more information. Also see each graduate school's residency courses.

Practicum/Internship Experience Requirement(s)

Minimum of 300 internship hours. See the Practicum/Internship Experience section, below, for more information.

Additional Program Requirements

MFT5008	Foundations of Couple and Family Therapy	4
MFT5106	Assessment, Tests, and Measures for Marriage and Family Therapy Practice	4
MFT5107	Psychopathology: Diagnosis and Treatment of Behavior Disorders	4
MFT5108	Impact of Addiction and Addictive Behavior on Family Systems	4
MFT5222	Professional Ethics in Marriage and Family Therapy	4
MFT5232	Systemic Approaches to Gender and Sexuality	4
MFT5270	Systemic Family Therapy Theory and Practice 1	4
MFT5271	Working with Families Across the Lifespan	4
MFT5273	Couple and Marital Therapy	4
MFT5275	Utilizing Systemic Approaches: Infancy Through Adolescence	4
MFT5336	Diversity and Social Justice in Systemic Family Therapy	4
MFT5820	Systemic Family Therapy	4

	Theory and Practice 2	
MFT5822	Systemic and Group Interventions for Grief, Loss, and Trauma	4
MFT5876	Research Methods in Marriage and Family Therapy	4

All academic courses listed below include specific residency or clinical experiences.

Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

MFT-R5821	Advanced Marriage and Family Therapy Theory and Pre-Clinical Practice: Residency Track 1	4
MFT-R5823	Advanced Marriage and Family Therapy Theory and Pre-Clinical Practice: Residency Track 2	4
MFT6231	Marriage and Family Therapy Clinical Internship 1	2
MFT6232	Marriage and Family Therapy Clinical Internship 2	2
MFT6233	Marriage and Family Therapy Clinical Internship 3	2
MFT6234	Marriage and Family Therapy Clinical Internship 4	2

Total

At least 72 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Capella University cannot guarantee eligibility for 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. State licensing boards review each applicant's completed education, exam scores, supervised experience, criminal history, and application materials at the time of license application to determine eligibility. For more information, see the professional licensure disclosures for this program on [Capella's website](#).

Residency

The residency requirement for the Master of Science in Marriage and Family Therapy degree program is satisfied by the completion of two online courses, each consisting of three full-day and two half-day experiences (**MFT-R5821 and MFT-R5823**). Learners must have completed the residency requirement prior to starting their site-based learning experience. Each residency experience for the Master of Science in Marriage and Family Therapy degree program requires learners to practice in the areas of systemic theories and intervention, assessment, multicultural issues, legal and ethical issues, and advanced therapy. Through the pre-clinical residencies, learners gain a stronger sense of academic community by networking and discussing concepts and issues in the field of professional marriage and family therapy. This experience provides a learning environment that fosters the application of critical thinking and integrated knowledge to professional issues.

Practicum/Internship Experience

Learners enrolled in the Master of Science in Marriage and Family Therapy degree program complete supervised clinical internship experiences in their community as a requirement of their program.

The internship courses (**MFT6231, MFT6232, MFT6233, MFT6234**) require completion of 300 direct client contact hours across the four courses, with 100 or more of those hours being relational. The site-based learning experience is a supervised clinical experience performed at an approved internship site. Learners apply the skills developed throughout the course of their program while working in a clinic, agency, or other settings that provides couple and family services. Learners may register for additional internship courses should they need additional time or have a need to meet additional requirements for state licensure. In the degree program's capstone exam, which learners take during internship course MFT6233, learners must pass a 200-question, multiple choice, practice, national licensing exam. Study resources for the capstone are available

throughout the internship courses.

Learners should consult the [Marriage and Family Therapy Program Handbook](#) for a full description of the internship experience and all site-based learning requirements.

Master of Science (MS) in School Counseling

School of Social and Behavioral Sciences

The CACREP-accredited Master of Science in School Counseling degree program is designed to prepare learners to pursue 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.

Specializations

General School Counseling (p. 300)
Addiction Treatment and Recovery (p. 302)
Child and Adolescent Counseling (p. 304)

MS in School Counseling, General School Counseling

The General School Counseling specialization is designed for graduate program counseling learners who want to take advantage of maximum flexibility in choosing their additive course content. Learners can select any four courses within the MS Counseling programs, including PLAY-prefixed courses, to create their General School Counseling Specialization within the MS in School Counseling program.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) and the American School Counselor Association (ASCA) related to professional counseling programs in that the faculty, training staff, supervisors, and

administrators within the General School Counseling specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s)

Two four-and-a-half-day residencies. See university policy [3.04.05 Attendance at Residencies](#), the [Residencies](#) page on Campus, and the Residency section, below, for more information. Also see each graduate school's residency courses.

Practicum/Internship Experience Requirement(s)

Minimum of 100 practicum hours and 600 internship hours. See the Practicum/Internship Experience section, below, for more information.

Additional Program Requirements

Core courses

COUN5002	Lifespan Development for the Counseling Professions	4
COUN5007	Research Methods for the Counseling Professions	4
COUN5106	Assessment, Tests, and Measures	4
COUN5217	Ethical and Legal Issues in Professional Counseling	4
COUN5238	Crisis Assessment and Intervention	4
COUN5239	Theories of the Counseling Profession	4
COUN5241	Group Counseling and Psychotherapy	4
COUN5279	Life Planning and Career	4

COUN5280	Introduction to School Counseling	4
COUN5284	School Counseling Program Development and Evaluation	4
COUN5336	Counseling and Advocacy with Diverse Populations	4
COUN5420	Child and Adolescent Psychopathology	4
COUN5422	Counseling for College and Career Readiness	4

All academic courses listed below include specific residency or clinical experiences. Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

COUN-R5861	The Counseling Relationship: Concepts and Skills	4
COUN-R5863	The Advanced Counseling Relationship: Concepts, Skills, and Approaches	4
COUN6102	School Counseling Practicum	4
COUN6121	Internship for School Counseling 1	5
COUN6122	Internship for School Counseling Internship 2	5

Four Elective Courses

At least 16 quarter credits

Choose any graduate counseling (COUN, PLAY) course(s).

Total

At least 90 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Capella University cannot guarantee eligibility for 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. State licensing boards review each applicant's completed education, exam scores, supervised experience, criminal history, and application materials at the time of license application to determine eligibility. For more information, see the professional licensure disclosures for this program on [Capella's website](#). Contact your school district for a determination on qualifications for salary advancement.

Arkansas and Kentucky residents are not eligible to enroll in this degree program.

Residency

The residency requirement for the Master of Science in School Counseling degree program is satisfied by the completion of two residency tracks, each consisting of an online courseroom and a four-and-a-half-day residency (**COUN-R5861 and COUN-R5863**). Learners must have completed the residency requirement prior to starting their practicum (**COUN6102**). Each residency experience for the Master of Science in School Counseling degree program requires learners to receive a minimum of 40 total hours of training and practice in the areas of counseling skills, intervention, assessment, diversity, culture, and ethics.

Practicum/Internship Experience

Learners enrolled in the Master of School Counseling degree program complete supervised onsite counseling experiences as a requirement of their program. The practicum and internship experiences consist of the following online courses and supervised site-based learning:

The practicum (**COUN6102**) is an online course that requires completion of 100 hours of supervised counseling experience performed at an approved site. Learners apply the skills developed throughout the course of their program while working in a school, clinic, agency, or other setting that provides counseling services.

The internships (**COUN6121 and COUN6122**) 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.

MS in School Counseling, Addiction Treatment and Recovery

The Addiction Treatment and Recovery Specialization is designed for graduate program counseling learners who want to increase their knowledge of substance abuse, addiction, and compulsive behaviors. Learners will expand their knowledge of addiction theory and treatment and intervention for individuals and groups. The curriculum also emphasizes developmental and multicultural considerations and ethical and legal issues associated with providing treatment/interventions for diverse populations.

Learners complete two foundational addiction courses and choose two out of three other courses specific to work with addiction and recovery. This specialization is available to MS in School Counseling learners and is completed as part of an entry level CACREP-accredited program curriculum.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) and the American School Counselor Association (ASCA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the General School Counseling specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems

that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s)

Two four-and-a-half-day residencies. See university policy [3.04.05 Attendance at Residencies](#), the [Residencies](#) page on Campus, and the Residency section, below, for more information. Also see each graduate school's residency courses.

Practicum/Internship Experience Requirement(s)

Minimum of 100 practicum hours and 600 internship hours. See the Practicum/Internship Experience section, below, for more information.

Additional Program Requirements

Core courses

COUN5002	Lifespan Development for the Counseling Professions	4
COUN5007	Research Methods for the Counseling Professions	4
COUN5106	Assessment, Tests, and Measures	4
COUN5217	Ethical and Legal Issues in Professional Counseling	4
COUN5238	Crisis Assessment and Intervention	4
COUN5239	Theories of the Counseling Profession	4
COUN5241	Group Counseling and Psychotherapy	4
COUN5279	Life Planning and Career Development	4
COUN5280	Introduction to School Counseling	4
COUN5284	School Counseling Program Development and Evaluation	4
COUN5336	Counseling and Advocacy with Diverse Populations	4
COUN5420	Child and Adolescent Psychopathology	4
COUN5422	Counseling for College and Career Readiness	4

All academic courses listed below include specific residency or clinical experiences. Learners must complete

prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

COUN-R5861	The Counseling Relationship: Concepts and Skills	4
COUN-R5863	The Advanced Counseling Relationship: Concepts, Skills, and Approaches	4
COUN6102	School Counseling Practicum	4
COUN6121	Internship for School Counseling 1	5
COUN6122	Internship for School Counseling Internship 2	5

Specialization courses

COUN5260	Theories of Addiction Treatment	4
COUN5261	Interventions for Substance-Related and Addictive Disorders	4

In addition, choose two of the following courses.

COUN5258	Group Therapy and the Treatment of Substance-Related and Addictive Behavior	4
COUN5266	Family Systems and Psychoeducation in Addiction	4
COUN5268	Psychopharmacology and Medication Management	4

Total

At least 90 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Capella University cannot guarantee eligibility for 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. State licensing boards review each applicant's completed education, exam scores, supervised experience, criminal history, and application materials at the time of license application to determine eligibility. For more information, see the professional licensure disclosures for this program on [Capella's website](#). Contact your school district for a determination on qualifications for salary advancement.

Arkansas and Kentucky residents are not eligible to enroll in this degree program.

Residency

The residency requirement for the Master of Science in School Counseling degree program is satisfied by the completion of two residency tracks, each consisting of an online courseroom and a four-and-a-half-day residency (**COUN-R5861 and COUN-R5863**). Learners must have completed the residency requirement prior to starting their practicum (**COUN6102**). Each residency experience for the Master of Science in School Counseling degree program requires learners to receive a minimum of 40 total hours of training and practice in the areas of counseling skills, intervention, assessment, diversity, culture, and ethics.

Practicum/Internship Experience

Learners enrolled in the Master of School Counseling degree program complete supervised onsite counseling experiences as a requirement of their program. The practicum and internship experiences consist of the following online courses and supervised site-based learning:

The practicum (**COUN6102**) is an online course that requires completion of 100 hours of supervised counseling experience performed at an approved site. Learners apply the skills developed throughout the course of their program while working in a school, clinic, agency, or other setting that provides counseling services.

The internships (**COUN6121 and COUN6122**) 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.

MS in School Counseling, Child and Adolescent Counseling

The Child and Adolescent specialization is designed for graduate program counseling learners who want to expand their knowledge, theory and best practices necessary to support the social emotional growth and development of children and adolescents. Learners will gain more extensive knowledge of developmentally appropriate interventions related to play therapy, family therapy and treatment and intervention planning for typical childhood and adolescent disorders. The curriculum also emphasizes developmental and multicultural considerations and ethical and legal issues associated with providing therapy for diverse child and adolescent populations.

Learners complete two foundational play therapy classes and choose two out of three other courses specific to work with child and adolescent populations. This specialization is available to MS in School Counseling learners and is completed as part of an entry level CACREP-accredited program curriculum.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) and the American School Counselor Association (ASCA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the General School Counseling specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and

professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s)

Two four-and-a-half-day residencies. See university policy [3.04.05 Attendance at Residencies](#), the [Residencies](#) page on Campus, and the Residency section, below, for more information. Also see each graduate school's residency courses.

Practicum/Internship Experience Requirement(s)

Minimum of 100 practicum hours and 600 internship hours. See the Practicum/Internship Experience section, below, for more information.

Additional Program Requirements

Core courses

COUN5002	Lifespan Development for the Counseling Professions	4
COUN5007	Research Methods for the Counseling Professions	4
COUN5106	Assessment, Tests, and Measures	4
COUN5217	Ethical and Legal Issues in Professional Counseling	4
COUN5238	Crisis Assessment and Intervention	4
COUN5239	Theories of the Counseling Profession	4
COUN5241	Group Counseling and Psychotherapy	4
COUN5279	Life Planning and Career Development	4
COUN5280	Introduction to School Counseling	4
COUN5284	School Counseling Program Development and Evaluation	4
COUN5336	Counseling and Advocacy with Diverse Populations	4
COUN5420	Child and Adolescent Psychopathology	4
COUN5422	Counseling for College and Career Readiness	4

All academic courses listed below include specific residency or clinical experiences. Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

COUN-R5861	The Counseling Relationship: Concepts and Skills	4
COUN-R5863	The Advanced Counseling Relationship: Concepts, Skills, and Approaches	4
COUN6102	School Counseling Practicum	4
COUN6121	Internship for School Counseling 1	5
COUN6122	Internship for School Counseling Internship 2	5

Specialization courses

PLAY6203	The History and Systems of Play Therapy	4
PLAY6206	Theories and Skills of Play Therapy	4
COUN5254	Child and Adolescent Counseling	4
COUN5271	Marriage and Family Systems	4

Total

At least 90 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Capella University cannot guarantee eligibility for 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. State licensing boards review each applicant's completed education, exam scores, supervised experience, criminal history, and application materials.

at the time of license application to determine eligibility. For more information, see the professional licensure disclosures for this program on [Capella's website](#). Contact your school district for a determination on qualifications for salary advancement.

Arkansas and Kentucky residents are not eligible to enroll in this degree program.

Residency

The residency requirement for the Master of Science in School Counseling degree program is satisfied by the completion of two residency tracks, each consisting of an online courseroom and a four-and-a-half-day residency (**COUN-R5861 and COUN-R5863**). Learners must have completed the residency requirement prior to starting their practicum (**COUN6102**). Each residency experience for the Master of Science in School Counseling degree program requires learners to receive a minimum of 40 total hours of training and practice in the areas of counseling skills, intervention, assessment, diversity, culture, and ethics.

Practicum/Internship Experience

Learners enrolled in the Master of School Counseling degree program complete supervised onsite counseling experiences as a requirement of their program. The practicum and internship experiences consist of the following online courses and supervised site-based learning:

The practicum (**COUN6102**) is an online course that requires completion of 100 hours of supervised counseling experience performed at an approved site. Learners apply the skills developed throughout the course of their program while working in a school, clinic, agency, or other setting that provides counseling services.

The internships (**COUN6121 and COUN6122**) 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 Graduate Certificate

School of Social and Behavioral Sciences

The Contemporary Theory in Addictive Behavior graduate certificate is designed for professionals who want to increase their knowledge of substance abuse, addiction, and compulsive behaviors. These certificate requirements are not designed or intended to meet professional licensure requirements for the counseling or psychology professions.

COUN5258	Group Therapy and the Treatment of Substance-Related and Addictive Behavior	4
COUN5260	Theories of Addiction Treatment	4
COUN5261	Interventions for Substance-Related and Addictive Disorders	4
COUN5264	Contemporary Issues in the Treatment of Substance-Related and Addictive Disorders	4

In addition, choose one from the following courses.

COUN5108	Foundations of Addiction and Addictive Behavior	4
COUN5266	Family Systems and Psychoeducation in Addiction	4
COUN5268	Psychopharmacology and Medication Management	4

Total

At least 20 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Contemporary Theory in Mental Health Services Graduate Certificate

School of Social and Behavioral Sciences

The Contemporary Theory in Mental Health Services graduate certificate is designed for professionals who want to increase their knowledge of assessment and treatment of mental health issues. These certificate requirements are not designed or intended to meet professional licensure requirements for the counseling or psychology professions.

COUN5002	Lifespan Development for the Counseling Professions	4
COUN5217	Ethical and Legal Issues in Professional Counseling	4
COUN5223	Introduction to Clinical Mental Health Counseling	4
COUN5239	Theories of the Counseling Profession	4
COUN5336	Counseling and Advocacy with Diverse Populations	4

Total

At least 20 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Contemporary Theory in School-Based Services Graduate Certificate

School of Social and Behavioral Sciences

The Contemporary Theory in School-Based Services graduate certificate is designed for professionals who want to increase their knowledge of theories of development, mental health issues affecting children and adolescents in school settings, and the roles of school counselors. These certificate requirements are not designed or intended to meet professional licensure requirements for the counseling or psychology professions.

COUN5002	Lifespan Development for the Counseling Professions	4
COUN5238	Crisis Assessment and Intervention	4
COUN5239	Theories of the Counseling Profession	4
COUN5280	Introduction to School Counseling	4
COUN5420	Child and Adolescent Psychopathology	4

Total

At least 20 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Play Therapy Graduate Certificate

School of Social and Behavioral Sciences

The Play Therapy graduate certificate is designed for mental health professionals from a variety of backgrounds and specialties. Learners explore the evolution and core systems of play therapy; play therapy techniques, models, and applications; and experientially based supervision practices in filial play therapy and individual and group play therapy. The curriculum also emphasizes developmental and multicultural considerations and ethical and legal issues associated with providing therapy for diverse populations. Current Capella learners enrolled in the

Play Therapy graduate certificate program must have an eligible master's degree conferred 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. These certificate requirements are not designed or intended to meet professional licensure requirements for the counseling or psychology professions.

PLAY6203	The History and Systems of Play Therapy	4
PLAY6206	Theories and Skills of Play Therapy	4
PLAY6209	Advanced Play Therapy	4
PLAY6212	Special Topics in Play Therapy	4

Total

At least 16 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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 eligibility for 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.

Systemic Couple and Family Therapy Graduate Certificate

School of Social and Behavioral Sciences

The Systemic Couple and Family Therapy graduate certificate is designed for professionals seeking to

increase their knowledge of couple and family therapy. Learners articulate and apply an understanding of theoretical knowledge in the field and demonstrate ethical and professional standards. These certificate requirements are not designed or intended to meet professional licensure requirements for the counseling or psychology professions.

MFT5008	Foundations of Couple and Family Therapy	4
MFT5222	Professional Ethics in Marriage and Family Therapy	4
MFT5270	Systemic Family Therapy Theory and Practice 1	4
MFT5271	Working with Families Across the Lifespan	4
MFT5273	Couple and Marital Therapy	4

Total

At least 20 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

Undergraduate-Department of Psychology Academic Offerings

Bachelor of Science (BS) in Psychology

School of Social and Behavioral Sciences

The Bachelor of Science in Psychology degree program provides undergraduate learners with instruction across the broad science of psychology. The curriculum emphasizes the knowledge, skills, and

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

Specializations

General Psychology (p. 309)

General Psychology, FlexPath option (p. 310)

Applied Behavior Analysis (p. 311)

BS in Psychology, General Psychology

School of Social and Behavioral Sciences

Undergraduate learners in the General Psychology specialization integrate psychology knowledge with associated skills by engaging in a curriculum that presents fundamental psychological concepts, theories, empirical findings, and historical trends. In particular, learners focus on social, abnormal, positive, and biological psychology and lifespan development, motivation and performance, learning and cognition, research methodology, culture and diversity, and ethics. Successful graduates of this specialization are prepared to build on their knowledge and skills at the graduate level or pursue careers in a variety of settings, including education, public service, law enforcement and corrections, business, human development, and rehabilitation and mental health. These specialization requirements are not designed or intended to meet professional licensure requirements for the counseling or psychology professions.

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 253).

Required courses

BIO1000	Human Biology	6
ENG1000	English Composition	6
MAT2001	Statistical Reasoning	6
PHI2000	Ethics	6

PSYC1000	Introduction to Psychology	6
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Additional Program Requirements†

PSYC1003	Developing Psychology Thinking	6
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Core courses

At least 54 quarter credits‡

PSYC3003	Developing a Psychology Perspective	6
	Or	
PSYC3002	Developing a Psychology Perspective	6
PSYC3210	Human Lifespan Development	6
PSYC3500	Learning and Cognition	6
PSYC3520	Introduction to Social Psychology	6
PSYC3540	Culture, Ethnicity, and Diversity	6
PSYC4100	History and Modern Systems of Psychology	6
PSYC4310	Biological Psychology	6
PSYC4600	Research Methods in Psychology	6
PSYC4700	Statistics for the Behavioral Sciences	6

Specialization courses

At least 12 quarter credits

Choose an additional 12 quarter credits of psychology courses.

Elective courses

At least 63 quarter credits

Choose 63 quarter credits of additional undergraduate courses.§

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter:

PSYC4900	Psychology Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† 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.

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

BS in Psychology, General Psychology, FlexPath option

School of Social and Behavioral Sciences

Undergraduate learners in the General Psychology specialization integrate psychology knowledge with associated skills by engaging in a curriculum that presents fundamental psychological concepts, theories, empirical findings, and historical trends. In particular, learners focus on social, abnormal, positive, and biological psychology and lifespan development, motivation and performance, learning and cognition, research methodology, culture and diversity, and ethics. Successful graduates of this specialization are prepared to build on their knowledge and skills at the graduate level or pursue careers in a variety of settings, including education, public service, law enforcement and corrections, business, human development, and rehabilitation and mental health. Learners who pursue this specialization through the FlexPath option earn a BS in Psychology through self-paced demonstrations of competencies. These specialization requirements are not designed or intended to meet professional licensure requirements for the counseling or psychology professions.

General Education Requirements

Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 253).†

Required courses

BIO-FPX1000	Human Biology	3
ENG-FPX1000	English Composition	3
MAT-FPX2001	Statistical Reasoning	3
PHI-FPX2000	Ethics	3
PSYC-FPX1000	Introduction to Psychology	3

Additional Program Requirements

Core courses

At least 33 program points

PSYC-FPX3002	Developing a Psychology Perspective	3
PSYC-FPX3210	Human Lifespan Development	3
PSYC-FPX3500	Learning and Cognition	3
PSYC-FPX3520	Introduction to Social Psychology	3

PSYC-FPX3540	Culture, Ethnicity, and Diversity	3
PSYC-FPX4100	History and Modern Systems of Psychology	3
PSYC-FPX4310	Biological Psychology	3
PSYC-FPX4600	Research Methods in Psychology	3
PSYC-FPX4700	Statistics for the Behavioral Sciences	3

In addition, choose 6 program points of undergraduate psychology courses.†

Elective courses

At least 31.5 program points

Complete at least 31.5 program points of additional undergraduate courses.†

Capstone course

At least 3 program points

Taken during the learner's final quarter:

PSYC-FPX4900	Psychology Capstone Project	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

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

BS in Psychology, Applied Behavior Analysis

School of Social and Behavioral Sciences

The Applied Behavior Analysis undergraduate specialization provides learners with a foundational knowledge of major competency areas in the applied behavior analysis field. The curriculum focuses on foundational behavior analysis theories, concepts, and techniques; applied research methods in the field; and ethical standards to which professionals in the applied behavior analysis field must adhere. Upon successful completion of this undergraduate specialization, learners are prepared to interpret research studies in applied behavior analysis; identify behavioral problems through assessment; select targeted behaviors for change; conduct consultations; and design, implement, and evaluate culturally appropriate and ethical behavioral interventions under the supervision of a board certified behavior analyst (BCBA) in order to bring about positive behavioral change for diverse individuals.

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 253).

Required courses

BIO1000	Human Biology	6
ENG1000	English Composition	6
MAT2001	Statistical Reasoning	6
PHI2000	Ethics	6
PSYC1000	Introduction to Psychology	6

Additional Program Requirements†

PSYC1003	Developing Psychology Thinking	6
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Core courses

At least 48 quarter credits‡

PSYC3002	Developing a Psychology Perspective	6
	Or	
PSYC3003	Developing a Psychology Perspective	6
PSYC3210	Human Lifespan Development	6
PSYC3500	Learning and Cognition	6
PSYC3520	Introduction to Social	6

	Psychology	
PSYC3540	Culture, Ethnicity, and Diversity	6
PSYC4310	Biological Psychology	6
PSYC4600	Research Methods in Psychology	6
PSYC4700	Statistics for the Behavioral Sciences	6

Specialization courses

At least 36 quarter credits

PSYC4001	Applied Behavior Analysis Foundations	6
PSYC4003	Applied Behavior Analysis Research and Interventions	6
PSYC4004	Applied Behavior Analysis Assessment	6
PSYC4005	Applied Behavior Analysis Behavior-Change Procedures and Interventions	6
PSYC4011	Applied Behavior Analysis Ethics and Supervision	6
PSYC4016	Introduction to Organizational Behavior Management: Supervision and Performance Management	6

Elective courses

At least 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses.§

Capstone courses

At least 12 quarter credits||

Taken during the learner's final two quarters:

PSYC4006	Applied Behavior Analysis Capstone 1	6
PSYC4007	Applied Behavior Analysis Capstone 2	6

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

Honors Pathway

Learners enrolled in the honors pathway complete the

following general education courses.

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† 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.

"PSYC4006 and PSYC4007 satisfy Behavior Analyst Certification Board (BACB) contact hour requirements. Please contact your academic advisor or the instructor for additional details.

This specialization is not accredited by the American Psychological Association (APA) or by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Capella University cannot

guarantee eligibility for 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 professional licensure disclosures for this program on [Capella's website](#).

Bachelor of Science (BS) in Psychology Pre-Counseling

School of Social and Behavioral Sciences

The Bachelor of Science in Psychology Pre-Counseling degree program provides undergraduate learners with instruction across the broad science of psychology and an introduction to counseling theories, professions, and practices. The psychology curriculum emphasizes the knowledge, skills, and values identified by the American Psychological Association (APA) as fundamental in the undergraduate study of psychology and is designed to foster understanding of the complexities of human behavior and thought and the development of the analytical, quantitative, and communication skills associated with psychology study. For their graduate-level curriculum, pre-counseling learners choose three courses emphasizing either clinical mental health counseling/school counseling, or marriage and family therapy. 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. These degree program requirements are not designed or intended to meet professional licensure requirements for the counseling or psychology professions.

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 253).

Required courses

BIO1000	Human Biology	6
ENG1000	English Composition	6
MAT2001	Statistical Reasoning	6
PHI2000	Ethics	6
PSYC1000	Introduction to Psychology	6

Additional Program Requirements†‡

PSYC1003	Developing Psychology Thinking	6
PSYC3003	Developing a Psychology Perspective	6
	Or	
PSYC3002	Developing a Psychology Perspective	6
PSYC3210	Human Lifespan Development	6
PSYC3500	Learning and Cognition	6
PSYC3520	Introduction to Social Psychology	6
PSYC3540	Culture, Ethnicity, and Diversity	6
PSYC4100	History and Modern Systems of Psychology	6
PSYC4310	Biological Psychology	6
PSYC4600	Research Methods in Psychology	6
PSYC4700	Statistics for the Behavioral Sciences	6

In addition, choose a set of three master's-level courses.

Clinical Mental Health Counseling/School Counseling track

COUN5217	Ethical and Legal Issues in Professional Counseling	4
COUN5279	Life Planning and Career Development	4
COUN5336	Counseling and Advocacy with Diverse Populations	4

Or

Marriage and Family Therapy track

MFT5222	Professional Ethics in Marriage and Family Therapy	4
MFT5270	Systemic Family Therapy Theory and Practice 1	4
MFT5271	Working with Families Across the Lifespan	4

Elective courses

At least 63 quarter credits§

Recommended elective courses:

PSYC2300	Introduction to Addiction Theories	3
PSYC2320	Introduction to Counseling and Psychotherapy	3
PSYC2900	Introduction to Psychology of Personality	3
PSYC3110	Abnormal Psychology	6
	Or	
	Choose any undergraduate courses.	

Capstone courses*At least 6 quarter credits**Taken during the learner's final quarter:*

PSYC4900	Psychology Capstone Project	6
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Total**At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level****Honors Pathway***Learners enrolled in the honors pathway complete the following general education courses.***Honors courses***At least 15 quarter credits*

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

*These courses are applied toward the general education requirement and taken in addition to the remaining required courses.***Total****At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000/4000 level***One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.*

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† 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.

Additional BS in Psychology Pre-Counseling Degree Program Information

The BS in Psychology Pre-Counseling degree program incorporates specific graduate-level counseling or therapy 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 take graduate-level courses and must achieve at least a of "B" in each of the master's-level courses. In addition, learners are required to select their MS track as part of the approval process. Learners who fail to maintain the minimum GPA, who do not select a track, or who are not approved to take graduate-level courses should move from the BS in Psychology Pre-Counseling degree program into the BS Psychology, General Psychology program.

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 track. 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.

Graduate-Psychology Academic Offerings

Doctor of Philosophy (PhD) in Behavior Analysis

School of Social and Behavioral Sciences

The Doctor of Philosophy (PhD) in Behavior Analysis degree program 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 degree program can apply for the doctoral designation as a board-certified behavior analyst. These degree program requirements are not designed or intended to meet professional licensure requirements for the counseling or psychology professions.

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 Applied Behavior Analysis 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.

PSY8003	Foundations of Theory and Practice for Behavior Analysis	5
PSY7305	Organizational Behavior Management	5
PSY7306	Education and Teaching in Applied Behavior Analysis	5
PSY8301	Single-Subject Research Design Methods	5
PSY8302	Behaviorism	5
PSY8303	Experimental Analysis of Behavior	5
PSY8304	Analysis of Verbal Behavior	5
PSY8307	Advanced Single-Subject Research Design for Behavior Analysis	5
PSY8348	Motivation and Learning	5
PSY8352	Compassionate and Multicultural Applied Behavior Analysis	5
RSCH7860	Survey of Research Methods	4
PSY-V8925	Doctoral Project Development - Topic Ideation	3
PSY-V8926	Doctoral Project Development - Topic Development	3
PSY-V8927	Doctoral Project Development - Framework Development	3

Upon completion of all required coursework

PSY9919	Doctoral Comprehensive Examination	3
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Learners must register for PSY9960 a minimum of four times to fulfill their specialization requirements.

PSY9960	Dissertation Courseroom	3
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Three Elective Courses

At least 15 quarter credits

Choose three from the following courses:

PSY6311	Autism Spectrum Disorder Diagnosis and Early Intervention	5
PSY6313	Lifespan Interventions and	5

	Autism Spectrum Disorder	
PSY6315	Leadership and Consultation in Applied Behavior Analysis	5
PSY6319	Behavior Analysts as Consultants	5
PSY8354	Relational Frame Theory and Acceptance and Commitment Therapy	5
PSY8358	Higher Education Teaching Methods	5

Total**At least 93 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Doctor of Philosophy (PhD) in Psychology

School of Social and Behavioral Sciences

The Doctor of Philosophy (PhD) in Psychology degree program provides learners with advanced academic preparation with an emphasis on research and scholarship. Learners pursue a specialization during which they engage in a competency-based, scholar-practitioner curriculum that can be applied in a range of fields, including psychology, mental health, education, business, and public policy. Successful graduates of this degree program are prepared to apply psychological principles in areas such as teaching, administration, research, consultation, coaching, management, and leadership.

Specializations

General Psychology (p. 316)

Developmental Psychology (p. 317)

Educational Psychology (p. 318)

Industrial/Organizational Psychology (p. 319)

PhD in Psychology, General Psychology

School of Social and Behavioral Sciences

The doctoral General Psychology specialization is for learners who want flexibility in designing a program based on their professional interests. Learners may use their electives to design an individualized area of psychology study or to design an interdisciplinary area of study that blends psychology with education or business. Upon successful completion of this specialization, learners are prepared to pursue careers as university professors, researchers, consultants, or program administrators. These specialization requirements are not designed or intended to meet professional licensure requirements for the counseling or psychology professions.

Core courses

PSY8002	Foundations of Theory and Practice for Doctoral Psychology Learners	5
PSY5110	Ethics and Multicultural Issues in Psychology	5
PSY7115	Research Foundations of History and Systems in Psychology	5
PSY8625	Advanced Inferential Statistics	5
PSY8635	Advanced Qualitative Analysis	5
PSY8658	Quantitative Research Methods in Psychology	5
RSCH7864	Quantitative Design and Analysis	4
RSCH7868	Qualitative Design and Analysis	4
PSY-V8925	Doctoral Project Development - Topic Ideation	3
PSY-V8926	Doctoral Project Development - Topic Development	3
PSY-V8927	Doctoral Project Development - Framework Development	3

Specialization courses

PSY5140	Program Evaluation	5
PSY7610	Tests and Measurements	5
PSY7660	Survey Construction and Administration	5

Upon completion of all required coursework

PSY9919	Doctoral Comprehensive Examination	3
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Learners must register for PSY9960 a minimum of four times to fulfill their specialization requirements.

PSY9960	Dissertation Courseroom	3
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Five Elective courses

At least 25 quarter credits
Choose any graduate courses.

Total

At least 102 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

PhD in Psychology, Developmental Psychology

School of Social and Behavioral Sciences

Doctoral learners in the Developmental Psychology specialization acquire a broad base of knowledge associated with lifespan development, policy, and advocacy. Core coursework provides a foundation of the science of psychology, and specialization coursework provides depth within the discipline of developmental psychology and policy. 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 designed or intended to meet professional licensure requirements for the counseling or psychology professions.

Core courses

PSY8002	Foundations of Theory and Practice for Doctoral Psychology Learners	5
PSY5110	Ethics and Multicultural Issues in Psychology	5
PSY7115	Research Foundations of History and Systems in	5

	Psychology	
PSY8658	Quantitative Research Methods in Psychology	5
RSCH7864	Quantitative Design and Analysis	4
RSCH7868	Qualitative Design and Analysis	4
PSY-V8925	Doctoral Project Development - Topic Ideation	3
PSY-V8926	Doctoral Project Development - Topic Development	3
PSY-V8927	Doctoral Project	3

Choose one from the following two courses.

PSY8625	Advanced Inferential Statistics	5
PSY8635	Advanced Qualitative Analysis	5

Specialization courses

MPH5506	Social and Behavioral Foundations in Public Health	4
NHS6004	Health Care Law and Policy	4
PSY6010	Human Prenatal Development	5
PSY6015	Lifespan Development	5
PSY6020	Advocacy in Child and Adolescent Development	5
PSY6025	Child Psychology	5
PSY6030	Adolescent Psychology	5
PSY7240	Adult Psychology	5
PSY7610	Tests and Measurements	5

Upon completion of all required coursework

PSY9919	Doctoral Comprehensive Examination	3
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Learners must register for PSY9960 a minimum of four times to fulfill their specialization requirements.

PSY9960	Dissertation Courseroom	3
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Total

At least 100 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

PhD in Psychology, Educational Psychology

School of Social and Behavioral Sciences

Doctoral learners in the Educational Psychology specialization acquire a broad base of knowledge associated with learning, cognition, instruction, development, and research. Core coursework provides a foundation of the science of psychology, and specialization coursework provides depth within the discipline of educational psychology. 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 designed or intended to meet professional licensure requirements for the counseling or psychology professions.

Core courses

PSY8002	Foundations of Theory and Practice for Doctoral Psychology Learners	5
PSY5110	Ethics and Multicultural Issues in Psychology	5
PSY7115	Research Foundations of History and Systems in Psychology	5
PSY8658	Quantitative Research Methods in Psychology	5
RSCH7864	Quantitative Design and Analysis	4
RSCH7868	Qualitative Design and Analysis	4
PSY-V8925	Doctoral Project Development - Topic Ideation	3
PSY-V8926	Doctoral Project Development - Topic	3

PSY-V8927	Doctoral Project Development - Framework Development	3
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Choose one from the following two courses.

PSY8625	Advanced Inferential Statistics	5
PSY8635	Advanced Qualitative Analysis	5

Specialization courses

PSY6110	Learning Theories in Psychology	5
PSY7421	Cognitive/Affective Psychology	5
PSY7422	Motivation	5
PSY7610	Tests and Measurements	5
PSY8100	Principles of Educational Psychology	5
PSY8110	The Psychology of Teaching	5
PSY8130	Adult Learner in the Classroom	5
PSY8170	Principles of Instructional Design	5

In addition, choose one of the following nine courses.

PSY5140	Program Evaluation	5
PSY6010	Human Prenatal Development	5
PSY6015	Lifespan Development	5
PSY6020	Advocacy in Child and Adolescent Development	5
PSY6030	Adolescent Psychology	5
PSY7660	Survey Construction and Administration	5
PSY8150	Exceptional Children in the Classroom	5
PSY8626	Multivariate Statistics: Theory and Application	5
PSY8765	Testing and Assessment in Workplace Psychology	5

Upon completion of all required coursework

PSY9919	Doctoral Comprehensive Examination	3
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Learners must register for PSY9960 a minimum of four times to fulfill their specialization requirements.

PSY9960 Dissertation Courseroom 3

Total

At least 102 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

PhD in Psychology, Industrial/Organizational Psychology

School of Social and Behavioral Sciences

The doctoral specialization in Industrial/Organizational Psychology is for learners interested in the structure of psychology in the workplace and other organizational settings. 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 designed or intended to meet professional licensure requirements for the counseling or psychology professions.

Core courses

PSY8002	Foundations of Theory and Practice for Doctoral Psychology Learners	5
PSY5110	Ethics and Multicultural Issues in Psychology	5
PSY7115	Research Foundations of History and Systems in Psychology	5
PSY8658	Quantitative Research Methods in Psychology	5
RSCH7864	Quantitative Design and	4

	Analysis	
RSCH7868	Qualitative Design and Analysis	4
PSY-V8925	Doctoral Project Development - Topic Ideation	3
PSY-V8926	Doctoral Project Development - Topic Development	3
PSY-V8927	Doctoral Project Development - Framework Development	3

Choose one from the following two courses.

PSY8625	Advanced Inferential Statistics	5
PSY8635	Advanced Qualitative Analysis	5

Specialization courses

PSY6710	Principles of Industrial/Organizational Psychology	5
PSY6720	Psychology of Leadership	5
PSY6730	Consultation Psychology	5
PSY7610	Tests and Measurements	5
PSY8755	Ethical and Legal Principles of Industrial/Organizational Psychology	5
PSY8761	Work Analysis and Selection	5
PSY8765	Testing and Assessment in Workplace Psychology	5
PSY8770	Psychology of Motivation and Performance	5

In addition, choose one from the following six courses.

PSY5140	Program Evaluation	5
PSY7510	Psychology of Personality	5
PSY7530	Psychology of Group Dynamics	5
PSY8626	Multivariate Statistics: Theory and Application	5
PSY8721	Introduction to Business Practices for Psychologists	5
PSY8768	Theory and Practice of Psychological Coaching	5

Upon completion of all required coursework

PSY9919	Doctoral Comprehensive Examination	3
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Learners must register for PSY9960 a minimum of four times to fulfill their specialization requirements.

PSY9960	Dissertation Courseroom	3
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Total

At least 102 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Doctor of Psychology (PsyD) in Clinical Psychology

School of Social and Behavioral Sciences

The Doctor of Psychology (PsyD) in Clinical Psychology degree program is designed to prepare learners for professional clinical psychology practice and eligibility to apply for clinical psychologist licensure in many states. Learners 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 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. 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.

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.

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.

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.

Additional Program Requirements

PSY8001	Orientation to Professional Psychology	5
PSY5120	Social Psychology	5
PSY5410	History and Systems of Psychology	5
PSY5420	Multicultural Perspectives in Human Behavior	5
PSY6015	Lifespan Development	5

PSY7320	Advanced Biological Psychology	5
PSY7421	Cognitive/Affective Psychology	5
PSY7610	Tests and Measurements	5
PSY8220	Advanced Psychopathology	5
PSY8251	Neuropsychological Assessment	5
PSY8310	Theories of Psychotherapy	5
PSY8371	Strategies of Clinical Supervision and Consultation	5
PSY8501	Advanced Research Methods and Statistics for Professional Psychology	5
PSY8502	Advanced Research Design and Methodology for Professional Psychology	5
PSY9909	Clinical Psychology Dissertation Preparation	5
PSY-R8200	The Helping Relationship and Techniques in Clinical Psychology	5
PSY-R8203	Psychological Assessment 1: Cognitive, Achievement, and Adaptive Behavior	5
PSY-R8206	Psychological Assessment 2: Personality and Mental Health	5
PSY-R8209	Integrated Psychological Report Writing and Case Conceptualization	5
PSY-R8212	Theory and Evidence-Based Practice in Clinical Psychology	5
PSY-R8215	Ethics and Standards of Professional Practice in Clinical Psychology	5

Learners must register for PSY8950 a minimum of three times to fulfill their program requirements.

PSY8950	Clinical Psychology Doctoral Practicum	4
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Learners must register for PSY9960 a minimum of two times to fulfill their program requirements.

PSY9960	Dissertation Courseroom	3
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Learners must register for PSY9962 a minimum of four times to fulfill their program requirements.

PSY9962	Clinical Psychology Doctoral Internship	3
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Two Elective Courses

At least 10 quarter credits

Choose at least two from the following courses:

PSY-R8218	Advanced Residency Applications	2
PSY5115	Human Sexuality	5
PSY5125	Introduction to Sex Therapy	5
PSY5135	Issues and Trends in Addiction-Related Treatments	5
PSY6210	Introduction to Psychopathology	5
PSY6505	Principles of Family Psychology	5
PSY6810	Principles of Sport Psychology	5
PSY6820	Performance Enhancement in Sports	5
PSY6830	Applied Sport Psychology	5
PSY6840	Current Issues in Sport Psychology	5
PSY6910	Psychology and the Law	5
PSY6920	Techniques of Forensic Practice	5
PSY6930	Current Issues and Trends in Forensic Practice	5
PSY7310	Biological Basis of Behavior	5
PSY7330	Psychopharmacology	5
PSY7510	Psychology of Personality	5
PSY7708	Basic Foundations in Applied Behavior Analysis	5
PSY7709	Advanced Concepts in Applied Behavior Analysis	5
PSY8610	Principles of Health Psychology	5
PSY8770	Psychology of Motivation and Performance	5

Total

At least 145 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

This program 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 eligibility for 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 professional licensure disclosures for this program on [Capella's website](#).

PsyD Clinical Psychology 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 Clinical Psychology Doctoral Practicum (PSY8950).

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 course. The predoctoral internship is viewed critically by licensing boards and future employers. All internship learners must follow the internship application process and completion guidelines stated in the Clinical PsyD Program Manual, available on Campus.

Internship Requirements

- Learner demonstrates readiness for internship.
- Approved internship application.
- Full-time site placement with a minimum of 2,000 hours, completed sequentially over a one-year period, or part-time site, two-year placement with a minimum of 2,000 hours, at least 20 hours per week, not to exceed eight sequential quarters, and registration of a minimum of four times in the Clinical Psychology Doctoral Internship (PSY9962).

Clinical training hours and supervisor credential requirements for licensure or certification vary across states and Canadian provinces. Learners are responsible for determining the specific licensing requirements for any state or province in which they plan to seek licensure.

Doctor of Psychology (PsyD) in School Psychology

School of Social and Behavioral Sciences

The Doctor of Psychology (PsyD) in School Psychology degree program familiarizes learners with psychology as a practical discipline, including psychological and neuropsychological assessment, clinical supervision and consultation, psychopathology of children and adolescents, child and adolescent development, and consultation and collaboration in the schools. The curriculum provides the theoretical tools and skills-based training needed to assess students, consult with school personnel, and supervise other school psychologists. Learners enrolled in this degree program may seek supervisory positions in their school district. Other successful graduates pursue careers in college and university teaching, program administration, or consulting.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators within the PsyD in School Psychology degree program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s)

Four ten-week courses with a six-day, a four-day, a four-day, and a two-and-a-half-day embedded residency experience (PSY-R6000, PSY-V6002, PSY-V7003, PSY-R7004), respectively. 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.

Practicum and Internship

Minimum of 400 hours for practicum and 1500 hours for internship. See the practicum and internship course descriptions for more information.

Additional Program Requirements

PSY8001	Orientation to Professional Psychology	5
PSY5420	Multicultural Perspectives in Human Behavior	5
PSY7212	Childhood Mental Health, Counseling, and Crisis Intervention/Prevention	5
PSY7233	Psychological Assessments for School Psychologists 1	5

PSY7234	Psychological Assessments for School Psychologists 2	5
PSY7320	Advanced Biological Psychology	5
PSY7331	Principles of School Psychology	5
PSY7421	Cognitive/Affective Psychology	5
PSY7610	Tests and Measurements	5
PSY8220	Advanced Psychopathology	5
PSY8230	Psychological Testing	5
PSY8235	Psychological Assessments for School Psychologists 3	5
PSY8251	Neuropsychological Assessment	5
PSY8332	Advanced Methods in School Psychology	5
PSY8335	Consultation and Collaboration in the School	5
PSY8337	Legal and Ethical Issues in the School	5
PSY8338	Child and Adolescent Development for School Psychologists	5
PSY8371	Strategies of Clinical Supervision and Consultation	5
PSY8375	Professional Development and Supervision of School Psychologists	5
PSY8501	Advanced Research Methods and Statistics for Professional Psychology	5
PSY9965	School Psychology Doctoral Learner Comprehensive Examination	5
PSY-R6000	Advanced Psychological Assessment Skills and Techniques	4
PSY-R7004	Comprehensive Learner Assessment for School Psychology	3
PSY-V6002	Response to Intervention and Functional Behavior Assessment	4
PSY-V7003	Treatment Planning and Report Writing	5

Learners must register for PSY9060 a minimum of two times to fulfill their program requirements.

PSY9060	School Psychology PsyD Practicum	4
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Learners must register for PSY9065 a minimum of four times to fulfill their program requirements.

PSY9065	School Psychology PsyD Internship	4
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Total

At least 145 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Capella University cannot guarantee eligibility for 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 professional licensure disclosures for this program on [Capella's website](#). Contact your school district for a determination on qualifications for salary advancement.

PsyD in School Psychology Residencies

Doctoral learners in School Psychology attend four different School Psychology residencies offered. Each residency training results in required hours and supports both coursework instruction and practice labs which result in subject mastery.

Education Specialist (EdS) in School Psychology

School of Social and Behavioral Sciences

The Education Specialist (EdS) in School Psychology degree program provides advanced preparation for learners who intend to pursue state licensure or certification as a school psychologist[†]. The EdS in School Psychology program is built on the graduate preparation standards for school psychologists and consists of an integrated, sequential program of study that includes didactic instruction, clinical training, comprehensive assessment of clinical competencies

and professional fitness, and supervised practicum and internship experiences. The model for services by school psychologists is embedded throughout the curriculum with particular emphasis on data-based decision making, diversity, and social justice to ensure learners are prepared to provide services in dynamic, complex, and ever-evolving communities.

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 EdS 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)

Two ten-week courses with a four-day and a two-and-a-half-day embedded residency experience (PSY-V7003, PSY-R7004), respectively. See university policy [3.04.05 Attendance at Residencies](#), the [Residencies](#) page on Campus for more information.

Practicum/Internship Experience Requirement(s)

Minimum of 300 practicum hours and 1,200 internship hours.

Additional Program Requirements

PSY5063	Data Based Decision Making	5
PSY-R7004	Comprehensive Learner Assessment for School Psychology	3
PSY-V7003	Treatment Planning and	5

	Report Writing	
PSY7120	School Psychology Practicum	4
PSY7336	Organization and Operation of the School	5
PSY8150	Exceptional Children in the Classroom	5
PSY8235	Psychological Assessments for School Psychologists 3	5
PSY8335	Consultation and Collaboration in the School	5
PSY8337	Legal and Ethical Issues in the School	5
PSY8338	Child and Adolescent Development for School Psychologists	5

Learners must register for PSY7121 a minimum of three times to fulfill their program requirements.‡

PSY7121	School Psychology Internship	4
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Total

At least 59 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† The Education Specialist (EdS) in School Psychology degree program provides advanced preparation for learners who intend to pursue state licensure or certification as a school psychologist.

‡ Learners are required to take the Praxis Series tests concurrently with PSY7121. Learners are responsible for any costs associated with these examinations.

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

Completion of Capella's EdS in School Psychology degree will not meet the state requirements for professional licensure or certification as a school psychologist unless certain other conditions are

fulfilled. For more information, see the professional licensure disclosure for this program on [Capella's website](#). Capella University cannot guarantee eligibility for 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. State licensing boards review each applicant's completed education, exam scores, supervised experience, criminal history, and application materials at the time of license application to determine eligibility. Contact your Enrollment Counselor or Academic Advisor for more information.

Master of Science (MS) in Applied Behavior Analysis

School of Social and Behavioral Sciences

The Master of Science (MS) in Applied Behavior Analysis degree program 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 degree program, 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.

Specializations

Autism Spectrum Disorder (p. 325)
Behavior Analysis in Education (p. 326)
Organizational Behavior Management (p. 328)

MS in Applied Behavior Analysis, Autism Spectrum Disorder

School of Social and Behavioral Sciences

The master's in Applied Behavior Analysis program, Autism Spectrum Disorder (ASD) specialization combines foundational knowledge of major competency areas in the behavior analytic field with specialized knowledge in ASD. The curriculum focuses on ethical and professional conduct; behavior analysis concepts, principles, and research methods;

and ASD diagnosis and treatment. 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 psychology programs in that the faculty, training staff, supervisors, and administrators in the Applied Behavior Analysis 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.

Core courses

PSY5006	Foundations of Theory and Practice for Applied Behavior Analysis	5
PSY5300	Fundamentals of the Experimental Analysis of Behavior	5
PSY7708	Basic Foundations in Applied Behavior Analysis	5
PSY7709	Advanced Concepts in Applied Behavior Analysis	5
PSY7710	Ethics in Applied Behavior Analysis	5
PSY7711	Measurement and Research in Applied Behavior Analysis	5
PSY7712	Behavior Analytic Assessments	5

PSY7713	Behavior Analytic Interventions	5
PSY7715	Applied Behavior Analysis Capstone	5
PSY7724	Organizational Behavior Management: Supervision and Management in Applied Behavior Analysis	5

Specialization courses

PSY6311	Autism Spectrum Disorder Diagnosis and Early Intervention	5
PSY6313	Lifespan Interventions and Autism Spectrum Disorder	5

Total

At least 60 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Capella University cannot guarantee eligibility for 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. State licensing boards review each applicant's completed education, exam scores, supervised experience, criminal history, and application materials at the time of license application to determine eligibility. For more information, see the professional licensure disclosures for this program on [Capella's website](#).

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

MS in Applied Behavior Analysis, Behavior Analysis in Education

School of Social and Behavioral Sciences

The master's in Applied Behavior Analysis program, Behavior Analysis in Education specialization

combines foundational knowledge of major competency areas in the behavior analytic field with specialized knowledge for practicing applied behavior analysis (ABA) in educational settings. The curriculum focuses on ethical and professional conduct; behavior analysis concepts, principles, and research methods; teaching strategies using behavior analysis; and the implementation of ABA techniques in educational settings. 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 educational 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 psychology programs in that the faculty, training staff, supervisors, and administrators in the Applied Behavior Analysis 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.

Core courses

PSY5006	Foundations of Theory and Practice for Applied Behavior Analysis	5
PSY5300	Fundamentals of the Experimental Analysis of Behavior	5
PSY7708	Basic Foundations in Applied Behavior Analysis	5
PSY7709	Advanced Concepts in Applied Behavior Analysis	5

PSY7710	Ethics in Applied Behavior Analysis	5
PSY7711	Measurement and Research in Applied Behavior Analysis	5
PSY7712	Behavior Analytic Assessments	5
PSY7713	Behavior Analytic Interventions	5
PSY7715	Applied Behavior Analysis Capstone	5
PSY7724	Organizational Behavior Management: Supervision and Management in Applied Behavior Analysis	5

Specialization courses

PSY6319	Behavior Analysts as Consultants	5
PSY7306	Education and Teaching in Applied Behavior Analysis	5

Total

At least 60 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Capella University cannot guarantee eligibility for 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. State licensing boards review each applicant's completed education, exam scores, supervised experience, criminal history, and application materials at the time of license application to determine eligibility. For more information, see the professional licensure disclosures for this program on [Capella's website](#).

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

MS in Applied Behavior Analysis, Organizational Behavior Management

School of Social and Behavioral Sciences

The master's in Applied Behavior Analysis program, Organizational Behavior Management (OBM) specialization combines foundational knowledge of major competency areas in the behavior analytic field with specialized knowledge in OBM. The curriculum focuses on ethical and professional conduct; behavior analysis concepts, principles, and research methods; and assessment and interventions in OBM. 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 by addressing workplace performance issues.

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 Applied Behavior Analysis 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.

Core courses

PSY5006	Foundations of Theory and Practice for Applied Behavior Analysis	5
PSY5300	Fundamentals of the Experimental Analysis of	5

	Behavior	
PSY7708	Basic Foundations in Applied Behavior Analysis	5
PSY7709	Advanced Concepts in Applied Behavior Analysis	5
PSY7710	Ethics in Applied Behavior Analysis	5
PSY7711	Measurement and Research in Applied Behavior Analysis	5
PSY7712	Behavior Analytic Assessments	5
PSY7713	Behavior Analytic Interventions	5
PSY7715	Applied Behavior Analysis Capstone	5
PSY7724	Organizational Behavior Management: Supervision and Management in Applied Behavior Analysis	5

Specialization courses

PSY6315	Leadership and Consultation in Applied Behavior Analysis	5
PSY7305	Organizational Behavior Management	5

Total

At least 60 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Capella University cannot guarantee eligibility for 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. State licensing boards review each applicant's completed education, exam scores, supervised experience, criminal history, and application materials at the time of license application to determine eligibility. For more information, see the professional licensure disclosures for this program on [Capella's](#)

[website.](#)

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

Master of Science (MS) in Clinical Psychology

School of Social and Behavioral Sciences

The Master of Science (MS) in Clinical Psychology degree program is designed for individuals seeking entry into the profession of clinical psychology. Learners begin their socialization into the profession by engaging in a 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.

Specializations

Applied Research (p. 329)

Clinical Counseling (p. 330)

Forensic (p. 331)

MS in Clinical Psychology, Applied Research

School of Social and Behavioral Sciences

The Applied Research specialization provides master's learners with the foundational clinical psychology knowledge and skills needed for successful academic or research practice, or for doctoral-level study in clinical psychology. The specialization curriculum is designed to help learners further develop their understanding of the application of research methodology, psychotherapy theories, tests and measurement, psychopathology, human development, ethical principles, and diversity. These specialization requirements are not designed or intended to meet professional licensure requirements for the counseling or psychology professions.

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.

Core courses

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners	5
PSY6095	Theories of Counseling and Psychotherapy	5
PSY6210	Introduction to Psychopathology	5
PSY7610	Tests and Measurements	5
RSCH7860	Survey of Research Methods	4

Specialization courses

PSY5410	History and Systems of Psychology	5
PSY5420	Multicultural Perspectives in Human Behavior	5
PSY5430	Ethics and Standards of Professional Practice	5
PSY6015	Lifespan Development	5
PSY7310	Biological Basis of Behavior	5
RSCH7864	Quantitative Design and Analysis	4

Total

At least 53 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for

details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

MS in Clinical Psychology, Clinical Counseling

School of Social and Behavioral Sciences

Learners in the MS Clinical Counseling specialization who are seeking a professional counselor license in certain states must complete at least one 5-quarter-credit practicum course and at least one 5-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.

The master's Clinical Counseling specialization focuses on learners' socialization into the counseling and clinical psychology profession and presents foundational scientific theories and practices used in the clinical psychology field. The specialization curriculum emphasizes clinical assessment, counseling interventions, psychological testing, research methods, ethical principles, and diversity.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators in the MS in Clinical Psychology degree program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with

regard to their personal suitability and fitness for the profession.

Residency Requirement(s)

Two four-and-a-half-day residencies. See university policy [3.04.05 Attendance at Residencies](#), the [Residencies](#) page on Campus, and the Residency section, below, for more information.

Additional Program Requirements

Core courses

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners	5
PSY6095	Theories of Counseling and Psychotherapy	5
PSY6210	Introduction to Psychopathology	5
PSY7610	Tests and Measurements	5
RSCH7860	Survey of Research Methods	4

Specialization courses

PSY-R6230	Introduction to Psychological Testing	5
PSY-R6313	Clinical Interventions	5
PSY5110	Ethics and Multicultural Issues in Psychology	5
PSY5130	Career Counseling Theory	5
PSY6015	Lifespan Development	5
PSY6091	Group Counseling	5
PSY6391	Master's Practicum 1	5
PSY6400	Master's Internship Series	5

Two Elective Courses

At least 10 quarter credits

Choose two from the following four courses:

PSY5115	Human Sexuality	5
PSY5125	Introduction to Sex Therapy	5
PSY5135	Issues and Trends in Addiction-Related Treatments	5
PSY6092	Counseling Skills and Procedures	5
PSY7330	Psychopharmacology	5

Total

At least 74 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for

details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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 eligibility for 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 professional licensure disclosures for this program on [Capella's website](#).

MS in Clinical Psychology Residencies

The residency requirement for the MS in Clinical Psychology, Clinical Counseling specialization is satisfied by completion of two five-day residencies (Track 1 and Track 2). The school recommends that all learners register for Track 1 within the first two quarters of enrollment and Track 2 when they complete between 20 and 40 quarter credits. Learners must have completed both tracks prior to starting their practicum (PSY6391).

The MS in Clinical Psychology residencies provide training and practice in the areas of interventions, assessment, diversity, culture-specific issues, and ethics. The two tracks are cumulative rather than sequential, allowing learners to receive training and practice in the above skill areas.

At all MS in Clinical Psychology residencies, in addition to formal instruction and practice, learners participate in cohort group sessions that allow faculty and learners to interact as a community of scholars; individual advising sessions with faculty to support their degree completion plans and assess academic progress; and specialization networking opportunities with other learners and faculty.

Through MS in Clinical Psychology residencies, learners gain a stronger sense of academic community by networking and discussing research, coursework, and projects face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of

critical thinking and integrated knowledge to professional and research issues.

For more detailed information on MS in Clinical Psychology residencies, learners should refer to their specialization manual.

MS in Clinical Psychology, Forensic

School of Social and Behavioral Sciences

The Forensic specialization presents master's learners with a theoretical and practical foundation of the clinical psychology profession, with particular emphasis on psychology and the law, techniques in forensic practice, and issues and trends in forensic psychology. The specialization curriculum focuses on competencies aimed at conducting forensic assessments and research with forensic programs and populations, including incarcerated and recently released offenders. These specialization requirements are not designed or intended to meet professional licensure requirements for the counseling or psychology professions.

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.

Core courses

PSY5002	Foundations of Theory and	5
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	Practice for Master's Psychology Learners	
PSY6095	Theories of Counseling and Psychotherapy	5
PSY6210	Introduction to Psychopathology	5
PSY7610	Tests and Measurements	5
RSCH7860	Survey of Research Methods	4

Specialization courses

PSY5110	Ethics and Multicultural Issues in Psychology	5
PSY6092	Counseling Skills and Procedures	5
PSY6910	Psychology and the Law	5
PSY6920	Techniques of Forensic Practice	5
PSY6930	Current Issues and Trends in Forensic Practice	5
RSCH7864	Quantitative Design and Analysis	4

Total

At least 53 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Master of Science (MS) in Psychology

School of Social and Behavioral Sciences

The Master of Science (MS) in Psychology degree program is designed for individuals seeking entry into the profession of psychology. Learners begin their socialization into the profession by engaging in a competency-based, practitioner-scholar curriculum that emphasizes application of psychological theories, research methods, and ethical principles. Successful graduates of this degree program are prepared to apply psychological and ethical principles in practice or pursue doctoral-level graduate study.

Specializations

General Psychology (p. 332)

General Psychology, FlexPath option (p. 333)

Child and Adolescent Development (p. 333)

Child and Adolescent Development, FlexPath option (p. 334)

Educational Psychology (p. 335)

Educational Psychology, FlexPath option (p. 335)

Industrial/Organizational Psychology (p. 336)

Industrial/Organizational Psychology, FlexPath option (p. 337)

Sport Psychology (p. 337)

Sport Psychology, FlexPath option (p. 338)

MS in Psychology, General Psychology School of Social and Behavioral Sciences

The General Psychology specialization provides master's learners with a solid foundational knowledge of psychology principles. It is designed for professionals interested in pursuing careers in research, teaching, or program administration in human services organizations. These specialization requirements are not designed or intended to meet professional licensure requirements for the counseling or psychology professions.

Core courses

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners	5
PSY7610	Tests and Measurements	5
RSCH7860	Survey of Research Methods	4
RSCH7864	Quantitative Design and Analysis	4

Specialization courses

PSY5110	Ethics and Multicultural Issues in Psychology	5
PSY5120	Social Psychology	5
PSY6015	Lifespan Development	5
PSY6110	Learning Theories in Psychology	5
PSY7421	Cognitive/Affective Psychology	5

Taken during the learner's final quarter

PSY5201	Integrative Project for Master's Degree in Psychology	5
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Total

At least 48 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

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

MS in Psychology, General Psychology, FlexPath option

School of Social and Behavioral Sciences

The General Psychology specialization provides master's learners with solid foundational knowledge of psychology principles. It is designed for professionals interested in pursuing careers in research, teaching, or program administration in human services organizations. Learners who pursue this specialization through the FlexPath option earn an MS in Psychology through self-paced demonstrations of competencies. These specialization requirements are not designed or intended to meet professional licensure requirements for the counseling or psychology professions.

Core courses

PSY-FPX5002	Foundations of Theory and Practice for Master's Psychology Learners	2.5
PSY-FPX7610	Tests and Measurements	2.5
RSCH-FPX7860	Survey of Research Methods	2
RSCH-FPX7864	Quantitative Design and Analysis	2

Specialization courses

PSY-FPX5110	Ethics and Multicultural Issues in Psychology	2.5
PSY-FPX5120	Social Psychology	2.5
PSY-	Lifespan Development	2.5

FPX6015		
PSY-FPX6110	Learning Theories in Psychology	2.5
PSY-FPX7421	Cognitive/Affective Psychology	2.5

Taken during the learner's final quarter

PSY-FPX5201	Integrative Project for Master's Degree in Psychology	2.5
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Total

At least 24 program points

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

MS in Psychology, Child and Adolescent Development

School of Social and Behavioral Sciences

The master's Child and Adolescent Development specialization provides learners with the knowledge, theory, and best practices needed to promote and support the growth and development of children and adolescents. Specialization topics include prenatal, child, and adolescent development; physical and mental health; and social and educational issues related to child and adolescent development. Upon successful completion of this specialization, learners are prepared to pursue careers in education, human services, health care, social services, or other settings in which knowledge of child and adolescent development would be an asset or job prerequisite. These specialization requirements are not designed or intended to meet professional licensure requirements for the counseling or psychology professions.

Core courses

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners	5
PSY7610	Tests and Measurements	5
RSCH7860	Survey of Research Methods	4
RSCH7864	Quantitative Design and Analysis	4

Specialization courses

PSY5110	Ethics and Multicultural Issues in Psychology	5
PSY6010	Human Prenatal Development	5
PSY6015	Lifespan Development	5
PSY6020	Advocacy in Child and Adolescent Development	5
PSY6025	Child Psychology	5
PSY6030	Adolescent Psychology	5

Taken during the learner's final quarter

PSY5201	Integrative Project for Master's Degree in Psychology	5
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Total

At least 53 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

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

MS in Psychology, Child and Adolescent Development, FlexPath option

School of Social and Behavioral Sciences

The master's Child and Adolescent Development specialization provides learners with the knowledge, theory, and best practices needed to promote and support the growth and development of children and adolescents. Specialization topics include prenatal, child, and adolescent development; physical and mental health; and social and educational issues related to child and adolescent development. Upon successful completion of this specialization, learners are prepared to pursue careers in education, human services, health care, social services, or other settings in which knowledge of child and adolescent development would be an asset or job prerequisite. Learners who pursue this specialization through the FlexPath option earn an MS in Psychology through self-paced demonstrations of competencies. These specialization requirements are not designed or intended to meet professional licensure requirements for the counseling or psychology professions.

Core courses

PSY-FPX5002	Foundations of Theory and Practice for Master's Psychology Learners	2.5
PSY-FPX7610	Tests and Measurements	2.5
RSCH-FPX7860	Survey of Research Methods	2
RSCH-FPX7864	Quantitative Design and Analysis	2

Specialization courses

PSY-FPX5110	Ethics and Multicultural Issues in Psychology	2.5
PSY-FPX6010	Human Prenatal Development	2.5
PSY-FPX6015	Lifespan Development	2.5
PSY-FPX6020	Advocacy in Child and Adolescent Development	2.5
PSY-FPX6025	Child Psychology	2.5
PSY-FPX6030	Adolescent Psychology	2.5

Taken during the learner's final quarter

PSY-FPX5201	Integrative Project for Master's Degree in Psychology	2.5
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Total

At least 26.5 program points

One or more courses in this program may require a

prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

MS in Psychology, Educational Psychology

School of Social and Behavioral Sciences

The master's Educational Psychology specialization offers learners the opportunity to strengthen their credentials in order to pursue careers in public education and instruction, lifespan development from early childhood through late adulthood, educational technology, as well as to prepare them for doctoral study in psychology and other related disciplines.

Specialization outcomes allow learners to gain knowledge and skills in the application of learning, human development and socialization, educational psychology, ethics, tests and measurements, and basic statistics and research methods. These specialization requirements are not designed or intended to meet professional licensure requirements for the counseling or psychology professions.

Core courses

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners	5
PSY7610	Tests and Measurements	5
RSCH7860	Survey of Research Methods	4
RSCH7864	Quantitative Design and Analysis	4

Specialization courses

PSY5110	Ethics and Multicultural Issues in Psychology	5
PSY5140	Program Evaluation	5
PSY6015	Lifespan Development	5
PSY6100	Introduction to Educational Psychology	5

PSY6110	Learning Theories in Psychology	5
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Taken during the learner's final quarter

PSY5201	Integrative Project for Master's Degree in Psychology	5
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Total

At least 48 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

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

MS in Psychology, Educational Psychology, FlexPath option

School of Social and Behavioral Sciences

The master's Educational Psychology specialization offers learners the opportunity to strengthen their credentials in order to pursue careers in public education and instruction, lifespan development from early childhood through late adulthood, and educational technology, as well as to prepare them for doctoral study in psychology and other related disciplines. Specialization outcomes allow learners to gain and demonstrate a working knowledge of the application of learning, human development and socialization, educational psychology, ethics, tests and measurements, and basic statistics and research methods. Learners who pursue this specialization through the FlexPath option earn an MS in Psychology through self-paced demonstrations of competencies. These specialization requirements are not designed or intended to meet professional licensure requirements for the counseling or psychology professions.

Core courses

PSY-FPX5002	Foundations of Theory and Practice for Master's Psychology Learners	2.5
PSY-FPX7610	Tests and Measurements	2.5
RSCH-FPX7860	Survey of Research Methods	2
RSCH-FPX7864	Quantitative Design and Analysis	2

Specialization courses

PSY-FPX5110	Ethics and Multicultural Issues in Psychology	2.5
PSY-FPX5140	Program Evaluation	2.5
PSY-FPX6015	Lifespan Development	2.5
PSY-FPX6100	Introduction to Educational Psychology	2.5
PSY-FPX6110	Learning Theories in Psychology	2.5

Taken during the learner's final quarter

PSY-FPX5201	Integrative Project for Master's Degree in Psychology	2.5
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Total**At least 24 program points**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

MS in Psychology, Industrial/Organizational Psychology

School of Social and Behavioral Sciences

The master's Industrial/Organizational Psychology specialization is for learners who are interested in the application of industrial/organizational behavior principles and research found in the workplace and other organizational settings. Learners practice the application of leadership theories, group development, motivation and workplace performance, conflict resolution, and organizational processes in pursuit of entry-level to mid-management positions in business services, consulting, human resources, teaching, training and development, and organizational administration. These specialization requirements are not designed or intended to meet professional licensure requirements for the counseling or psychology professions.

Core courses

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners	5
PSY7610	Tests and Measurements	5
RSCH7860	Survey of Research Methods	4
RSCH7864	Quantitative Design and Analysis	4

Specialization courses

PSY5110	Ethics and Multicultural Issues in Psychology	5
PSY6015	Lifespan Development	5
PSY6710	Principles of Industrial/Organizational Psychology	5
PSY6720	Psychology of Leadership	5
PSY6730	Consultation Psychology	5
PSY6740	Industrial/Organizational Psychology Practices in Personnel and Human Resource Management	5

Taken during the learner's final quarter

PSY5201	Integrative Project for Master's Degree in Psychology	5
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Total**At least 53 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for

details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

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

MS in Psychology, Industrial/Organizational Psychology, FlexPath option

School of Social and Behavioral Sciences

The master's Industrial/Organizational Psychology, FlexPath option specialization is for learners who are interested in the application of industrial/organizational behavior principles and research found in the workplace and other organizational settings. Learners practice the application of leadership theories, group development, motivation and workplace performance, conflict resolution, and organizational processes in pursuit of entry-level to mid-management positions in business services, consulting, human resources, teaching, training and development, and organizational administration. Learners who pursue this specialization through the FlexPath option earn an MS in Psychology through self-paced demonstrations of competencies. These specialization requirements are not designed or intended to meet professional licensure requirements for the counseling or psychology professions.

Core courses

PSY-FPX5002	Foundations of Theory and Practice for Master's Psychology Learners	2.5
PSY-FPX7610	Tests and Measurements	2.5
RSCH-FPX7860	Survey of Research Methods	2
RSCH-FPX7864	Quantitative Design and Analysis	2

Specialization courses

PSY-FPX5110	Ethics and Multicultural Issues in Psychology	2.5
PSY-FPX6015	Lifespan Development	2.5
PSY-FPX6710	Principles of Industrial/Organizational Psychology	2.5
PSY-FPX6720	Psychology of Leadership	2.5
PSY-FPX6730	Consultation Psychology	2.5
PSY-FPX6740	Industrial/Organizational Psychology Practices in Personnel and Human Resource Management	2.5

Taken during the learner's final quarter

PSY-FPX5201	Integrative Project for Master's Degree in Psychology	2.5
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Total

At least 26.5 program points

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

MS in Psychology, Sport Psychology

School of Social and Behavioral Sciences

Master's learners in this specialization are frequently school-based coaches, physical education teachers, or individuals working in parks and recreation departments who wish to gain current theory and research knowledge associated with performance enhancement, individual and team motivation, injury recovery, and stress management as it applies to amateur athletes. Some learners plan to apply these principles to settings such as fitness/health clubs,

sports camps, and resort-based wellness programs. These specialization requirements are not designed or intended to meet professional licensure requirements for the counseling or psychology professions.

Core courses

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners	5
PSY7610	Tests and Measurements	5
RSCH7860	Survey of Research Methods	4
RSCH7864	Quantitative Design and Analysis	4

Specialization courses

PSY5110	Ethics and Multicultural Issues in Psychology	5
PSY6110	Learning Theories in Psychology	5
PSY6810	Principles of Sport Psychology	5
PSY6820	Performance Enhancement in Sports	5
PSY6830	Applied Sport Psychology	5
PSY6840	Current Issues in Sport Psychology	5
PSY7310	Biological Basis of Behavior	5

Taken during the learner's final quarter		
PSY5201	Integrative Project for Master's Degree in Psychology	5

Total

At least 58 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

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

MS in Psychology, Sport Psychology, FlexPath option

School of Social and Behavioral Sciences

Master's learners in this specialization are frequently school-based coaches, physical education teachers, or individuals working in parks and recreation departments who wish to gain current theory and research knowledge associated with performance enhancement, individual and team motivation, injury recovery, and stress management as it applies to amateur athletes. Some learners plan to apply these principles to settings such as fitness/health clubs, sports camps, and resort-based wellness programs. 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 designed or intended to meet professional licensure requirements for the counseling or psychology professions.

Core courses

PSY-FPX5002	Foundations of Theory and Practice for Master's Psychology Learners	2.5
PSY-FPX7610	Tests and Measurements	2.5
RSCH-FPX7860	Survey of Research Methods	2
RSCH-FPX7864	Quantitative Design and Analysis	2

Specialization courses

PSY-FPX5110	Ethics and Multicultural Issues in Psychology	2.5
PSY-FPX6110	Learning Theories in Psychology	2.5
PSY-FPX6810	Principles of Sport Psychology	2.5
PSY-FPX6820	Performance Enhancement in Sports	2.5
PSY-FPX6830	Applied Sport Psychology	2.5
PSY-FPX6840	Current Issues in Sport Psychology	2.5
PSY-FPX7310	Biological Basis of Behavior	2.5

Taken during the learner's final quarter

PSY-FPX5201	Integrative Project for Master's Degree in Psychology	2.5
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Total

At least 29 program points

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

Master of Science (MS) in School Psychology

School of Social and Behavioral Sciences

The Master of Science (MS) in School Psychology degree program is designed to provide learners with initial training in the profession of school psychology. The MS in School Psychology program is built on the graduate preparation standards for school psychologists and consists of an integrated, sequential program of study that includes didactic instruction and clinical training. The model for services by school psychologists is embedded throughout the curriculum. This program is designed to prepare learners for further training in the Education Specialist in School Psychology or Doctor of Psychology in School Psychology degree programs. Completion of the MS in School Psychology alone does not lead to licensure or certification as a school psychologist.

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 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)

Two ten-week courses with a six-day and four-day embedded residency experience (PSY-R6000, PSY-V6002), respectively. See university policy [3.04.05 Attendance at Residencies](#), the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Additional Program Requirements

PSY6000	Foundations of Practice for School Psychology Learners	5
PSY-R6000	Advanced Psychological Assessment Skills and Techniques	4
PSY-V6002	Response to Intervention and Functional Behavior Assessment	4
PSY5420	Multicultural Perspectives in Human Behavior	5
PSY7212	Childhood Mental Health, Counseling, and Crisis Intervention/Prevention	5
PSY7233	Psychological Assessments for School Psychologists 1	5
PSY7234	Psychological Assessments for School Psychologists 2	5
PSY7310	Biological Basis of Behavior	5
PSY7331	Principles of School Psychology	5
PSY7421	Cognitive/Affective Psychology	5
PSY7610	Tests and Measurements	5

Total

At least 53 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Learners in the MS in School Psychology are required to complete PSY6000 with a grade of "B" or higher as a condition of continued enrollment in the program.

Capella's MS in School Psychology is not intended to lead to license, endorsement, or professional credential. Learners who are interested in preparing to apply for state or national certification as a school psychologist should also complete an EdS in School Psychology or a PsyD in School Psychology. For more information, see the professional licensure disclosures for the EdS and PsyD programs on [Capella's website](#). Capella University cannot guarantee eligibility for 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. Contact your Enrollment Counselor or Academic Advisor for more information.

Psychology Certificate Programs

Applied Behavior Analysis Graduate Certificate

School of Social and Behavioral Sciences

Effective January 1, 2016, learners who are seeking BACB certification, must hold a master's degree in psychology, education, or applied behavior analysis or have a conferred degree with a BACB-approved course sequence.

The Applied Behavior Analysis graduate certificate supplements previous undergraduate or graduate educational experiences and provides learners with a foundational knowledge of major competency areas in the behavior analytic field. The curriculum focuses on ethical and professional conduct; behavior analysis concepts, principles, and research methods; and applied behavior analysis techniques. Upon successful completion of this graduate certificate, learners are

prepared to identify behavioral problems through assessment; design, implement, and manage culturally appropriate interventions and treatments; perform effective behavior supervision; and bring about positive change for diverse individuals in a variety of settings.

PSY7708	Basic Foundations in Applied Behavior Analysis	5
PSY7709	Advanced Concepts in Applied Behavior Analysis	5
PSY7710	Ethics in Applied Behavior Analysis	5
PSY7711	Measurement and Research in Applied Behavior Analysis	5
PSY7712	Behavior Analytic Assessments	5
PSY7713	Behavior Analytic Interventions	5
PSY7715	Applied Behavior Analysis Capstone	5
PSY7724	Organizational Behavior Management: Supervision and Management in Applied Behavior Analysis	5

Total

At least 40 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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 eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing boards review each applicant's completed education, exam scores, supervised experience, criminal history, and application materials at the time of license application to determine eligibility. For more information, see the professional licensure disclosures for this program on [Capella's website](#).

Course Descriptions

The following course list is correct as of the date this catalog was prepared. These descriptions indicate the general content and topics typically covered in the course. Capella University retains the right to withdraw, modify, or add courses to the existing list without prior notice.

The following courses may require live web conferencing activities and/or learner audio/video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations.

Guided Path Courses

All GuidedPath courses list the associated quarter credit value in parentheses.

ACC - Accounting

ACC 5610 - Advanced Accounting, Budget Planning and Control (4)

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: MBA5010 or MBA6014.

ACS - Academic and Career Success

ACS 1003 - Building Skills for Academic Success (6)

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. ***BS in Business learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take ACS1003 during their first quarter. Cannot be fulfilled by transfer or credit for prior learning.***

ADD - Addiction Studies

ADD 5106 - Assessment of Addiction (4)

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.

ADD 5107 - Principles of Integrated Addiction and Mental Health Treatment (4)

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.

ADD 5217 - Ethical and Legal Issues in Addiction Treatment (4)

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.

ADD 5336 - Implications of Addiction Treatment with Diverse Populations (4)

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.

ADD 5945 - Supervision and Program Management in Addiction Treatment (4)

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.

ADD 6431 - Addiction Studies Internship (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: COUN-R5861 with a cumulative GPA of 3.0 or better.

ADD 6432 - Addiction Studies Internship 2 (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: ADD6431 with a cumulative GPA of 3.0 or better.

ANLT - Analytics

ANLT 5002 - Basic Applications of Analytics(4)

In this course, learners develop the skills needed to apply the early aspects of the life cycle of analytics. Learners review the different types of data sources and explore various data models and algorithms. Learners also use basic tools to complete an analysis and collaborate within teams to evaluate case studies and explore ways in which stakeholder's 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 credit for prior learning.***

ANLT 5010 - Foundations in Analytics (4)

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: Completion of or concurrent registration in ANLT5002 or ITEC5020.

ANLT 5020 - Data Sources for Analytics (4)

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: Completion of or concurrent registration in ANLT5010.

ANLT 5030 - Statistical Methods in Analytics (4)

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: Completion of or concurrent registration in ANLT5020.

ANLT 5040 - Leadership for Analytics (4)

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.

ANLT 5050 - Concepts of Data Mining (4)

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: ANLT5030; graduate certificate learners in Advanced Analytics Using SAS® are exempt from this prerequisite.

ANLT 5060 - Applied Forecasting (4)

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: ANLT5030.

ANLT 5070 - Text Mining (4)

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: ANLT5030; graduate certificate learners in Advanced Analytics Using SAS® are exempt from this prerequisite.

ANLT 5080 - Advanced Analytics and Modeling (4)

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: ANLT5050.

ANLT 5090 - Reporting Solutions with Analytics (4)

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: ANLT5030.

ANLT 5100 - Visual Analytics (4)

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: ANLT5030.

ANLT 5900 - Capstone in Analytics (4)

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. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: Completion of all required coursework.

ANLY - Analytics

ANLY 5510 - Advanced Business Analytics (4)

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.

BHA - Bachelor of Science In Health Care Administration

BHA 4002 - History of the United States Health Care System (3)

Learners gain a historical view of the U.S. health care system and analyze the challenges and successes of an ever-changing and evolving industry from both a private and public health perspective. Learners also

investigate health care innovations, regulatory bodies and technology to assess the evolutionary processes in medical education, changing practice, hospital industry growth and the continuum of care.

BHA 4003 - Present and Future State Developments within the United States Health Care System (3)

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 4004 - Patient Safety and Quality Improvement in Health Care (6)

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 4006 - Health Care Regulation and Compliance (6)

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 4008 - Health Care Budgeting and Reporting (3)

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 4009 - Health Care Reimbursement Systems (3)

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 4010 - Introduction to Health Care Research (6)

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 4020 - Health Care Administration Capstone Project (6)

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 credit for prior learning.***

BHA 4102 - Leadership and Communication in Health Care Organizations (6)

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 4104 - Strategic Leadership and Workforce Planning in Health Care (6)

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 4106 - Introduction to Managing Health Care Information (6)

Learners in this course integrate essential informatics concepts into health care administration and to 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 4108 - Managing Population Health (6)

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 4110 - Health Care Systems and Operations (6)

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 4112 - Economics of Health Care (6)

Learners in this course examine historical perspectives and current trends in the health care industry and analyze its unique economic structure. Learners analyze evolving reimbursement trends, methods, and technology and identify the political, legal, regulatory, organizational, and demographical implications of business decisions on health care economics. Learners also evaluate the ways in which economic and stakeholder influences affect operational planning and decision making.

BIO - Biology

BIO 1000 - Human Biology (6)

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. The course also includes lab experience.

BMGT - Business Management

BMGT 8002 - Research Processes, Theory and Practice in Global Business (6)

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.***

BMGT 8006 - Business Principles and Practices (4)

Learners in this course apply theories of organization to critically analyze the organization as an arrangement of systems to develop a holistic understanding of its interrelated, interdependent functions. ***Cannot be fulfilled by transfer.***

BMGT 8008 - Ethics and Leadership in Global Environments (4)

In this course, learners examine the 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.

BMGT 8012 - Marketing Principles and Practice (4)

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.

BMGT 8016 - Strategic Management and Practice (4)

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.

BMGT 8019 - Business Dissertation Specialization Literature (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: BMGT8028.

BMGT 8028 - Foundations of Research, Scholarly Literature, and Theory in Management (4)

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.***

BMGT 8035 - Tests, Measurements, and Business Research Design (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: BMGT8034 or RSCH7864; BMGT-V8926.

BMGT 8043 - Quantitative Research Techniques 2 (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: BMGT8035.

BMGT 8044 - Qualitative Research Design and Data Analysis (4)

This course extends the topics covered in BMGT8040 and is designed to prepare learners to develop and conduct their own qualitative study for a dissertation. Learners further analyze the philosophical underpinnings of qualitative research and inquiry, emphasizing effective execution of school-approved dissertation research methodologies. These methodologies include case study, phenomenology, Delphi, and generic qualitative research. Learners assess the design, sampling, and data collection strategies associated with each of the four methodologies. Learners also examine the data analysis processes associated with each methodology, as well as the role of the researcher in documenting personal reflections in the collection and analysis of data. ***Cannot be fulfilled by transfer.***

Prerequisite: BMGT8040 or RSCH7868; BMGT-V8926.

BMGT 8046 - Qualitative Data Collection Strategies, Data Collection Guides, and Field Testing (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: BMGT8044.

BMGT 8055 - Business Special Topics: Literature Review (4)

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 PhD dissertation guidelines. ***Cannot be fulfilled by transfer.***

Prerequisite: BMGT-V8926.

BMGT 8110 - Advanced Research in Accounting (4)

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.***

BMGT 8112 - Financial Reporting (4)

Learners investigate financial accounting standards and practices and associated legal, regulatory, and reporting issues. Learners assess the relationship between financial accounting research and practice and analyze related emerging trends, technologies, and societal implications. ***Cannot be fulfilled by transfer.***

BMGT 8114 - Accounting in the Global Era (4)

Learners evaluate international accounting standards and the evolving process of harmonization. Learners compare U.S.-based Generally Accepted Accounting Principles (GAAP) are compared with those of other countries and assess the influence of cultures, globalization, and technology on accounting standards. Learners engage in research and practice while exploring emerging trends in the profession and society. ***Cannot be fulfilled by transfer.***

BMGT 8116 - Forensic Accounting (4)

Learners investigate the requirements, processes, and techniques used to present accounting and financial information in the legal environment. Learners analyze the relationship between forensic accounting research and practice and explore related emerging trends, technologies, and societal implications. ***Cannot be fulfilled by transfer.***

BMGT 8130 - Foresight: Anticipating the Future (4)

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.***

BMGT 8132 - Identifying Opportunities for Innovation (4)

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.***

BMGT 8134 - Competing with Disruptive Innovation (4)

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.***

BMGT 8136 - Building an Innovation Strategy (4)

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.***

BMGT 8210 - Information Technology Leaders as Partners in Organizational Strategic Planning (4)

Learners investigate 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.***

BMGT 8212 - Leading Information Technology Strategic Planning in Complex and Global Environments (4)

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.***

BMGT 8214 - Guiding the Implementation of Information Technology Policies and Processes (4)

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.

BMGT 8216 - Innovating Information Technology Life Cycle Management Processes in a Changing Environment (4)

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.

BMGT 8234 - Investment and Portfolio Analysis and Management (4)

Learners in this course study investment and portfolio analysis and management, asset pricing models, and option pricing models. Learners also explore current research and literature associated with asset pricing, efficient markets, hedging, and mergers and acquisitions. ***Cannot be fulfilled by transfer.***

Prerequisite: DBA learners must have completed BMGT8230, BMGT8232. PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086.

BMGT 8410 - Foundations of Human Resource Theory and Practice (4)

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.***

BMGT 8412 - Creating Adaptive, Innovative Workplaces (4)

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.***

BMGT 8414 - Attracting and Retaining Talent (4)

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.***

BMGT 8416 - Human Resource Practices for Developing Talent (4)

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.***

BMGT 8430 - Advanced Concepts of Project Management Methodologies (4)

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.***

BMGT 8432 - Projects as Complex Adaptive Systems (4)

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.***

BMGT 8434 - Advanced Risk Management Systems and Research (4)

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.***

BMGT 8436 - Dynamics of Program and Portfolio Management (4)

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.***

BMGT 8538 - Development and Evaluation of Marketing Theory (4)

This course is an examination of theory development in marketing. Learners study foundational readings in theory development and marketing theory that support current thought leadership in the field. From this knowledge base, learners complete and then expand a literature review. ***For PhD in Business Management and PhD in Organization and Management learners only. Cannot be fulfilled by transfer.***

Prerequisite: PhD in Business Management learners must have completed BMGT8530, BMGT8532, BMGT8534.

BMGT 8610 - Leadership Theory and Practice in a Global Environment (4)

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.***

BMGT 8612 - Leadership as Personal Practice (4)

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.***

BMGT 8614 - Leading the Organizational System (4)

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.***

BMGT 8616 - Leading Dynamic Systems with Multi-Dimensional Thinking (4)

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.***

BMGT-V - Business Management

BMGT-V 8925 - Doctoral Project Development - Topic Ideation (3)

In this ten-week virtual residency, learners develop and evaluate proposed topic areas and theories for their doctoral project. Learners analyze the literature on potential topics to assess relevance to the discipline and potential methods to use in the doctoral project. Learners gain an understanding of the writing, research, and critical thinking skills necessary to complete the final project. Further development of the doctoral project is determined through a final assessment. This residency includes required synchronous sessions. ***For PhD in Business Management and PhD in Information Technology learners only. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: BMGT8019, BMGT8028.

BMGT-V 8926 - Doctoral Project Development - Topic Development (3)

In this ten-week virtual residency, learners apply writing, research, and critical thinking skills by identifying a problem, developing project questions, and finalizing a project topic that is appropriate for the program. Learners use evidence to support the selection of theories, problems, and questions to guide further refinement of their topic. Learners establish an appropriate topic area, preliminary project design, and begin development of a literature review. Further development of the doctoral project is determined through a project topic framework. This residency includes required synchronous sessions. ***For PhD in Business Management and PhD in Information Technology learners only. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: BMGT8034 or BMGT8040; BMGT-V8925.

BMGT-V 8927 - Doctoral Project Development - Framework Development (3)

In this ten-week virtual residency, learners apply advanced research and writing skills through the development of a detailed project framework based on work in prior residencies. Learners develop a project framework that includes methodological and/or research design, sampling or participant recruitment plan, intervention plan (if applicable), strategies for

data collection, analysis, and outcomes of the project. Further development of the doctoral project is determined through an assessment of the project framework, which is finalized once the learner enters the advanced doctoral stage of the program. This residency includes required synchronous sessions. ***For PhD in Business Management and PhD in Information Technology learners only. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: BMGT8040 or BMGT8043 or RSCH7868; BMGT-V8926.

BSN - Bachelor of Science in Nursing

BSN 4020 - Nursing Capstone Project (6)

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 credit for prior learning.***

BUS - Business

BUS 3003 - Developing a Business Perspective (6)

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. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ACS1003.

BUS 3007 - Developing a Business Perspective (6)

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. Cannot be fulfilled by transfer or credit for prior learning.***

BUS 3011 - Fundamentals of Management (3)

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.

BUS 3012 - Fundamentals of Leadership (3)

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.

BUS 3021 - Fundamentals of Business Law (3)

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 3022 - Fundamentals of Supply Chain Management (3)

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 3030 - Fundamentals of Marketing and Sales (6)

Learners investigate 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 3040 - Fundamentals of Human Resource Management (6)

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 3050 - Fundamentals of Organizational Communication (6)

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 3061 - Fundamentals of Accounting (3)

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.***

BUS 3062 - Fundamentals of Finance (3)

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.***

BUS 4011 - Virtual Team Collaboration (6)

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: BUS3010, or BUS3011 and BUS3012.

BUS 4012 - Leadership in Organizations (6)

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: BUS3010, or BUS3011 and BUS3012.

BUS 4013 - Organizational Structure, Learning, and Performance (6)

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: BUS3010, or BUS3011 and BUS3012.

BUS 4014 - Operations Management for Competitive Advantage (6)

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: BUS3010, or BUS3011 and BUS3012.

BUS 4015 - Strategic Planning and Implementation (6)

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: BUS3010, or BUS3011 and BUS3012.

BUS 4016 - Global Business Relationships (6)

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: BUS3010, or BUS3011 and BUS3012.

BUS 4022 - E-Marketing (6)

Learners in this course examine the integrated and interrelated factors involved in e-marketing, including sourcing and sales. Throughout the course, learners gain an understanding of how to most effectively use e-marketing and e-business approaches to manage strategy, operations, supply chains, logistics, online customer profiling, and the sales cycle. Building on this knowledge, learners prepare a sourcing, marketing, and sales plan for an enterprise.

Prerequisite: BUS3030.

BUS 4024 - Customer Behavior (6)

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: BUS3030.

BUS 4027 - Public Relations (6)

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: BUS3030.

BUS 4030 - Marketing Distribution Channel Management (6)

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: BUS3030.

BUS 4033 - Brand Identity and Marketing Communications (6)

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: BUS3030.

BUS 4035 - Global Marketing (6)

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: BUS3030.

BUS 4036 - Marketing Research (6)

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: BUS3030.

BUS 4043 - Compensation and Benefits Management (6)

Learners investigate theories related to compensation and reward systems in organizations and the practices used to create and maintain these systems. Learners create 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: BUS3040.

BUS 4044 - Legal Issues in Human Resource Management (6)

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: BUS3040.

BUS 4045 - Recruiting, Retention, and Development (6)

Learners investigate 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: BUS3040.

BUS 4046 - Employee and Labor Relations (6)

Learners investigate the dynamics of creating a mutually beneficial relationship between employer and employee, including maintaining legal compliance and cultivating positive employee morale. Learners analyze and interpret 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 identify and evaluate the impact of labor unions on the organization.

Prerequisite: BUS3040, BUS4045.

BUS 4047 - Employee Training and Development (6)

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: BUS3040.

BUS 4048 - International HR Management Issues (6)

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: BUS3040.

BUS 4060 - Financial Accounting Principles (6)

Learners identify 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: BUS3060 or BUS3061.

BUS 4061 - Managerial Accounting Principles (6)

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: BUS4060.

BUS 4062 - Intermediate Financial Accounting Topics and Trends (6)

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: BUS4060.

BUS 4063 - Advanced Financial Accounting Topics and Trends (6)

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: BUS4062.

BUS 4064 - Cost Accounting for Planning and Control (6)

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 give particular attention to strategic aspects within business decision cycles.

Prerequisite: BUS4061.

BUS 4065 - Income Tax Concepts and Strategies (6)

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: BUS4060.

BUS 4068 - Contemporary Auditing Using Investigative Accounting Practices (6)

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: BUS4063.

BUS 4070 - Foundations in Finance (6)

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: BUS3060 or BUS3062.

BUS 4071 - Financial Markets and Institutions (6)

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: BUS4070.

BUS 4072 - Analysis for Financial Management (6)

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: BUS4070.

BUS 4073 - Investments and Portfolio Management (6)

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: BUS4070.

BUS 4074 - Entrepreneurial Finance (6)

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: BUS4070.

BUS 4075 - Public and Nonprofit Finance (6)

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: BUS4070.

BUS 4076 - Issues in International Finance (6)

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: BUS4070.

BUS 4077 - Risk Management Strategies (6)

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: BUS4070.

BUS 4111 - Ethics in Accounting (3)

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.

BUS 4114 - Government and Nonprofit Accounting (3)

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: BUS4062.

BUS 4115 - Business Law in Accounting (6)

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).

BUS 4121 - Ethics in Health Care Management (6)

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.

BUS 4200 - Identifying Core Business Processes and Master Data (3)

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: ACS1003 or BUS3007 or IT2230.

BUS 4240 - Data Interpretation and Statistical Analysis in Business (3)

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: BUS4220.

BUS 4801 - Ethics and Enterprise (6)

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 4802 - Change Management (6)

In this course, learners acquire and demonstrate change management competencies by exploring change. Learners practice change management concepts through professionally relevant, hands-on activities. In addition, learners gain the knowledge and skills required to lead, facilitate, and support change management. Learners examine their own experiences to gain an understanding of the unfolding dynamics of planned and unplanned change in organizations from the multiple perspectives of various stakeholders. Learners analyze creative problem solving, team development, roles and responsibilities, knowledge and skills development, communication tools, and broad participation in the change process receive special attention.

BUS 4993 - Business Capstone Project (6)

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 credit for prior learning.

CES - Counselor Education and Supervision

CES 8001 - Orientation to Doctoral Studies in Counselor Education (4)

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.***

CES 8130 - Advanced Scholarly Inquiry (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: CES8760.

CES 8140 - Research Theory and Philosophy (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: CES8130.

CES 8150 - Research Design (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: CES8140.

CES 8160 - Qualitative Research Methods (4)

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. Cannot be fulfilled by transfer.***

Prerequisite(s): CES8150.

CES 8170 - Quantitative Research Methods (4)

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. Cannot be fulfilled by transfer.***

Prerequisite(s): CES8150.

CES 8746 - Program Evaluation in Counselor Education and Supervision (4)

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.***

CES 8760 - Advanced Counseling Practice (4)

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.***

CES 8768 - Counselor Education Teaching and Practice (4)

This course provides an overview of major roles, responsibilities, and activities of counselor educators. Learners study instructional theory and methods and evaluate ethical and legal issues associated with counselor preparation training. Learners develop a philosophy of teaching and learning and examine procedures for engaging students, assessing student needs, and effectively delivering the information needed to develop competent counselors. ***For PhD in Counselor Education and Supervision learners only.***

CES 8772 - Counselor Supervision (4)

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.***

CES 8776 - Leadership and Advocacy in Counseling (4)

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.***

CES 8780 - Counselor Education and Supervision Practicum (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: CES8130, CES8140, CES8760, CES8768, CES8772.

CES 8784 - Counselor Education and Supervision Internship 1 (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: CES8780.

CES 8785 - Counselor Education and Supervision Internship 2 (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: CES8784.

CES 8786 - Counselor Education and Supervision Internship 3 (4)

Learners in the PhD in Counselor Education and Supervision degree program may take this internship course to complete their 600 required supervised hours. During this internship, learners continue to refine the skills they developed in CES8784 and CES8785. This course requires no fewer than 100 hours of supervised practice. ***For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Special permission is required for registration. Cannot be fulfilled by transfer.***

Prerequisite: CES8785.

CES 8910 - Counselor Education and Supervision Teaching Internship 1 (2)

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. Cannot be fulfilled by transfer.

Prerequisite: CES8800, completion of or concurrent registration in CES8768.

CES 8920 - Counselor Education and Supervision Teaching Internship 2 (2)

This is the second course in the sequence of five required internship courses. Learners in this internship teach a ten-week online counseling course with an embedded four-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. ***For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: CES8800, CES8910.

CES 8930 - Counselor Education and Supervision Teaching Internship 3 (2)

This is the fourth course in the sequence of five required internship courses. Learners in this internship act as the primary instructor and teach a 10-week online course under the supervision of a Capella University instructor. Learners apply teaching methods, effective approaches to adult learning, and gatekeeping relevant to counselor education and supervision. Learners also demonstrate effective evaluation methods that are ethically and culturally appropriate. This course requires no fewer than 120 hours of supervised teaching practice. ***For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: CES8800, CES8910, CES8920, CES8940.

CES 8940 - Supervision Internship (2)

This is the third course in the sequence of five required internship courses. Learners engage in clinical supervision for the duration of a 10-week course with a cohort of master's-level internship learners and act under the supervision of a Capella University instructor. Learners apply theoretical frameworks and models of supervision to practice their own personal style of clinical supervision. In addition, learners

engage in gatekeeping responsibilities and administrative procedures related to clinical supervision. Learners also demonstrate effective evaluation methods that are ethically and culturally appropriate. This course requires no fewer than 120 hours of supervised teaching practice. ***For PhD in Counselor Education and Supervision learners only.***

Grading for this course is S/NS. Cannot be fulfilled by transfer.

Prerequisite: CES8800, CES8910, CES8920, completion of or concurrent registration in CES8772.

CES 8950 - Research Internship (2)

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. ***For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: CES8130, CES8140, CES8150, CES8160, CES8800, CES8910, CES8920, CES8930, CES8940, completion of or concurrent registration in CES8170.

CES 9100 - Research and Scholarship (4)

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. Department consent is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

CES 9600 - Counselor Education and Supervision Dissertation (4)

This course provides learners with resources, guidance, and peer and mentor support as they complete their 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. Department consent is required for registration. Learners must register for this course a minimum of three times to fulfill their program requirements. Cannot be fulfilled by transfer.***

Prerequisite: CES9100 with a cumulative GPA of 3.0 or better.

CES 9919 - Doctoral Comprehensive Examination (3)

This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to register for the first dissertation course. ***For PhD in Counselor Education and Supervision learners only.***

Department consent is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.

Prerequisite: CES8004, CES8110, CES8120, CES8120, CES8122, CES8123, CES8756, CES8760, CES8768, CES8772, CES8776, DRS-V8925, DRS-V8926, DRS-V8927 with a cumulative GPA of 3.0 or better.

CES 9960 - Dissertation Courseroom (3)

This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. ***For PhD in Counselor Education and Supervision learners only. Department consent is required for registration. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Cannot be fulfilled by transfer.***

Prerequisite: CES9919, DRS-V8927, and completion of or concurrent registration in CES8780, CES8784, and CES8785 with a cumulative GPA of 3.0 or better.

CES 9980 - Doctoral Project Development (4)

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.***

CJ - Criminal Justice

CJ 1000 - Introduction to Criminal Justice (6)

In this course, learners examine the characteristics of the U.S. criminal justice system and its evolution in response to the continually changing forces that

influence crime control. Learners gain an understanding of criminal justice theory and its relation to criminality, the criminal justice system, and the principles of the adjudication process.

CJ 2120 - Ethics of Criminal Justice (6)

Learners in this course analyze the ethical dimension of law enforcement practice and acquire the critical knowledge and skills that support ethical, on-the-job decision making. Learners examine major ethical problems such as discrimination, corruption, deception, racial profiling, and excessive force using material drawn from commissions of inquiry, internal affairs investigations, published literature, human rights documentation, and observed police-community relations. Learners explore the bases for developing personal and professional ethics, guided by professional codes of practice and human rights standards.

CJ 3200 - Constitutional Law (6)

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.

CJ 3220 - Criminal Law (6)

Learners in this course examine the historical development of criminal law and the rules of criminal procedure that govern its application. Learners distinguish between the social and legal definitions of crime and dissect the various elements of crimes.

CJ 3540 - Criminal Procedure and Evidence (6)

This course, intended as an introduction to the facts based and research supported uses of criminal psychology relative to criminal behaviors, the theories surrounding these behaviors, as well as popular criminal defenses relative to criminal psychology and behaviors that may be encountered by those entering the field of criminal justice. Learners preparing for a career in criminal justice should have a basic understanding of the impact criminal psychology and criminal behaviors have on those they serve and the cases they attempt to prosecute on the people's behalf. Exploring examples of well-known criminal cases where these issues have been center stage will be utilized to provide the learner insight as to the

impact criminal psychology and criminal behaviors have on the law, the police, and the communities they serve. This course will complement existing criminal justice offerings at Capella as well as provide a new perspective relative to how different fields of study cross-over and complement one another.

CJ 3600 - Emergency Planning (6)

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.

CJ 4280 - Research Applications in Criminal Justice (6)

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 United States and its citizens. Learners also learn how to communicate findings based on criminal justice research and commonly used data sources.

CJ 4990 - Criminal Justice Capstone (6)

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 credit for prior learning.***

COM - Communication

COM 1150 - Introduction to Digital and Information Literacy (6)

In this course, learners build their knowledge of digital and information literacy and technological tools to stay organized, be well-informed, 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, while leveraging information literacy strategies to

ensure accuracy and evidence-based support for their work.

COM 1250 - Workplace Communication(6)

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 2000 - Intercultural Communication (6)

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.

COM 3700 - Conflict Resolution (6)

In this course, learners identify and analyze the factors that promote conflict and apply the fundamental skills and tools used to resolve conflict in personal and professional situations.

COM 4100 - Media and Culture (6)

In this course, learners analyze communication processes and the influence of mass media 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-H - Communication

COM-H 4005 - Communicating and Integrating Solutions in the Professional World (6)

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. Cannot be fulfilled by transfer.***

Prerequisite: SOC-H3005.

COUN - Counseling

COUN 5002 - Lifespan Development for the Counseling Professions (4)

Learners examine theories and principles of lifespan development to include biological, cognitive, social, emotional, and moral frameworks. Learners analyze the diverse contexts that support typical and adaptive development in all stages of life and are exposed to current research and knowledge in the field. ***For MS in***

Clinical Mental Health Counseling, MS in School Counseling learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.

COUN 5007 - Research Methods for the Counseling Professions (4)

Learners gain an understanding 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 School Counseling learners only.***

COUN 5106 - Assessment, Tests, and Measures (4)

Learners examine the assessment process and how tests and measures are used in counseling. Learners also explore the evolution of assessment methods, testing strategies and interpretation, and fundamental measurement constructs. ***For MS in Clinical Mental Health Counseling, MS in School Counseling learners only.***

COUN 5107 - Principles of Psychopathology and Diagnosis (4)

Learners in this course examine psychopathology principles, professional literature, and current issues associated with assessing mental disorders. Learners critically evaluate diagnostic models, methods, and approaches used in diagnosing and treating individuals, couples, and families. Learners also explore the current DSM classifications and diagnostic issues associated with multicultural populations. ***For MS in Clinical Mental Health Counseling, Contemporary Theory in Mental Health Services graduate certificate, MSW, and MSW—Advanced Standing learners only.***

Prerequisite: COUN5223 or SWK5013.

COUN 5108 - Foundations of Addiction and Addictive Behavior (4)

This course provides learners with fundamental knowledge of addiction from its historical roots through contemporary issues. Learners examine theory and research that guides treatment for substance use disorders and related addictive behaviors, including the diagnosis and treatment of co-occurring mental health issues. In addition, learners review empirically supported interventions for individuals, families, groups, and diverse populations, as well as emerging issues in the field based upon current research. ***For MS in Clinical Mental Health Counseling, Contemporary Theory in Addictive Behavior graduate certificate, MSW, and MSW—Advanced Standing learners only.***

Prerequisite: COUN5223 or COUN5260 or SWK5013.

COUN 5217 - Ethical and Legal Issues in Professional Counseling (4)

In this course, learners evaluate current legal and ethical guidelines used in the counseling profession. Learners apply decision-making models and formulate effective collaboration strategies used to resolve legal and ethical issues that arise when working with children, adults, couples, and families in a variety of treatment settings. Learners also analyze how personal belief systems can influence counselors' responses to those issues. *For MS in Clinical Mental Health Counseling, MS in School Counseling, and BS in Psychology Pre-Counseling degree program and Contemporary Theory in Mental Health Services graduate certificate learners only.*

Prerequisite: BS in Psychology Pre-Counseling learners require special permission for registration and must have completed PSYC4700 with a cumulative GPA of 3.0 or better.

COUN 5223 - Introduction to Clinical Mental Health Counseling (4)

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.

COUN 5225 - Human Sexuality (4)

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.*

COUN 5238 - Crisis Assessment and Intervention(4)

Learners assess crisis intervention and emergency management models and strategies used in the counseling field and develop the crisis intervention skills needed to provide counseling services in mental health settings in a timely, effective, and ethical manner. Learners also investigate 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 School Counseling learners only.*

COUN 5239 - Theories of the Counseling Profession (4)

Learners investigate 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 School Counseling degree program and Contemporary Theory in Mental Health Services graduate certificate learners only.*

COUN 5241 - Group Counseling and Psychotherapy (4)

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. Learners must meet weekly via web conferencing for synchronous (live) group meetings with their course instructor. *For MS in School Counseling learners only.*

Prerequisite: COUN-R5861.

COUN 5254 - Child and Adolescent Counseling (4)

Learners gain an understanding of 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 School Counseling learners only.*

Prerequisite: MS in School Counseling learners must have completed COUN-R5861.

COUN 5258 - Group Therapy and the Treatment of Substance-Related and Addictive Behavior (4)

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 Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MSW, MSW—Advanced Standing, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior graduate certificate learners only.**

Prerequisite: MS in School Counseling learners must have completed COUN-R5861.

COUN 5260 - Theories of Addiction Treatment (4)

Learners 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 Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MSW, MSW—Advanced Standing, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior graduate certificate learners only.**

Prerequisite: MS in School Counseling learners must have completed COUN-R5861.

COUN 5261 - Interventions for Substance-Related and Addictive Disorders (4)

Learners 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 Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MSW, MSW—Advanced Standing, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior graduate certificate learners only.**

Prerequisite: MS in School Counseling learners must have completed COUN-R5861.

COUN 5264 - Contemporary Issues in the Treatment of Substance-Related and Addictive Disorders (4)

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.

COUN 5266 - Family Systems and Psychoeducation in Addiction (4)

Learners 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 School Counseling degree program and Contemporary Theory in Addictive Behavior graduate certificate learners only.**

Prerequisite: MS in School Counseling learners must have completed COUN-R5861.

COUN 5268 - Psychopharmacology and Medication Management (4)

Learners 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 Addiction Studies, MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior graduate certificate learners only.**

Prerequisite: MS in School Counseling learners must have completed COUN-R5861.

COUN 5271 - Marriage and Family Systems (4)

Learners investigate families as systems from theoretical, clinical, and research perspectives. Learners gain an understanding of 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 School Counseling learners only.**

COUN 5278 - Assessment Techniques in Career Planning (1)

Learners in this course focus on career planning and career

assessment best practices. Learners review the theoretical foundation of career assessment and examine tools to use in planning appropriate assessments for individual clients. Learners also practice administering career assessment tools to gain a better understanding of career assessment analysis and interpretation. ***For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.***

COUN 5279 - Life Planning and Career Development (4)

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 School Counseling, and BS in Psychology Pre-Counseling learners only.***

Prerequisite: BS in Psychology Pre-Counseling learners require special permission for registration and must have completed PSYC4700 with a cumulative GPA of 3.0 or better.

COUN 5280 - Introduction to School Counseling (4)

Learners gain an understanding of 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 School Counseling degree program and Contemporary Theory in School-Based Services graduate certificate learners only.***

COUN 5284 - School Counseling Program Development and Evaluation (4)

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 School Counseling learners only.***

Prerequisite: COUN5241, COUN5812, COUN-R5861.

COUN 5336 - Counseling and Advocacy with Diverse Populations (4)

In this course, learners engage with theory, research, and models that inform ethical and culturally competent counseling and social justice advocacy in a variety of settings. Learners analyze counseling theories and evidence-based practices that emphasize the relevance of multicultural counseling and advocacy roles of counselors. Throughout the course, learners investigate cultural assumptions, values, counselor credibility, prejudice, and racism within the counseling context. Learners identify their own overt and covert beliefs, and messages around cultural characteristics to determine how these experiences might influence the counseling process. In addition, learners gain an understanding of the role of the counselor and advocate in promoting social justice at multiple levels. ***For MS in Clinical Mental Health Counseling, MS in School Counseling, and BS in Psychology Pre-Counseling degree program and Contemporary Theory in Mental Health Services graduate certificate learners only.***

Prerequisite: BS in Psychology Pre-Counseling learners require special permission for registration and must have completed PSYC4700 with a cumulative GPA of 3.0 or better.

COUN 5338 - Crisis Intervention, Trauma Response, and Emergency Management (4)

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.***

COUN 5420 - Child and Adolescent Psychopathology (4)

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 School Counseling degree program and Contemporary Theory in School-Based Services graduate certificate learners only.***

COUN 5422 - Counseling for College and Career Readiness (4)

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 School Counseling learners only.***

Prerequisite: COUN5279, COUN-R5861.

COUN 5424 - Instruction and Intervention with Special Populations (4)

In this course, learners analyze theoretical perspectives, characteristics, etiology, assessment, and interventions related to children and adolescents of different ability levels. Learners evaluate differentiated instruction and inclusion models and investigate recent trends in special education, evidence-based interventions, and relevant laws that impact diverse students. ***For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.***

COUN 5601 - Special Topics for Counselors (1)

Learners in this course investigate a specific topic in counseling to enhance their understanding of theory, practice, and research in the counseling profession. Learners will develop their understanding and application of clinical skills in preparation for professional counseling practice. ***Special permission is required for registration.***

COUN 5812 - Theories of Counseling with Children and Adolescents (4)

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: COUN5280.

COUN 5830 - Mental Health Counseling Approaches and Interventions (4)

This course cultivates foundational concepts and relationship-building skills, while integrating introductory application of assessment, therapeutic interventions, and ethical and legal standards. Learners apply theories, methods, and practices of clinical mental health counseling. ***For MS in Clinical Mental Health Counseling, Contemporary Theory in Mental Health Services graduate certificate learners only. COUN-R5861 must be taken the quarter immediately following COUN5830.***

Prerequisite: COUN5217, COUN5223, COUN5239, COUN5336.

COUN 5832 - Group Counseling and Applications in Clinical Mental Health Counseling (4)

This course presents group theoretical models and developing interventions. Topics include types of groups, developmental aspects of group counseling, group dynamics and processes, group leadership and membership roles, ethical awareness in relation to groups. Learners continue to integrate mental health counseling theories and methods within clinical practice. ***For MS in Clinical Mental Health Counseling, Contemporary Theory in Mental Health Services graduate certificate learners only. COUN-R5863 must be taken the quarter immediately following COUN5832. Cannot be fulfilled by transfer.***

Prerequisite: COUN5106, COUN5107, COUN5108, COUN5238, COUN-R5861.

COUN 6102 - School Counseling Practicum (4)

The school counseling practicum is a supervised experience during which learners practice specific counseling skills, including interviewing, assessment, intervention, documentation, and consultation in a school counseling setting. Learners use fundamental communication and interviewing counseling approaches that promote student and school success. This course requires 100 hours of practicum experience, which must consist of no less than 40 hours of direct student contact, and no less than 12 hours of face-to-face individual and/or triadic supervision with site

supervisors. ***For MS in School Counseling 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. Cannot be fulfilled by transfer.***

Prerequisite: COUN5007, COUN5284, COUN-R5863, completion of or concurrent registration in COUN5422 with a cumulative GPA of 3.0 or better.

COUN 6121 - Internship for School Counseling 1 (5)

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 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 20 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. 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, supervision, consultation, referral, in-service training, and staff meetings. ***For MS in School Counseling learners only. Special permission is required for registration. 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. Cannot be fulfilled by transfer.***

Prerequisite: COUN5422, COUN6102, with a cumulative GPA of 3.0 or better.

COUN 6122 - Internship for School Counseling Internship 2 (5)

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 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 20 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. 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, supervision, consultation, referral, in-service training, and staff meetings. ***For MS in School Counseling learners only. Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific practicum and licensing or credentialing requirements of their states. Cannot be fulfilled by transfer.***

Prerequisite: COUN6121, with a cumulative GPA of 3.0 or better.

COUN 6131 - School Counseling Internship 1 (4)

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 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 20 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, supervision, consultation, referral, in-service training, and staff meetings. ***For MS in School Counseling learners only. Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific practicum and licensing or credentialing requirements of their states. Cannot be fulfilled by transfer.***

Prerequisite: COUN5420, COUN5422, COUN6102, with a cumulative GPA of 3.0 or better.

COUN 6132 - School Counseling Internship 2 (4)

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 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 20 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, supervision, consultation, referral, in-service training, and staff meetings. ***For MS in School Counseling learners only. Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific practicum and licensing or credentialing requirements of their states. Cannot be fulfilled by transfer.***

Prerequisite: COUN6131, with a cumulative GPA of 3.0 or better.

COUN 6301 - Mental Health Counseling Clinical Practicum (5)

The clinical practicum is an online-directed, supervised site-based learning experience in a mental health counseling site-based learning setting during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation. Learners use fundamental communication and interviewing principles and perform initial assessments with individuals, couples, and/or families. This course requires 100 hours of clinical experience, which must consist of no fewer than 40 hours of direct client contact, and no fewer than 10 hours of face-to-face contact with an approved site supervisor. Learners also meet weekly via web conferencing for synchronous group supervision meetings with their course instructor. ***For MS in Clinical Mental Health Counseling learners only. Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. Cannot be fulfilled by transfer.***

Prerequisite: COUN5007, COUN5106, COUN5225, COUN5254, COUN5271, COUN5279, COUN-R5631, COUN-R5863, completion of or concurrent registration in COUN6965 with a cumulative GPA of 3.0 or better.

COUN 6302 - Mental Health Counseling Clinical Practicum (4)

The clinical practicum is an online-directed, supervised site-based learning experience in a mental health counseling field setting during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation. Learners use fundamental communication and interviewing principles and perform initial assessments with individuals, couples, and/or families. This course requires 100 hours of clinical experience, which must consist of no

fewer than 40 hours of direct client contact, and no fewer than 10 hours of face-to-face contact with an approved site supervisor. Learners also meet weekly via web conferencing for synchronous group supervision meetings with their course instructor. ***For MS in Clinical Mental Health Counseling learners only. Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. Cannot be fulfilled by transfer.***

Prerequisite: COUN5007, COUN5106, COUN5225, COUN5254, COUN5271, COUN5279, COUN-R5861, COUN-R5863, completion of or concurrent registration in COUN6965 with a cumulative GPA of 3.0 or better.

COUN 6321 - Mental Health Counseling Clinical Internship 1 (5)

This is the first course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours in a mental health counseling setting. Of the 600 total hours, learners must complete 240 hours of direct client contact and a minimum of 20 hours of face-to-face contact with the approved site supervisors. Learners also meet weekly via web conferencing for synchronous group supervision meetings with their course instructor. The internship consists of a courseroom experience accompanied by supervised experience in a mental health counseling setting and provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation with individuals, couples, and/or families. The focus of the internship is on learner professional development and the application of counseling skills under the supervision of site and faculty supervisors. ***For MS in Clinical Mental Health Counseling learners only. Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. Cannot be fulfilled by transfer.***

Prerequisite: COUN6301 or COUN6302; COUN6965 with a cumulative GPA of 3.0 or better.

COUN 6322 - Mental Health Counseling Clinical Internship 2 (5)

This course serves as the capstone course for the MS in Clinical Mental Health Counseling program. Learners engage in an online courseroom experience in addition to a supervised experience in a mental health counseling setting. Learners develop specific clinical skills in interviewing, assessment, intervention, documentation, and consultation with individuals, couples, and/or families. Learners gain skills in professional development, including career preparation, and the application of counseling skills under the supervision of site and faculty supervisors. Upon

successful completion of the internship, and passing the state board license exam, learners are prepared to transition into roles as professional counselors who make active contributions to the field. ***For MS in Clinical Mental Health Counseling learners only. Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. Cannot be fulfilled by transfer.***

Prerequisite: COUN6321 with a cumulative GPA of 3.0 or better.

COUN 6333 - Counselor Education Clinical Internship 3 (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: COUN6132 or COUN6332 with a cumulative GPA of 3.0 or better.

COUN 6334 - Counselor Education Clinical Internship 4 (4)

Learners take this clinical internship course to complete the required contact hours needed to fulfill graduation and/or state licensure requirements. It provides additional hours of clinical experience. ***For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. May be repeated for credit. Cannot be fulfilled by transfer.***

Prerequisite: COUN6333 with a cumulative GPA of 3.0 or better.

COUN 6965 - Applied Research and Program Evaluation in Mental Health Counseling (4)

In this course, learners demonstrate proficiency in mental health counseling by applying learning from required courses to create a program evaluation proposal in which they examine a theory-based mental health application. Learners select appropriate research methods to assess client needs and evaluate outcomes in counseling interventions and programs. Learners also demonstrate their understanding of using ethical and culturally relevant strategies for conducting, interpreting, and reporting results. ***For MS in Clinical Mental Health Counseling, Contemporary Theory in Mental Health Services graduate certificate learners only. Cannot be fulfilled by transfer.***

Prerequisite: COUN5007, COUN5106, COUN5223, COUN5832, COUN-R5861.

COUN-R - Counseling

COUN-R 5861 - The Counseling Relationship: Concepts and Skills (4)

In this first residency, learners gain an understanding of clinical skills practice through coursework and a face-to-face residency. During the face-to-face residency, learners analyze, develop, and demonstrate counseling concepts and skills. This course requires a time commitment after the face-to-face residency beyond the online course activities. ***For MS in Addiction Studies, MS in Clinical Mental Health Counseling, and MS in School Counseling learners only. Cannot be fulfilled by transfer.***

Prerequisite: MS in Addiction Studies learners must have completed ADD5217, ADD5336, COUN5260. MS in Clinical Mental Health Counseling learners must have completed COUN5217, COUN5223, COUN5336, COUN5830. MS in School Counseling learners must have completed COUN5217, COUN5239, COUN5280, COUN5336.

COUN-R 5863 - The Advanced Counseling Relationship: Concepts, Skills, and Approaches (4)

In this second residency, learners build upon clinical skills practice and group counseling. Learners analyze, develop, and demonstrate advanced counseling concepts, skills, and approaches during their face-to-face residency. This course requires a time commitment after the face-to-face residency beyond the online course activities. ***For MS in Clinical Mental Health Counseling and MS in School Counseling learners only. Cannot be fulfilled by transfer.***

Prerequisite: COUN5106, COUN5238, COUN-R5861. MS in Clinical Mental Health Counseling learners must have completed COUN5107, COUN5108, COUN5239, COUN5832. MS in School Counseling learners must have completed COUN5420, COUN5241.

CRJ - Criminal Justice

CRJ 7015 - Criminal Justice Theory (4)

Learners investigate 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. ***Cannot be fulfilled by transfer.***

Prerequisite: PUAD6020, completion of or concurrent registration in PUAD6030.

CRJ 7021 - Community Corrections (4)

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.

CRJ 7025 - Justice, Security, and Democracy (4)

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: Completion of or concurrent registration in CRJ7015; PUAD6030.

CRJ 7035 - Criminal Justice Policy and Administration (4)

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: CRJ7015, PUAD6030.

CRJ 7041 - Institutional Corrections (4)

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.

CRJ 7042 - Applied Criminological Theory for Scholar-Practitioners (4)

Learners in this course apply theories from each of the major criminological schools (psychological, sociological, and life-course/biosocial) to a potential research topic within the discipline. Learners demonstrate how different theories impact variables, research questions, and the entire research project, including data analysis. Learners also integrate theory with policy, programs, and practice.

CRJ 7045 - Crime Intelligence Analysis (4)

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: CRJ7015, PUAD6030.

CRJ 7095 - Integrative Project for Criminal Justice (4)

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. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: Completion of all required and elective coursework.

CRJ 8015 - Assessing Criminal Justice Theory (4)

Learners in this course identify, define, and assess criminal justice theory. Learners apply criteria to evaluate the effectiveness of selected theories in explaining the structure and functioning of the formal components of the criminal justice system, law enforcement, the courts, and corrections. Learners use theories to account for the responses of officials assigned to process persons identified as criminal. Learners examine testable hypotheses and theses statements derived from these theories in relation to their implications for research, policy formation, and practice. In addition, learners formulate their own research questions and policy proposals from the criminal justice theories that they find most compelling.

Prerequisite: CRJ7015, CRJ7025.

CRJ 8025 - Contemporary Issues in Criminal Justice (4)

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.

CRJ 8035 - Globalization and the Criminal Justice System (4)

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.

CRJ 8045 - Analysis of Crime Data (4)

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.

DB - Doctor of Business Administration

DB 8015 - Applied Business Research Projects (6)

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. Cannot be fulfilled by transfer.***

Prerequisite: DB8008 or DB8410.

DB 8030 - Global Operations (6)

This course presents a global perspective of company operations and the field-related and academic theories, paradigms, and best practices associated with the current global operations environment. Learners examine integrated global operations functions, including design, logistics, quality, technology, access to customers, human resources, and supply chain management. ***For DBA learners only.***

DB 8066 - Fundamentals of Quantitative and Qualitative Research (6)

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: DB-V8926.

DB 8075 - Marketing in a Connected World (6)

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.

DB 8400 - Your DBA Journey (6)

In this first course, learners analyze the components of a business problem. Learners use critical thinking models and practices, including the role of assumptions, to identify business problem scenarios. Learners practice professional- and business-writing, acquire library skills, network with peers and doctoral support services, and learn new technological and reflective tools for further development and independent thought. ***Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.***

DB 8405 - Effective Organizational Leadership (6)

Learners in this course investigate business problems in information systems, management, and marketing experienced by leaders. Learners examine models and theories found in current scholarly and practitioner literature. Additionally, learners analyze project-based problem solving.

DB 8410 - Addressing Problems in Human Resources and Compliance (6)

In this course, learners analyze project-based concepts in human resources, business law, business ethics, and re-skilling of talent pools in the global environment.

Learners examine business ethical compliance using value- and rule-based argumentation. Learners evaluate secondary data sources to perform due diligence when creating objective, fact-based, unbiased analyses.

DB 8415 - Strategic Decision Making (6)

In this course, learners identify strategic decision- making models and theories to assist in solving business financial problems. Learners apply economic and managerial accounting data and management theories to business strategy decisions. Learners cultivate skills using decision and visualization tools, logic frameworks, and intuitive knowledge. Additionally, learners gain an understanding of gap analysis within the project perspective.

DB 8420 - Teaching Business in Higher Education (6)

In this course, learners develop a personal teaching philosophy regarding teaching practices, methods, models, and strategies within the fields of business and supply chain management. Learners create instructional plans and measurable assessments for higher business education within adult-learning frameworks. Additionally, learners write portions of business courses and assess curriculum.

DB 8610 - Leadership Theory and Practice (4)

In this course, learners analyze the literature on leadership styles and theories, as well as more practical aspects of creative thinking. Throughout the course, learners cultivate their literature knowledge with scholarly and practical content from completed research studies. Learners also identify gaps in practice using established methods of gap analysis and consider specific actionable responses to the gaps. Learners investigate an array of leadership project ideas and current scenarios based on real world problems as found in the business literature. ***Cannot be fulfilled by transfer.***

Prerequisite: BMGT8614 or DB8420 or DHA8032 or NHS8051.

DB 8620 - High Performance Leadership (4)

Learners in this course analyze the literature within the leadership concepts surrounding high performance leadership. Learners identify the concepts of reskilling management using the frameworks and theories within human resource management toward creating high performing teams and leaders. Learners gain an understanding of high performing teams, high performance work practices, and various leadership development methods. Learners examine the values, thinking, and practices that need to be developed to be a high-impact leader. Learners discover ways to create meaningful and measurable outcomes as leaders.

Cannot be fulfilled by transfer.

Prerequisite: DB8610 or DB8710.

DB 8630 - Catalysts for Change (4)

In this course, learners examine literature within the leadership concepts surrounding changing employee behaviors, enterprise agility, agile workforce transformation, and leading complex change. Learners investigate unique frameworks and tools proven to assist in creating a project about leading teams for growth and change, leading through crises, leading transformational change, and other relevant and current topics in leadership. Learners gain the knowledge and skills necessary to collect and analyze data using various techniques, while also acquiring certification to ethically conduct human subject research. ***Cannot be fulfilled by transfer.***

Prerequisite: DB8620 or DB8720.

DB 8640 - Seminar: Leadership Topic Development (6)

In this course, learners create an individualized project topic within the specialization of organizational leadership using the capstone template. Learners write the initial portion of their project proposal, including their problem of practice, topic background, project justification and framework, and a preliminary project plan. Learners identify how research is disseminated, including through the use of presentations within their industry and professional communities of practice.

Learners must achieve capstone project topic approval from multiple approvers to move beyond this course. ***Cannot be fulfilled by transfer.***

Prerequisite: DB8630, RSCH7860.

DB 8650 - Seminar: Leadership Literature Review (6)

In this course, learners write the literature review for their individual projects. Learners create synthetic reviews of the literature supporting their topic, their planned technique for collecting data, and their applied framework, theory, concept, or model which grounds their project. Learners must achieve capstone literature review approval from multiple approvers to move beyond this course. ***Cannot be fulfilled by transfer.***

Prerequisite: DB8640.

DB 8710 - Strategy and Innovation: Theorizing, Crafting, Executing (4)

In this course, learners analyze the literature on strategy and innovation theories, as well as more practical aspects of creative thinking. Throughout the course, learners cultivate their literature knowledge with scholarly and practical content from completed research studies. Learners identify gaps in practice using established methods of gap analysis to consider specific actionable responses to the gaps. Learners investigate an array of strategy and innovation project ideas and current industrial, product-based, or market-based scenarios. ***Cannot be fulfilled by transfer.***

Prerequisite: DB8420 or DHA8032.

DB 8720 - Strategic Digital Transformation (4)

Learners in this course analyze the literature within the strategic concepts surrounding digital transformation. Learners investigate unique

frameworks and tools proven to assist in creating a strategic, competitive plan for successfully leading in the digital business marketplace. Learners create abbreviated proposals based on problems found within a variety of digital ecosystems to conceptualize valid and meaningful project ideas. Learners identify how research techniques fit into project planning and managing for digital change. ***Cannot be fulfilled by transfer.***

Prerequisite: DB8610 or DB8710.

DB 8730 - Managing Innovation, Design, and Creativity (4)

In this course, learners identify how leaders use creativity to design strategies, and examine innovative practices that drive companies to success. Learners investigate unique frameworks and tools proven to assist in creating a project about corporate model innovation, strategies for leveraging ecosystems, innovative workspaces, design thinking and creativity, customer focused innovation, and other relevant and current topics in strategy and innovation. Learners gain the knowledge and skills necessary to collect and analyze data using various techniques, while also acquiring certification to ethically conduct human subject research. ***Cannot be fulfilled by transfer.***

Prerequisite: DB8620 or DB8720.

DB 8740 - Seminar: Strategy and Innovation Topic Development (6)

Learners in this course create an individualized project topic within the specialization of strategy and innovation using the capstone template. Learners write the initial portion of their project proposal, including their problem of practice, topic background, project justification and framework, and a preliminary project plan. Learners identify how research is disseminated, including through the use of presentations within their industry and professional communities of practice. Learners must achieve capstone project topic approval from multiple approvers to move beyond this course. ***Cannot be fulfilled by transfer.***

Prerequisite: DB8730, RSCH7860.

DB 8750 - Seminar: Strategy and Innovation Literature Review (6)

In this course, learners write the literature review for their individual projects. Learners create synthetic reviews of the literature supporting their topic, their planned technique for collecting data, and their applied framework, theory, concept, or model which grounds their project. Learners must achieve capstone literature review approval from multiple approvers to move beyond this course. ***Cannot be fulfilled by transfer.***

Prerequisite: DB8740.

DB 8840 - Seminar: General Management Topic Development (6)

In this course, learners create an individualized project topic within the specialization of general management using the capstone template. Learners write the initial portion of their project proposal, including their problem of practice, topic background, project justification and framework, and a preliminary project plan. Learners identify how research is disseminated, including through the use of presentations within their industry and professional communities of practice. Learners must achieve capstone project topic approval from multiple approvers to move beyond this course. ***Cannot be fulfilled by transfer.***

Prerequisite: RSCH7860 and either DB8630 or DB8730.

DB 8850 - Seminar: General Management Literature Review (6)

In this course, learners write the literature review for their individual projects. Learners create synthetic reviews of the literature supporting their topic, their planned technique for collecting data, and their applied framework, theory, concept, or model which grounds their project. Learners must achieve capstone literature review approval from multiple approvers to move beyond this course. ***Cannot be fulfilled by transfer.***

Prerequisite: DB8840.

DB 9801 - Proposal Writing (6)

In this course, learners select their project method, data analysis technique, scholarly framework, and participant pool for their project. Learners utilize previous course learning, artifacts, and tools to create an individualized project proposal, including an appropriate data collection plan and Institutional Review Board (IRB) screening form, while conducting tests and reviews of data collection instruments. ***Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: DB8650 or DB8750 or DB8850.

DB 9802 - Data Analysis Practice and IRB Approval (6)

Learners gain the knowledge and skills necessary to collect data using appropriate, ethical, and structured processes as described

in an approved project proposal (collection may occur if IRB approval is received). Throughout the course, learners analyze datasets and writing results. Learners seek and identify potential communities of interest for project result dissemination. ***Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: DB9801.

DB 9803 - Project Results (6)

Learners complete data collection and analyze and write the results, findings, implications, and conclusions of their projects. Learners finalize their overall project template and submit for committee review and approval. Additionally, learners build a plan for presenting the results of their project. ***Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: DB9802.

DB 9804 - Final Reviews and Presentation(6)

Learners integrate feedback from multiple reviewers to improve and enhance their project into a final, school-approved study. Learners assess the artifacts and items included in the required e-portfolio. Additionally, learners write an executive summary for dean approval and present a poster session to practice the dissemination of research findings. ***Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: DB9803.

DB 9921 - Dissertation with Project Mentoring 1 (6)

Learners complete the required dissertation milestones and prepare their dissertation for publication. ***For DBA learners only. Department consent is required for registration. Grading for this course is S/NS. Learners must register for this course a minimum of two times to fulfill their program requirements. Cannot be fulfilled by transfer.***

Prerequisite: DB8025 or DB8405; DB-R8923.

DB 9940 - DBA Mentor Courseroom (Non-credit)

This course provides a milestone framework to assist learners in developing and completing a DBA study. In the course, mentors guide learners through discussion, feedback, and use of supporting resources as the learners progress toward completion of their study. ***For DBA learners only. Department consent is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

DB 9971 - Doctoral Capstone (4)

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. Cannot be fulfilled by transfer.**

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better.

DB 9980 - Doctoral Project Development (4)

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.**

DB-V - Doctor of Business Administration

DB-V 8926 - Doctoral Project Development - Topic Development (3)

In this ten-week virtual residency, learners apply writing, research, and critical thinking skills by identifying a problem, developing project questions, and finalizing a project topic that is appropriate for the program. Learners use evidence to support the selection of theories, problems, and questions to guide further refinement of their topic. Learners establish an appropriate topic area, preliminary project design, and begin development of a literature review. Further development of the doctoral project is determined through a project topic framework. This residency includes required synchronous sessions. **For DBA learners only. Grading for this course is S/NS. Cannot be fulfilled by transfer.**

Prerequisite: DB8015.

DB-V 8927 - Doctoral Project Development - Framework Development (3)

In this ten-week virtual residency, learners apply advanced research and writing skills through the development of a detailed project framework based on work in prior residencies. Learners develop a project framework that includes methodological and/or research design, sampling or participant recruitment plan, intervention plan (if applicable), strategies for data collection, analysis, and outcomes of the project. Further development of the doctoral project is determined through an assessment of

the project framework, which is finalized once the learner enters the advanced doctoral stage of the program. This residency includes required synchronous sessions. **For DBA learners only. Grading for this course is S/NS. Cannot be fulfilled by transfer.**

Prerequisite: DB8066, DB-V8926, and completion of all didactic coursework.

DHA - Doctor of Health Administration

DHA 8004 - Innovative Business Practices in Health Care (6)

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.**

DHA 8007 - Strategic Financial Management in Health Care (6)

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.**

DHA 8008 - Health Care Policy Processes (6)

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.

DHA 8020 - Health Policy in the United States (6)

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.

DHA 8022 - Global Health Policy (6)

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.

DHA 8026 - Regulatory Compliance for Health Care Leaders (6)

Learners develop an understanding of the current compliance and regulatory issues health care leaders face and demonstrate the skills needed to develop a strong organizational compliance program. Throughout the course, learners gain the knowledge and skills needed to align current regulatory compliance mandates to current health care organizations. *For DHA learners only.*

DHA 8032 - Strategic Vision and Planning in Health Care (6)

Learners in this course develop 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. *For DHA learners only.*

DHA 8034 - Evidence-Based Leadership in Health Care (6)

In this course, learners investigate the principles of the evidence-based leadership (EBL) in health care organizations. EBL is fully integrated to provide a framework for building a culture of quality and execution. Learners examine the formal and informal influence strategies used to change individual and organizational behavior

and the leadership strategies used to promote collaboration, optimize workforce performance, and promote positive health care organizational outcomes. Learners analyze and recommend EBL approaches to real-world organizational challenges.

DHA 8036 - Health Care Leadership Excellence in a Consumer-Driven Market (6)

Learners cultivate the skills needed to excel as a health care leader in a consumer-driven market. Learners analyze 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 masterfully applying knowledge, influence, and power.

DHA 8040 - Health Data Analytics in Quality (6)

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.

DHA 8042 - Performance Management and Process Improvement in Health Care (6)

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.

DHA 8044 - Patient Safety, Accreditation, and Regulation in Health Care (6)

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.

DHA 9960 - Dissertation Courseroom (5)

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.

DHA 9971 - Doctoral Capstone (4)

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 practice of the profession and solve organizational, institutional, or community concerns.

Department consent is required for registration.

Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their program requirements. Cannot be fulfilled by transfer.

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better.

DHA-V - Doctor of Health Administration**DHA-V 8925 - Doctoral Project Development - Topic Ideation (3)**

In this ten-week virtual residency, learners develop and evaluate proposed topic areas and theories for their doctoral project. Learners analyze the literature on potential topics to assess relevance to the discipline and potential methods to use in the doctoral project. Learners gain an understanding of the writing, research, and critical thinking skills necessary to complete the final project. Further development of the doctoral project is determined through a final assessment. This residency includes required synchronous sessions. **For DHA learners only. Grading for this course is S/NS.**

Prerequisite: DHA8026, RSCH7864, RSCH7868.

DHA-V 8926 - Doctoral Project Development Topic Development (3)

In this ten-week virtual residency, learners apply writing, research, and critical thinking skills by identifying a problem, developing project questions, and finalizing a project topic that is appropriate for the program. Learners use evidence to support the selection of theories, problems, and questions to guide further refinement of their topic. Learners establish an

appropriate topic area, preliminary project design, and begin development of a literature review. Further development of the doctoral project is determined through a project topic framework. This residency includes required synchronous sessions. **For DHA learners only. Grading for this course is S/NS. Cannot be fulfilled by transfer.**

Prerequisite: DHA-V8925.

DIT - Doctor of Information Technology**DIT 8004 - Research and Practice in Information Technology (6)**

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.**

DIT 8020 - Research Foundations (6)

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. Cannot be fulfilled by transfer.**

Prerequisite: DB8002 or DIT8004 or DB8400; DB-R8921 or DIT-R8921 or DIT-V8925.

DIT 8210 - Information Technology Leaders as Partners in Organizational Strategic Planning (6)

Learners investigate 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.**

Prerequisite: DIT8004.

DIT 8212 - Leading Information Technology Strategic Planning in Complex and Global Environments (6)

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.**

DIT 8214 - Guiding the Implementation of Information Technology Policies and Processes (6)

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.**

DIT 8216 - Innovating Information Technology Life Cycle Management Processes in a Changing Environment (6)

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: DIT8210.

DIT 8940 - Information Technology Consulting Practice Seminar (6)

In this seminar, learners examine the project management and contracting skills necessary to become an effective information technology consultant. Course topics include organizational assessment, planning, execution, and measurement. **For DIT learners only. Cannot be fulfilled by transfer.**

DIT 8950 - Teaching Practice Seminar in Information Technology Education (6)

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.**

Cannot be fulfilled by transfer.

DIT 9921 - Dissertation with Project Mentoring (6)

Learners complete the required dissertation milestones and prepare their dissertation for publication. **For DIT learners only. Department consent is required for registration. Grading for this course is S/NS. Learners must register for this course a minimum of two times to fulfill their program requirements. Cannot be fulfilled by transfer.**

Prerequisite: DIT8940 or DIT8950, DIT-R8923.

DIT 9971 - Doctoral Capstone (4)

In this course, learners gain 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. Cannot be fulfilled by transfer.**

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better.

DIT-R - Doctor of Information Technology

DIT-R 8923 - DIT Residency Track 3 (2)

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. Cannot be fulfilled by transfer.**

Prerequisite: DIT8212, DIT-R8922.

DIT-V - Doctor of Information Technology

DIT-V 8925 - Doctoral Project Development - Topic Ideation (3)

In this ten-week virtual residency, learners develop and evaluate proposed topic areas and theories for their doctoral project. Learners analyze the literature on potential topics to assess relevance to the discipline and potential methods to use in the doctoral project. Learners gain an understanding of the writing, research, and critical thinking skills necessary to complete the final project. Further development of the doctoral project is determined through a final assessment. This residency includes required

synchronous sessions. ***For DIT learners only. Grading for this course is S/NS.***

Prerequisite: BMGT8434.

DIT-V 8926 - Doctoral Project Development - Topic Development (3)

In this ten-week virtual residency, learners apply writing, research, and critical thinking skills by identifying a problem, developing project questions, and finalizing a project topic that is appropriate for the program. Learners use evidence to support the selection of theories, problems, and questions to guide further refinement of their topic. Learners establish an appropriate topic area, preliminary project design, and begin development of a literature review. Further development of the doctoral project is determined through a project topic framework. This residency includes required synchronous sessions. ***For DIT learners only. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: DIT-V8925.

DNP - Doctor of Nursing Practice

DNP 8020 - DNP Practicum (4)

Learners demonstrate synthesis of The Essentials of Doctoral Education for Advanced Nursing Practice, program coursework, and practicum experiences in a final project. Learners strengthen 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: DNP8004.

DNP 9971 - Doctoral Capstone (4)

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 practice of the profession and solve organizational, institutional, or community concerns. ***For DNP learners only. Department consent is required for registration.***

Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their program requirements. Cannot be fulfilled by transfer.

DPA - Doctor of Public Administration

DPA 8109 - Program Evaluation and Action Research (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: DPA8404; DPA8416; completion of or concurrent registration in DPA8420; PUAD6010.

DPA 9960 - Dissertation Courseroom (5)

This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones.

Department consent is required for registration. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Cannot be fulfilled by transfer.

Prerequisite: All required and elective coursework.

DRPH - Doctor of Public Health

DRPH 8130 - Leadership and Emerging Trends in Public Health (6)

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.

DRPH 8140 - Educating the Public Health Workforce (6)

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.***

DRPH 8170 - Applied Methods in Epidemiology (6)

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.

DRPH 8190 - Experiential Project (6)

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.***

DRPH 8208 - Leading Public Health Institutions (6)

Learners in this course explore the requirements and responsibilities of leadership in the public health field. Learners review management and leadership principles and discuss the importance of creating a leadership vision, developing a motivated workforce, engaging stakeholders, and modeling ethical behavior. Other course topics include the requirements for financing a public health mission, appropriate responses to public health crises, and legal and regulatory public health concerns. ***Cannot be fulfilled by transfer.***

DRPH 8210 - Public Health Policy Design (6)

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.***

DRPH 8212 - Design and Implementation of Public Health Strategies (6)

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.***

DRPH 8300 - Community Health Behavior and Promotion (6)

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.

DRPH 9960 - Dissertation Courseroom (5)

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.***

DRPH 9971 - Doctoral Capstone (4)

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 practice of the profession and solve organizational, institutional, or community concerns. ***Department consent is required for registration. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their program requirements. Cannot be fulfilled by transfer.***

DRS - Dissertation Research

DRS 9960 - Dissertation Courseroom (5)

This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. ***Department consent is required for registration. Grading for this course is S/NS. Learners***

must register for this course a minimum of four times to fulfill their specialization requirements. Cannot be fulfilled by transfer.

Prerequisite: DRS9919 or SHB9919.

DRS-V - Dissertation Research

DRS-V 8925 - Doctoral Project Development - Topic Ideation (3)

In this ten-week virtual residency, learners develop and evaluate proposed topic areas and theories for their doctoral project. Learners analyze the literature on potential topics to assess relevance to the discipline and potential methods to use in the doctoral project. Learners gain an understanding of the writing, research, and critical thinking skills necessary to complete the final project. Further development of the doctoral project is determined through a final assessment. This residency includes required synchronous sessions. **For PhD in Advanced Studies in Human Behavior, PhD in Counselor Education and Supervision, and PhD in Human Services learners only. Grading for this course is S/NS. Cannot be fulfilled by transfer.**

Prerequisite: PhD in Advanced Studies in Human Behavior and PhD in Human Services learners must have completed or be concurrently registered in RSCH7860. PhD in Counselor Education and Supervision learners must have completed CES8110.

DRS-V 8926 - Doctoral Project Development - Topic Development (3)

In this ten-week virtual residency, learners apply writing, research, and critical thinking skills by identifying a problem, developing research questions, and finalizing a project topic that is appropriate for the program. Learners formulate an appropriate theory to support research and ideate anticipated outcomes. Learners establish an appropriate topic area, preliminary research design, and begin development of a literature review. Further development of the doctoral project is determined through a project topic framework. This residency includes required synchronous sessions. **For PhD in Advanced Studies in Human Behavior, PhD in Counselor Education and Supervision, and PhD in Human Services learners only. Grading for this course is S/NS. Cannot be fulfilled by transfer.**

Prerequisite: DRS-V8925; 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.

DRS-V 8927 - Doctoral Project Development - Framework Development (3)

In this ten-week virtual residency, learners apply advanced research and writing skills through the development of a detailed project framework based on work in prior residencies. Learners develop a project framework that includes methodological and/or research design, sampling or participant recruitment plan, intervention plan (if applicable), strategies for data collection, analysis, and outcomes of the project. Further development of the doctoral project is determined through an assessment of the project framework, which is finalized once the learner enters the advanced doctoral stage of the program. This residency includes required synchronous sessions. **For PhD in Advanced Studies in Human Behavior, PhD in Counselor Education and Supervision, and PhD in Human Services learners only. Grading for this course is S/NS. Cannot be fulfilled by transfer.**

Prerequisite: DRS-V8926; 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.

DSW - Doctor of Social Work

DSW 9960 - Dissertation Courseroom (5)

This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. **Department consent is required for registration. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Cannot be fulfilled by transfer.**

Prerequisite: All required and elective coursework.

ECO - Economics

ECO 1150 - Personal Economics: Introduction to Financial Planning (6)

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.

EDCN - Education - Graduate

EDCN 9919 - Doctoral Comprehensive Exam (3)

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. Department consent is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.**

Prerequisite: 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.

EDCN 9960 - Dissertation Courseroom (3)

This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. **For 92-credit PhD in Education learners only. Learners in the 120-credit PhD in Education program should register for ED9960 instead. Department consent is required for registration. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Cannot be fulfilled by transfer.**

Prerequisite: EDCN9919.

EDD - Doctor of Education

EDD 8010 - Foundations of Doctoral Studies in Education (4)

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.**

EDD 8020 - The Dynamics of Organizational Improvement (4)

This course provides an introduction to fundamental systems principles and skills of leadership in organizations with a focus on continuous organizational learning and improvement processes. Learners apply personal values and behaviors and

those of organizations. Learners use basic principles of systems thinking, systems mapping, and approaches to inquiry cycles in relation to leadership processes and organizational change. In addition, learners apply disciplines of learning organizations and a change model to a problem of practice to real-world leadership challenges. **Cannot be fulfilled by transfer.**

EDD 8030 - Investigating Problems of Practice (4)

In this course, learners examine continuous improvement models, engage in an inquiry cycle, develop skills of data and information literacy, and collaborate with stakeholders to assess organizational needs and dynamics. Learners identify an organizational issue, collect and analyze relevant data, and develop valid inferences. Learners document the process utilized to tell the story of their research as a way to effectively share with stakeholders. This course requires obtaining an organizational site and completing site-based-related assignments. **Cannot be fulfilled by transfer.**

Prerequisite: EDD8010, EDD8020.

EDD 8040 - Research Design for Practitioners (4)

In this course, learners are introduced to research approaches, designs, and methods with a focus on the needs of educational leaders. Learners assess conceptual and theoretical foundations of quantitative, qualitative, and action research designs and analyze a variety of research literature and journal articles through the lens of a practitioner. Learners acquire the knowledge necessary to assess the applicability of research and theoretical literature to practice and become critical consumers of research.

Learners apply course concepts to the design of an action research study relevant to the learner's organization. **Cannot be fulfilled by transfer.**

Prerequisite: EDD8030.

EDD 8050 - Data Literacy for Leaders (4)

In this course, learners apply the data literacy skills required by leaders for effective organizational planning, decision making, and communication with stakeholders. Learners examine skills such as data interpretation, data aggregation and disaggregation, transformation of data, use of multiple data sources, analysis, statistical techniques, and selection of appropriate metrics for the intended purpose. Learners also utilize technology to process data and present and communicate results. **Cannot be fulfilled by transfer.**

Prerequisite: EDD8040.

EDD 8328 - Reflection and Planning in Education Leadership and Management (6)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8324.

EDD 8338 - Practice and Planning in Adult Education (6)

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. Cannot be fulfilled by transfer.***

Prerequisite: EDD8334.

EDD 8426 - Technology to Enhance Innovative Teaching and Improve Learning (6)

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. Cannot be fulfilled by transfer.***

Prerequisite: EDD8424.

EDD 8500 - Adult Learning Theory and Professional Practice (4)

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.***

EDD 8502 - Designing Adult Learning Experiences (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8020, EDD8500.

EDD 8504 - Leading in Adult Learning Settings and Contexts (4)

This course explores the concept of leadership in contemporary adult education settings, with specific focus on the connections between leadership and adult learning and development. Learners analyze theory and practices in effective leadership and administration in diverse and equitable adult education settings, both domestic and global. Learners examine managerial activities such as program planning and development, leadership, organizational change, and evaluation. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8030, EDD8502.

EDD 8506 - Adult Education Administration (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8040, EDD8504.

EDD 8508 - Program Planning and Evaluation for Adult Education (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8050; completion or concurrent registration in EDD8506.

EDD 8510 - Organizational Improvement Through Effective Curriculum Development and Instructional Practice (4)

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.***

EDD 8512 - Assessments for Improved Curriculum and Instruction (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8020.

EDD 8514 - Leading In Curriculum and Instruction (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: Completion of or concurrent registration in EDD8030.

EDD 8516 - Collaboration for the Improvement of Curriculum, Instruction, and Assessment (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8040.

EDD 8518 - Applying Research to the Improvement of Curriculum, Instruction, and Assessment (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8050, EDD8516.

EDD 8520 - Educational Leadership by Design (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8010, completion of or concurrent registration in EDD8020.

EDD 8522 - Leading a Culture of Learning and Inclusion (4)

In this course, learners evaluate the role of culture in supporting an organization's ability to learn, improve, and successfully adapt to a changing environment, and the leader's role in shaping it. Learners analyze patterns of behaviors within organizations, as well as the knowledge, skills, and dispositions of the inclusive leader that support values of diversity and equity in organizational culture and in organizational development and improvement processes. Additionally, learners examine the characteristics and theoretical bases of cultural awareness, sensitivity and responsiveness, and their roles in achieving the goals of a learning organization. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8520.

EDD 8524 - The Future of Educational Leadership (4)

Learners investigate futuring techniques in a rapidly changing environment using research, trends, and leadership skills. Learners apply a range of strategies to assess a proposed change for improvement regarding a key issue in their organization. Learners gain skills in leading through influence, empowerment of others, and development of shared vision. Learners develop creative practice, management of self, and communication skills, along with robust professional knowledge. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8520.

EDD 8526 - Change Leadership in a Learning Organization (4)

In this course, learners evaluate leading and managing organizational change processes. Learners evaluate several change models, and examine the theory and practice of change leadership and the application of collaboration and communication skills that lead to organizational learning and desired outcomes. Learners apply knowledge of systems thinking and tools, organizational development principles, and research methods to planning, implementing, and monitoring improvement interventions.

Cannot be fulfilled by transfer.

Prerequisite: EDD8520, EDD8522, EDD8524.

EDD 8528 - Assessment and Evaluation in the Learning Organization (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8030, EDD8526.

EDD 8534 - Designing, Delivering, and Managing Human Performance Improvement Interventions (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: ED7631, ED7641.

EDD 8536 - Implementing and Sustaining Organizational Change (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8534.

EDD 8540 - Theoretical and Historical Foundations of Reading (4)

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.

Cannot be fulfilled by transfer.

Prerequisite: EDD8010.

EDD 8542 - Reading and Literacy Assessment, Evaluation, and Decision Making (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8540.

EDD 8544 - Meeting Diverse Literacy Needs in School and Community Context (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8540.

EDD 8546 - Leading and Managing Literacy Programs (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8542.

EDD 8548 - Grant Writing for Reading and Literacy Programs (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD8544.

EDD 9951 - EdD Doctoral Project 1 (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: EDD8050; ED7675 or EDD8508 or EDD8518 or EDD8528 or EDD8548.

EDD 9952 - EdD Doctoral Project 2 (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: EDD9951.

EDD 9953 - EdD Doctoral Project 3 (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: EDD9952.

EDD 9954 - EdD Doctoral Project 4 (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: EDD9953.

EDD 9955 - EdD Doctoral Project 5 (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: EDD9954.

EDD 9956 - EdD Doctoral Project 6 (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: EDD9955.

EDD 9960 - Dissertation Courseroom (6)

This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. Department consent is required for registration. ***Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Cannot be fulfilled by transfer.***

Prerequisite: EDD8328 or EDD8338 or EDD8348.

EDD 9971 - Doctoral Capstone (6)

This course provides learners with resources, guidance, and support as they fulfill the required capstone milestones toward completion of a doctoral capstone. Learners apply scholarly research within a particular professional context to advance their knowledge in the science and practice of the profession and solve organizational, institutional, or community concerns. ***Department consent is required for registration. Grading for this course is S/NS. Learners must register for this course a minimum of two times to fulfill their specialization requirements. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better.

EDD 9980 - Doctoral Project Development (4)

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.***

ED - Education

ED 5006 - Survey of Research Methodology (4)

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.

ED 5010 - Foundations of Master's Studies in Education (4)

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 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 credit for prior learning.***

ED 5012 - Overview of Higher Education (4)

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. ***Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ED5010.

ED 5016 - Foundations of Higher Education Assessment and Evaluation (4)

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 their knowledge 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.

ED 5300 - Curriculum Theory and Design (4)

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 address both short- and long-term instructional planning goals. This course requires access to an educational setting, students or learners, and/or classroom practitioners.

ED 5301 - Theories of Instruction for 21st-Century Learners (4)

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. This course requires access to an educational setting, students or learners, and/or classroom practitioners.

ED 5302 - Research and Practice in Learning Theory (4)

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.

ED 5303 - Diversity and Multicultural Perspectives in Education (4)

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. This course requires access to an educational setting, students or learners, and/or classroom practitioners.

ED 5304 - Assessment of Learning (4)

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.***

ED 5306 - Action Research to Enhance Practice (4)

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 credit for prior learning. ED5306 and either ED5950 or ED5980 must be taken in sequence and during the learner's final two quarters.***

ED 5317 - Foundations of Adult Education (4)

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.

ED 5320 - School Leadership and Management Practices (4)

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 credit for prior learning.***

ED 5322 - School Leadership: Data, Decision-Making, and School Improvement (4)

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: ED5010, ED5320; may be taken concurrently with ED7823.

ED 5340 - Theories and Principles of Adult Learning (4)

Learners assess 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: ED5012.

ED 5342 - Multicultural Perspectives in Adult Education (4)

Learners acquire knowledge of cultural diversity in adult education settings by analyzing topics such as 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.

ED 5344 - Strategies and Best Practices for Teaching and Learning (4)

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: ED5012.

ED 5348 - Adult Education Program Development (4)

Learners cultivate and utilize their knowledge of theoretical foundations, policies, evaluation models, and methods and materials for program planning to develop educational programs for adults in a variety of

postsecondary settings. Learners also evaluate instructional approaches, engagement strategies, and management of instructional environments.

Prerequisite: ED5012.

ED 5390 - Adult Education Capstone (4)

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. Cannot be fulfilled by transfer or credit for prior learning.**

Prerequisite: ED5006; ED5317; ED5016 or ED7547; ED5340 or ED7311; ED5342 or ED7314; ED5344 or ED7312; ED5348.

ED 5405 - Infant and Child Development (4)

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 credit for prior learning except by coursework from Minnesota schools with approved licensure programs.**

ED 5410 - The Early Childhood Learning Environment (4)

This course covers the early childhood environment and its effects on growth and learning. Learners evaluate the physical environment, the role of the caregivers and teachers, and the interaction among children, and identify methods of increasing child engagement, effective communication, and learning. Learners explore ways to create supportive and nurturing learning environments and how to monitor, reflect, and adjust them to best meet the needs of young children. Learners also become familiar with the responsibilities associated with working in the early childhood learning field. **This course requires access to educational settings, programs, and/or practitioners with a focus on children from birth to age eight. Cannot be fulfilled by transfer or credit for prior learning except by coursework from Minnesota schools with approved licensure programs.**

Prerequisite: ED5405.

ED 5414 - Introduction to Integrative Studies (4)

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. **Cannot be fulfilled by transfer or credit for prior learning.**

Prerequisite: Completion of or concurrent registration in ED5012.

ED 5420 - Exceptional Children in the Early Childhood Setting (4)

In this course, learners gain the skills and knowledge needed to apply research-based practices, including coordination with special service providers for students who have Individual Education Programs (IEPs), Individual Family Service Plans (IFSPs) or 504 plans, to meet the needs of young learners in an inclusive environment. Learners identify strategies to respond to behaviors and needs outside the expected stages of development. Learners also examine authentic and formative assessment strategies that result in developmentally appropriate curriculum and instruction for 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. Cannot be fulfilled by transfer except by coursework from Minnesota schools with approved licensure programs.**

Prerequisite: ED5405.

ED 5430 - Children, Families, and Society (4)

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. Cannot be fulfilled by transfer or credit for prior learning except by coursework from Minnesota schools with approved licensure programs.**

Prerequisite: ED5405.

ED 5440 - Early Childhood Reading and Literacy Instruction (4)

Learners gain an understanding of theories that drive

strategies and practices for teaching reading and promoting literacy in children. Using diversity, equity and inclusion as a frame, learners identify the factors significant to literacy development in children, including the classroom environment, family and community connections, and best practices in professional development for reading and writing instruction. 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 except by coursework from Minnesota schools with approved licensure programs.***

ED 5450 - Early Childhood Education Practicum (6)

This course is the required capstone course for learners in the master's Early Childhood Education specialization and is taken after completing all required coursework. Learners complete a 80-hour practicum and review the master's specialization outcomes in preparation for developing a final portfolio that demonstrates proficiency in early child education. ***This course requires access to a licensed daycare center, a preschool and/or a K-3 classroom. For MS Early Childhood Education learners only. Grading for this course is S/NS. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: A cumulative GPA of 3.0 or better and the completion, submission, and approval of a practicum application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. ED5006; ED5010; ED5405; ED5500; ED5501; ED5503; ED5504 or ED5420; ED5410; ED5430; ED5440.

ED 5490 - Capstone in Integrative Studies (4)

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. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ED5006, ED5016, ED5414, completion of all elective coursework.

ED 5500 - Standards-Based Curriculum, Instruction and Assessment (4)

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.***

ED 5501 - Assessment and Improvement of Instruction (4)

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.***

ED 5503 - Classroom Management Strategies (4)

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.***

ED 5504 - Strategies for Eliminating the Achievement Gap (4)

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.***

ED 5533 - Curriculum Mapping: Reflection and Practice (4)

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 education course to fulfill their specialization requirements.***

ED 5535 - Collaboration for the Improvement of Curriculum and Instruction (4)

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: ED5533.

ED 5538 - Program Evaluation of Curriculum and Instruction (4)

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: ED5533.

ED 5546 - Curriculum and Instruction Practicum for Master's Learners (6)

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. Cannot be fulfilled by transfer or credit for prior learning.

Prerequisite: A cumulative GPA of 3.0 or better and the completion, submission, and approval of a practicum application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. ED5006; ED5010; ED5500 or EDT5130; ED5501; ED5503; ED5504; ED5533; ED5538; EDT5126; EDT5142.

ED 5551 - Developing Fluent Readers (3)

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 credit for prior learning except by coursework from Minnesota schools with approved licensure programs.***

ED 5552 - Teaching Comprehension Strategies (3)

In this course designed for education professionals, learners investigate the content literacy needs of all middle school students. Learners develop knowledge in reading theory, instructional practices, and comprehension strategies needed to develop independent readers and writers. Learners apply practices in differentiated instruction, addressing diversity, and digital technology that will translate into effective literacy instruction. ***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 credit for prior learning except by coursework from Minnesota schools with approved licensure programs.***

Prerequisite: ED5551.

ED 5553 - Assessment-Based Reading Instruction (3)

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. Cannot be fulfilled by transfer or credit for prior learning except by coursework from***

Minnesota schools with approved licensure programs.

Prerequisite: ED5551.

ED 5554 - Sociocultural Context of Reading Instruction (3)

The focus of this course for education professionals 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 secondary students comprehension of and appreciation for narrative and informational texts. ***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 credit for prior learning except by coursework from Minnesota schools with approved licensure programs.***

Prerequisite: ED5551.

ED 5555 - Foundational Theories in Reading Instruction (3)

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. ***Cannot be fulfilled by transfer or credit for prior learning except by coursework from Minnesota schools with approved licensure programs.***

Prerequisite: ED5551.

ED 5559 - Reading and Literacy Practicum (6)

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 80-hour practicum and review the master's Educator Preparation Program (EPP) outcomes and state-approved reading standards in preparation for developing a final portfolio that demonstrates proficiency in reading and literacy. ***For MS Reading and Literacy learners only. 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. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: A cumulative GPA of 3.0 or better and the completion, submission, and approval of a practicum application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. ED5010, ED5501, ED5500, ED5503, ED5504, ED5006, ED5551, ED5552, ED5553, ED5554, ED5555.

ED 5570 - History, Issues, and Trends in Higher Education (4)

Learners gain an understanding of the evolution of colleges, universities, and other postsecondary institutions. Learners investigate 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.

ED 5572 - Politics and Public Policy in Higher Education (4)

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: ED5012.

ED 5574 - Financial Management and Institutional Development (4)

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: ED5012.

ED 5699 - Master's Capstone in English Language Learning and Teaching (6)

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 credit for prior learning.***

ED 5700 - Foundations of Special Education (4)

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.

ED 5706 - Assessment and Planning for Students with Disabilities (4)

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.***

ED 5707 - Instruction for Students with Disabilities (4)

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.***

ED 5712 - Communication, Consultation, and Collaboration for Special Education (4)

Learners investigate communication and interaction among children, families, teachers, and the community to support the learning and well-being of students with diverse learning needs. Learners assess methods of consulting and collaborating with teachers, agencies, support personnel, and other professionals to provide effective special educational services. Learners

identify culturally responsive collaboration and communication practices that improve programs, services, and outcomes for diverse learners.

ED 5714 - Programming and Leadership for Diverse Groups Capstone (6)

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 credit for prior learning.***

ED 5720 - Assessment and Instruction of English Language Learners (4)

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.

ED 5724 - Applied Linguistics (4)

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.

ED 5726 - Second Language Acquisition (4)

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: ED5724.

ED 5728 - Methods, Curriculum, and Materials for English Language Learners (4)

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: ED5726.

ED 5730 - Culture, Society, and Language (4)

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.

ED 5802 - Principles of Instructional Design (4)

Learners develop professional skills and competencies pertaining to instructional design process, theories, and strategies. Learners evaluate 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 credit for prior learning.***

ED 5803 - Processes of Instructional Design (4)

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. ***Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ED5802.

ED 5807 - Design of Instructional Media (4)

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 and development and focus on developing the skills needed to make decisions about the design of instructional components using various forms of instructional media and technologies.

ED 5810 - Project Management for e-Learning Development (4)

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.

ED 5890 - Higher Education Leadership and Administration Capstone (4)

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. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ED5006; ED5016 or ED7547; ED5570 or ED7841; ED5572 or ED7840; ED5574; ED6504; completion of all concentration courses.

ED 5903 - Principal Capstone Courseroom 1 (3)

This internship course is the first required capstone course for all learners in the MS Leadership in Educational Administration specialization and is taken at the end of the program. In this course, learners demonstrate proficiency in integrating learning from their coursework at Capella through a clinical-based project aligned with the National Educational Leadership Preparation (NELP) building level standards and begin work on their MS Leadership in Educational Administration ePortfolio. Learners reflect upon and assess their proficiency in Leadership in Educational Administration outcomes and external standards. ***For MS Leadership in Educational Administration learners only. This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. ED5903 and ED5904 must be taken in sequence and during the learner's final two quarters. ED5903 must be taken concurrently with ED5905. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: A cumulative GPA of 3.0 or better and the completion, submission, and approval of an internship application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. ED5010, ED5006, ED5320, ED5322, ED5501, ED5504, ED6822, ED6823, ED6852, ED6857.

ED 5904 - Principal Capstone Courseroom 2 (3)

This internship course is the second required capstone course for all learners in the MS Leadership in Educational Administration specialization and is taken in the last quarter of the learner's program. In this course, learners demonstrate proficiency in integrating learning from their coursework at Capella through a clinical-based project aligned with the National Educational Leadership Preparation (NELP) building level standards and begin work on their MS Leadership in Educational Administration ePortfolio. Learners demonstrate and assess their proficiency in Leadership in Educational Administration outcomes, external standards, and professional dispositions. **For MS Leadership in Educational Administration learners only. This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. ED5903 and ED5904 must be taken in sequence and during the learner's final two quarters. ED5904 must be taken concurrently with ED5905. Cannot be fulfilled by transfer or credit for prior learning.**

Prerequisite: ED5903; please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines.

ED 5905 - 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, with at least 30 of those hours completed at a different grade level. During the clinical experience they develop and fulfill a competency-based internship activity plan with their supervisory principal and internship instructor, including site-based responsibilities. Learners document their internship experiences using an internship log. **For MS Leadership in Educational Administration learners only. This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. Learners must register for this course a minimum of two times to fulfill their specialization requirements. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. Cannot be fulfilled by transfer or credit for prior learning.**

ED 5950 - Early Childhood Education Studies Capstone (6)

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. Cannot be fulfilled by transfer.**

Prerequisite: ED5010, ED5306, ED5405, ED5410, ED5430, ED5440, ED5503.

ED 5980 - Teaching and Learning Capstone (6)

In this capstone course, learners apply research knowledge, skills, and dispositions developed in ED5306 Action Research to Enhance Practice. Learners implement the action research process to evaluate and critically reflect on the results as a part of continuous improvement inquiry to improve student learning. Learners communicate research findings and insights with key stakeholders and critically reflect on implications as a way to find practical and useful strategies to improve their practice. **This course requires access to an educational setting, students or learners, and/or classroom practitioners. ED5306 and ED5980 must be taken in sequence and during the learner's final two quarters. Cannot be fulfilled by transfer or credit for prior learning.**

ED 5992 - Instructional Design for Online Learning Capstone (4)

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 credit for prior learning.**

ED 5994 - Training and Performance Improvement Capstone (4)

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. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ED7675.

ED 6484 - Application of Learning Theories to Instructional Design (4)

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. ***Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ED5802, ED5803.

ED 6503 - Instructional Design Technologies (4)

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 transfer or credit for prior learning.***

ED 6504 - Leadership in Higher Education (4)

Learners analyze and apply leadership theories and decision-making structures to higher education challenges. Learners investigate organizational structure, the culture and politics of higher education, and strategies for leading equity-minded practice in higher education. Learners develop a personal philosophy of leadership. ***Cannot be fulfilled by credit for prior learning.***

ED 6505 - Evaluation and Assessment of Instructional Design (4)

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. ***Cannot be fulfilled by credit for prior learning.***

Prerequisite: ED5802, ED5803.

ED 6562 - Comprehensive Community Colleges (4)

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.

ED 6564 - Governance and Politics in Community Colleges (4)

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: ED5572.

ED 6566 - Issues and Trends in Community Colleges (4)

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: ED6504.

ED 6572 - Organization and Functions of Higher Education Programs (4)

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: ED5570.

ED 6574 - Law and Governance in Higher Education (4)

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: ED5570, ED5572.

ED 6576 - Higher Education Program Administration (4)

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: ED6504.

ED 6822 - The Funding of Educational Institutions (4)

Learners in this course examine a variety of public education funding issues. In particular, learners examine the effect of litigation and politics on present and future funding patterns and school finance reform. Learners also identify the ways politics have affected the allocation of resources at all levels of government. ***This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ED5320 or ED7820.

ED 6823 - Education and the Law (4)

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. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ED5320 or ED7820.

ED 6852 - P-12 Principalship (4)

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. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ED7820 and ED7014, or ED5320.

ED 6857 - Personnel Administration (4)

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. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ED5320.

ED 7014 - Leading Diverse Schools (4)

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.***

ED 7016 - Technology Integration in Schools (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: ED7820.

ED 7041 - Curriculum and Assessment (4)

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.

ED 7108 - Imperatives for Educational Leaders (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: ED7820.

ED 7310 - Evaluating the Effectiveness of the Educational Process (4)

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.***

ED 7311 - Theory and Methods of Educating Adults (4)

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 credit for prior learning.***

ED 7314 - International and Multicultural Perspectives in Postsecondary and Adult Education (4)

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.***

ED 7496 - Advanced Instructional Design (4)

Learners investigate practical applications of instructional design in various work settings. Learners evaluate current and emerging instructional interventions and identify ways to apply these approaches in education and industry settings. ***Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ED5802, ED5803, ED7620, ED7624.

ED 7504 - Leadership for Instructional Design (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: ED5802, ED5803, ED7620, ED7624.

ED 7537 - Emerging Technology and Multimedia for Curriculum and Instruction (4)

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.***

ED 7541 - Teacher Supervision and Evaluation (4)

Learners assess current theories and best practices of teacher supervision and evaluation. Learners investigate 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. Cannot be fulfilled by transfer.***

Prerequisite: ED7820.

ED 7542 - The Politics of P-12 Education (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: ED7820.

ED 7543 - The Superintendency (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: ED7820.

ED 7544 - Introduction to School Business Administration (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: ED7820.

ED 7545 - Special Education Administration (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: Completion of or concurrent enrollment in ED7820.

ED 7546 - Human Resources in Higher Education (4)

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.***

ED 7547 - Assessment in Higher Education (4)

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.***

ED 7550 - Leadership for the Director of Special Education (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: ED7545, ED7820.

ED 7551 - Special Education Curriculum and Instructional Strategies (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: ED7545, ED7820.

ED 7554 - Internship for Director of Special Education 1 (4)

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. Cannot be fulfilled by transfer.**

Prerequisite: A cumulative GPA of 3.0 or better and the completion, submission, and approval of an internship application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. ED8000, ED6823, ED7537, ED7545, ED7550, ED7551, ED7556, ED7557, ED7820, ED7823, and completion of or concurrent enrollment in ED7541.

ED 7555 - Internship for Director of Special Education 2 (4)

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. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. Cannot be fulfilled by transfer.**

Prerequisite: ED7554.

ED 7556 - Special Education Finance for Leaders(4)

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. Cannot be fulfilled by transfer.**

Prerequisite: ED6822, ED6823, ED7545, ED7820.

ED 7557 - Special Education Law and Ethics for Leaders (4)

This course provides an overview of the legal foundations and ethical practices of special education for the school administrator. The course also emphasizes the human and material resource legal responsibilities, activities, and challenges that confront school administrators when integrating special education through a continuum of programs and related services. Learners gain an understanding of the importance of special education laws and regulations and how to be effective leaders of special education programs. **Cannot be fulfilled by transfer.**

Prerequisite: ED6822, ED6823, ED7545, ED7820.

ED 7590 - Critical Thinking in Adult Education(4)

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 transfer or credit for prior learning.**

ED 7620 - Theoretical Basis of Instructional Design (4)

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: ED5802, ED5803, ED7624.

ED 7624 - Theories of Learning and Instruction (4)

Learners evaluate various theories associated with learning and instruction. Learners investigate the theories that explain how and why people learn and the ways those theories inform instruction design. **Cannot be fulfilled by transfer.**

ED 7631 - Introduction to Training and Performance Systems (4)

This course is an overview of training and human

performance improvement (HPI). Learners review the evolution of HPI through the introduction of associated theories, concepts, and processes. Learners experience the power and value of HPI in organizations by reviewing and assessing real-world projects that include business, performance, gap and cause analyses, intervention selection and implementation, and change and evaluation plans. ***Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ED5010 or EDD8010 or HRM5002.

ED 7641 - Needs Assessment: Models and Procedures (4)

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 transfer or credit for prior learning.***

ED 7652 - Evaluating Training and Performance Improvement Systems (4)

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 transfer or credit for prior learning.***

ED 7662 - Designing Training and Performance Solutions (4)

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 transfer or credit for prior learning.***

ED 7672 - Delivery Systems for Training and Performance Improvement (4)

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 transfer or credit for prior learning.***

ED 7675 - Return on Investment in Training and Performance Improvement (4)

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. ***Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ED7631, ED7641; or EDD8534, EDD8536.

ED 7712 - Classroom Assessment in Education (4)

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.***

ED 7716 - Faculty Leadership (4)

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 credit for prior learning.***

ED 7818 - The Future of Teaching and Learning: Issues for the Educational Leader (4)

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 credit for prior learning.***

ED 7820 - Principles of Educational Administration (4)

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.***

ED 7834 - Higher Education and the Law (4)

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.***

ED 7840 - The Politics of Higher Education (4)

Learners evaluate the changing perceptions of the role of higher education in the United States. Learners analyze 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.***

ED 7841 - The History of Higher Education (4)

Learners investigate the evolution of colleges, universities, and other postsecondary institutions. Learners evaluate the societal, cultural, and economic influences that have shaped the development of higher education curricula, culture, practices, and governance.

ED 7845 - Technology for Higher Education Leaders (4)

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.***

ED 7855 - Higher Education Administration (4)

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.***

ED 7901 - Educational Administration Internship 1 (4)

This course is the first of two consecutive principal internship courses that serve as the capstone courses for the PhD and EdS Leadership in Educational Administration School Leadership 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 and EdS 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 for PhD learners and during the final two quarters for EdS learners. Cannot be fulfilled by transfer.***

Prerequisite: A cumulative GPA of 3.0 or better and the completion, submission, and approval of an internship application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. ED6822, ED6823, ED6852, ED7014, ED7016, ED7541, ED7545, ED7820, ED8322.

ED 7902 - Educational Administration Internship 2 (4)

This course is the second of two consecutive principal internship courses that serve as the capstone courses for the PhD and EdS Leadership in Educational Administration School Leadership 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 and EdS 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 for PhD learners and during the final two quarters for EdS learners. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. Cannot be fulfilled by transfer.

Prerequisite: ED7901.

ED 7903 - Superintendency Internship 1 (4)

This course is the first of two consecutive superintendent internship courses that serve as the capstone courses for the PhD and EdS Leadership in Educational Administration District Leadership 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 and EdS 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 for PhD learners and during the final two quarters for EdS learners. Cannot be fulfilled by transfer.**

Prerequisite: A cumulative GPA of 3.0 or better and completion, submission, and approval of an internship application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. ED7014, ED7108, ED7542, ED7543, ED7544, ED7545, ED7820, ED7823, ED8812.

ED 7904 - Superintendency Internship 2 (4)

This course is the second of two consecutive superintendent internship courses that serve as the capstone courses for the PhD and EdS Leadership in Educational Administration District Leadership 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 and EdS 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 for PhD learners and during the final two quarters for EdS learners. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. Cannot be fulfilled by transfer.**

Prerequisite: ED7903.

ED 7905 - Educational Leadership Supplemental Internship (4)

This course is for PhD and EdS Curriculum and Instruction learners, PhD and EdS Leadership in Educational Administration learners, PhD Special Education Leadership learners, and MS Leadership in Educational Administration learners who have already completed an internship but need to complete additional internship hours to fulfill specific state licensure or position requirements. It provides learners with the academic and 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 and EdS Curriculum and Instruction learners, PhD and EdS Leadership in Educational Administration learners, PhD Special Education Leadership learners, and MS Leadership in Educational Administration learners only. This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. Cannot be fulfilled by transfer.**

Prerequisite: ED8551 or ED7902 or ED7904 or ED7555 or ED5904.

ED 8000 - Advanced Studies in Education: Theory, Practice, and Purpose (4)

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.***

ED 8322 - School Improvement for P-12 School Leaders (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: ED7820, EDD8000; may be taken concurrently with ED6823.

ED 8350 - Advanced Nursing Theory and Concepts (4)

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.***

ED 8355 - Curriculum Design and Evaluation in Nursing Education (4)

Learners research nursing curriculum elements and model construction. Learners also evaluate the accreditation process and the influence of accreditation requirements on curriculum development. Learners synthesize learning concepts and the components of curriculum and analyze curriculum models that will help learners create successful learning outcomes. ***Cannot be fulfilled by transfer.***

Prerequisite: ED8350, ED8360.

ED 8360 - The Nurse Educator: Faculty Roles and Responsibilities (4)

Learners investigate the roles and responsibilities of nurse educators in higher education and hospital-based clinical settings, differentiating between roles in these two settings. For the hospital-based clinical educator, topics include clinical site responsibilities, professional and staff development, and the importance of student preceptors and mentors. For academic nurse educators/faculty members, topics include degree-granting educational program requirements and content; program and student evaluation; and academic, legal, and ethical issues. ***Cannot be fulfilled by transfer.***

ED 8365 - Teaching Strategies in Nursing Education (4)

In this course, learners analyze teaching strategies in classroom, online and clinical settings, including use of simulations. Learners also discover and implement ways to engage students in teaching and learning using technology. ***Cannot be fulfilled by transfer.***

Prerequisite: Completion of or concurrent registration in ED8355.

ED 8370 - Nursing Leadership and Professional Practice (4)

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.***

Prerequisite: ED8355, ED8365.

ED 8446 - Curriculum Development and Teaching Strategies for Adult Learning (4)

This course focuses on the evaluation and development of curriculum for adult learners. Learners in this course incorporate trends, theories, models, various instructional strategies, and technology as employed in designing 21st century learning. ***Cannot be fulfilled by transfer or credit for prior learning.***

ED 8447 - Advanced Funding and Managing Education Enterprises (4)

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.***

ED 8515 - Advanced Action Research for Teacher-Leaders (4)

Learners evaluate advanced action research associated with classroom and school improvement. Learners develop the skills needed to define and resolve problems that create barriers to student learning and engage in individual and collaborative research to improve student learning outcomes.

Learners who have taken ED5515 should not take ED8515. Rather, they should choose any other PhD-level course in the School of Education to fulfill their specialization requirements.

ED 8534 - Advanced Instruction and Assessment: Theory and Practice (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: ED7820.

ED 8536 - Advanced Application of Research to the Improvement of Curriculum and Instruction (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: ED7820.

ED 8538 - Advanced Curriculum and Instruction: Program Evaluation (4)

Learners develop the skills, knowledge, and attitudes necessary for effective program evaluation by analyzing 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 identify the integral role program evaluation plays in the improvement of curriculum, instruction, and assessment. ***Learners who have taken ED5538 should not take ED8538. Rather, they should choose any other PhD-level education course 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.***

Prerequisite: ED7820.

ED 8550 - Curriculum and Instruction Internship 1 (4)

This course is the first of two consecutive internship courses that serve as the capstone courses for the PhD and EdS Curriculum and Instruction specializations. Learners assess their curriculum and instruction competencies and demonstrate proficiency. They engage in a 160-hour internship experience during which they create, sign, and fulfill a competency-based contract with their curriculum and instruction site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a portfolio as part of their contract materials. ***For PhD 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. Cannot be fulfilled by transfer.***

Prerequisite: A cumulative GPA of 3.0 or better and the completion, submission, and approval of an internship application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. ED8000, ED7088, ED7108, ED7537, ED7820, ED8533, ED8534, ED8535, ED8536, ED8538.

ED 8551 - Curriculum and Instruction Internship 2 (4)

This course is the second of two consecutive internship courses that serve as the capstone courses for the PhD and EdS Curriculum and Instruction specializations. Learners assess their curriculum and instruction competencies and demonstrate proficiency. They engage in a 160-hour internship experience during which they create, sign, and fulfill a competency-based contract with their curriculum and instruction site supervisor and Capella University supervisor.

Throughout the course, learners maintain a log of their experiences and develop a portfolio as part of their contract materials. **For PhD 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. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. Cannot be fulfilled by transfer.**

Prerequisite: ED8550.

ED 8810 - Ethics and Social Responsibility in Distance Education (4)

Learners in this course analyze legal and ethical issues related to course ownership, privacy, intellectual property, freedom of speech, and social responsibility. Through an examination of ethical assumptions, attitudes, and values, learners develop a foundation for understanding and supporting distance education from a legal and ethical perspective. **Cannot be fulfilled by transfer.**

Prerequisite: ED5802, ED5803, ED7624.

ED 8812 - The Governance of Educational Institutions (4)

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. Cannot be fulfilled by transfer.**

Prerequisite: ED7820.

ED 8829 - Research in Instructional Design and Development (4)

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: ED5802, ED5803, ED7620, ED7624, RSCH7860.

ED 8831 - Theoretical Constructs for Evaluation and Assessment of Instructional Design (4)

Learners engage in an in-depth exploration of theories and principles of instructional design evaluation and assessment. Learners investigate evaluation and assessment practices associated with individuals, organizations, and society to gain an understanding of the ways they inform overall evidence-based practice. **Cannot be fulfilled by transfer.**

Prerequisite: ED5802.

ED 8841 - Leading Instructional Design Initiatives (4)

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. **Cannot be fulfilled by transfer.**

Prerequisite: ED5802, ED5803.

ED 9919 - Doctoral Comprehensive Examination (4)

This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to register for the first dissertation course. **For 120-credit PhD in Education learners only. Learners in the 92-credit PhD in Education program should register for EDCN9919 instead. Department consent is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.**

Prerequisite: 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.

ED 9960 - Dissertation Courseroom (5)

This course provides learners with resources, guidance, and peer and mentor support during each

dissertation course as they complete the required milestones. **For 120-credit PhD in Education learners only. Learners in the 92-credit PhD in Education program should register for EDCN9960 instead. Department consent is required for registration. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Cannot be fulfilled by transfer.**

Prerequisite: ED9919.

ED-V - Education

ED-V 8925 - Doctoral Project Development - Topic Ideation (3)

In this ten-week virtual residency, learners develop and evaluate proposed topic areas and theories for their doctoral project. Learners analyze the literature on potential topics to assess relevance to the discipline and potential methods to use in the doctoral project. Learners gain an understanding of the writing, research, and critical thinking skills necessary to complete the final project. Further development of the doctoral project is determined through a final assessment. This residency includes required synchronous sessions. **For 92-credit PhD in Education learners only. Grading for this course is S/NS. Cannot be fulfilled by transfer.**

Prerequisite: Completion of or concurrent registration in RSCH7860.

ED-V 8926 - Doctoral Project Development - Topic Development (3)

In this ten-week virtual residency, learners apply writing, research, and critical thinking skills by identifying a problem, developing project questions, and finalizing a project topic that is appropriate for the program. Learners use evidence to support the selection of theories, problems, and questions to guide further refinement of their topic. Learners establish an appropriate topic area, preliminary project design, and begin development of a literature review. Further development of the doctoral project is determined through a project topic framework. This residency includes required synchronous sessions. **For 92-credit PhD in Education learners only. Grading for this course is S/NS. Cannot be fulfilled by transfer.**

Prerequisite: ED-V8925, and completion of or concurrent registration in RSCH7868.

ED-V 8927 - Doctoral Project Development - Framework Development (3)

In this ten-week virtual residency, learners apply

advanced research and writing skills through the development of a detailed project framework based on work in prior residencies. Learners develop a project framework that includes methodological and/or research design, sampling or participant recruitment plan, intervention plan (if applicable), strategies for data collection, analysis, and outcomes of the project. Further development of the doctoral project is determined through an assessment of the project framework, which is finalized once the learner enters the advanced doctoral stage of the program. This residency includes required synchronous sessions. **Learners must complete Track 3 prior to beginning the comprehensive examination phase of the program. For 92-credit PhD in Education learners only. Grading for this course is S/NS. Cannot be fulfilled by transfer.**

Prerequisite: ED-V8926, completion of or concurrent registration in RSCH7864.

EDT - Education Technology

EDT 5100 - Leading Innovation and Implementing Change (4)

In this course, learners demonstrate key skills required to lead change in K-12 schools and to implement innovative instructional techniques that enhance student 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.

EDT 5102 - Integrating Technology into Data Assessment and Evaluation (4)

Learners cultivate an understanding of 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 evaluate 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 institution, students or learners, and/or classroom practitioners.**

EDT 5104 - Teacher Dispositions and Ethics in the Digital Age (4)

Learners assess the 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 analyze 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.***

EDT 5126 - Collaborative Learning Environments (4)

Learners analyze systems for building, supporting, and sustaining collaborative learning by evaluating structures and systems that leverage technology to provide opportunities for collaborative learning and professional collaboration. Learners identify theories, research, and models that support collaborative learning and professional learning communities, and investigate how to create opportunities for students and teachers to work collaboratively within live and virtual settings.

EDT 5130 - Understanding Competency-Based Curriculum and Instruction (4)

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.***

EDT 5142 - Adaptive Instruction and Assessment (4)

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.***

EDT 5900 - Innovation and Technology Capstone (6)

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 credit for prior learning.***

EMG - Emergency Management

EMG 7015 - Application of Emergency Management Theory (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: PUAD6020, completion of or concurrent registration in PUAD6030.

EMG 7025 - Emergency Management Policy and the Administration of Emergencies and Disasters (4)

Learners investigate the organizational challenges that emergency management leadership typically encounters in contemporary society. Learners critically evaluate 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, strategic models, 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: Completion of or concurrent registration in EMG7015; PUAD6030.

EMG 7035 - Emergency Management Systems (4)

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: EMG7015, PUAD6030.

EMG 7042 - Business Continuity Planning (4)

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.

EMG 8015 - Risk Management in Emergency Management (4)

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: EMG7015, EMG7025.

EMG 8025 - Emergency Management Operations and Planning (4)

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.

EMG 8035 - Response, Continuity, Recovery, and Resilience (4)

Learners assess human-made and natural disasters through cross-cultural and historical perspectives. Learners analyze the impact that culture has on disaster response, recovery, and resilience as well as

the cultural variation that may be seen across and within communities, including variations within disasters and emergency management systems.

EMG 8045 - Contemporary Issues in Emergency Management (4)

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.

ENG - English

ENG 1000 - English Composition (6)

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 1001 - Essential Writing Skills (6)

Learners gain an understanding of the essential academic skills of writing and reading. Learners familiarize themselves with grammar, punctuation, sentence structure, and word choice, and develop reading comprehension skills. In addition, learners gain an introduction to the writing process and apply it to academic writing.

ENG 1250 - Introduction to Technical and Business Writing (6)

In this course, learners discover how to harness the power of words in a professional environment. Learners focus on 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 2250 - Academic Research and Writing (6)

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 informed 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.

ENTR - Entrepreneurship

ENTR 5412 - New Ventures and Entrepreneurship (4)

This course is an introduction to new ventures and entrepreneurial feasibility, research, funding, and planning for new venture opportunities. Learners investigate legal structures of entrepreneurial ventures, examine factors that influence the selection process, evaluate the feasibility of a venture concept, identify a customer base and market, and consider funding options for the business venture.

FIN - Finance

FIN 5710 - Economic Foundations for Financial Decision Making (4)

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.

GBUS - Business

GBUS 9919 - Doctoral Comprehensive Examination (3)

This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to register for the first dissertation course. ***Department consent is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better; completion of practicum courses, if applicable; and fulfillment of all residency requirements.

GBUS 9960 - Dissertation Courseroom (3)

This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required

milestones. ***Department consent is required for registration. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Cannot be fulfilled by transfer.***

Prerequisite: BMGT9919 or OM9919 or GBUS9919.

HCM - Health Care Management

HCM 5310 - Decision-Making in the Health Care System (4)

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 5312 - Analyzing the Health Care Environment (4)

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: MBA5006, HCM5310.

HCM 5314 - Driving Health Care Results (4)

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: HCM5310, MBA5006.

HIM - Health Information Management

HIM 4610 - Medical Terminology (6)

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 4620 - Data Management in Health Information Systems (6)

In this course, learners examine the operational and financial principles of managing health data from multiple source systems. Learners study various data

integration tools and techniques used to support clinical information systems, including data warehousing, batch processing, and interface engines. Learners also examine network and database design and architecture and their effects on source system development.

Prerequisite: HIM4610.

HIM 4630 - Statistical Analysis for Health Information Management (6)

In this course, learners study basic statistical strategies and tools used to analyze and interpret health care data, including pattern recognition, data classification, and data mining, modeling and sampling. Learners also evaluate the resources that provide health care information and support health information integrity and data quality.

Prerequisite: HIM4610.

HIM 4640 - Electronic Health Records and Health Information Systems (6)

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: HIM4610.

HIM 4650 - Decision Support and Quality Management in Health Information Management (6)

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. Learners also evaluate the impact of clinical information systems on the quality, safety, and efficiency of health care data.

Prerequisite: HIM4610.

HIM 4660 - Information Security, Privacy, and Ethics in Health Care (6)

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: HIM4610.

HIM 4670 - Health Information Systems and Management (6)

Learners in this course examine health care systems and health information management in the United States. Learners examine organizational relationships, business associations, and market forces that affect the health care system. In particular, learners build knowledge of leadership and management theories for health care systems and health information management.

HIS - History

HIS 1150 - U.S. History: How the Past Informs the Present (6)

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.

HMSV - Human Services

HMSV 5002 - Theory and Application in Human Services (4)

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.***

HMSV 5314 - Program Development and Evaluation in Human Services (4)

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.

HMSV 5316 - The Effective Use of Analytics in Human Services (4)

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.

HMSV 5320 - Ethical Practice in Human Services (4)

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: HMSV5002.

HMSV 5334 - Diversity and Inclusion in Human Services (4)

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.

HMSV 5340 - Leading in For-Profit, Nonprofit, and Government Organizations (4)

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.

HMSV 5390 - Interpersonal and Leadership Skills for Human Services Professionals (4)

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.***

HMSV 5402 - Social Change and Public Policy in Human Services (4)

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.

HMSV 5410 - Financial Management and Budgeting in Human Service Organizations (4)

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.

HMSV 5420 - Developing Innovative Human Service Organizations (4)

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.

HMSV 5430 - Leading Adaptive Organizational Systems in Human Services (4)

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: HMSV5420.

HMSV 5990 - Human Services Internship (4)

In this course, learners apply the knowledge and skills they have acquired through their coursework for a minimum of 100 hours in a human services setting. Learners critically analyze and evaluate problems encountered within a human services organization and apply interdisciplinary knowledge and research findings to develop strategies for direct care, resource management, and service delivery. Learners observe and collaborate with diverse stakeholders within the organization to analyze ethical practices and critically evaluate the implementation of best practices at their internship site. ***For MS in Human Services learners only. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: HMSV5002, HMSV5316, HMSV5320, HMSV5334, HMSV5390.

HMSV 5993 - Human Services Capstone for Master's Learners (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: All required and elective course work.

HMSV 8002 - Multidisciplinary Practice and Case Analysis for Doctoral Learners (4)

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.***

HMSV 8110 - Action Research Methods in Human Services (4)

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.

HMSV 8212 - Advanced Ethics and Leadership for Diverse Populations (4)

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: HMSV8002.

HMSV 8214 - Funding and Grant Writing Skills for Human Services (4)

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.

HMSV 8216 - Advanced Program Design in Human Services (4)

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.

HMSV 8218 - Advanced Data Analytics and Program Evaluation in Human Services (4)

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.

HMSV 8304 - Strategic Planning and Organizational Effectiveness for HS (4)

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.

HMSV 8320 - Effective Negotiation and Mediation Skills for Human Services Leaders (4)

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: HMSV8404.

HMSV 8404 - Leadership Theory and Practice in For-Profit, Nonprofit, and Government Human Services Programs (4)

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.

HMSV 8406 - Community Collaboration and Outreach in Human Services (4)

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.

HMSV 8408 - Advanced Financial Management in For-Profit, Nonprofit, and Government Human Services Programs (4)

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.

HMSV 8700 - Keystone: Determining Readiness for the Professional Doctorate Project (4)

Learners synthesize the knowledge and skills gained during their program. Learners state the case for their planned capstone project to demonstrate their readiness to enter the professional doctorate project process. In addition, learners identify strategies to secure a supervisor/preceptor and project site. **Grading for this course is S/NS. Cannot be fulfilled by transfer.**

Prerequisite: HMSV8110.

HMSV 9971 - Doctoral Capstone (3)

This course provides learners with resources, guidance, and support as they fulfill the required milestones toward completion of a doctoral capstone. Learners apply scholarly research within a particular professional context to advance their knowledge in the science and practice of the profession and solve organizational, institutional, or community concerns. **Department consent is required for registration. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Cannot be fulfilled by transfer.**

Prerequisite: Completion of all required and elective course work with a cumulative GPA of 3.0 or better.

HRM - Human Resource Management

HRM 5002 - Survey of Human Resource Management in Practice (4)

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 credit for prior learning.***

HRM 5045 - Enterprise-Aligned Human Resource Management Strategy (4)

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: HRM5002.

HRM 5055 - Comprehensive Reward Systems (4)

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: HRM5002.

HRM 5060 - Sourcing and Managing Talent in the Workplace (4)

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: Completion of or concurrent registration in HRM5002; or HRM5310.

HRM 5065 - Employment Law in the Successful Workplace (4)

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 identify the value of aligning of 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: HRM5002.

HRM 5070 - Workplace Learning in the Digital Age (4)

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: HRM5002.

HRM 5075 - Leading and Influencing for the Human Resource Practitioner (4)

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: HRM5002.

HRM 5080 - Evidence-Based Decision Making for HR Professionals (4)

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: HRM5002.

HRM 5090 - Retaining and Engaging Employees for the Modern Workforce (4)

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: HRM5002 or HRM5310.

HRM 5100 - HRM Professional Internship (4)

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. Approval of internship application is required one quarter prior to course start. Cannot be fulfilled by transfer.***

Prerequisite: HRM5002, HRM5060, HRM5070, HRM5090, HRM5065.

HRM 5112 - Certification Examination Preparation for the aPHR, PHR and SPHR (4)

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 credit for prior learning.***

HRM 5115 - Certification Examination Preparation for the SHRM-CP and SHRM-SCP (4)

In this course, learners review the current body of competency and knowledge in the HR management field and prepare for the SHRM-CP and SHRM-SCP

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 credit for prior learning.***

HRM 5118 - Human Resource Legal Challenges and Solutions (4)

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 investigate the nature of and strategies for addressing workplace legal actions in order to create a legally compliant workplace. Learners develop action plans and management strategies for minimizing risk.

Prerequisite: HRM5065.

HRM 5120 - Global Human Resource Practice (4)

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: HRM5002.

HRM 5310 - Strategic Human Resource Management (4)

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.***

HRM 5401 - The Legal, Ethical, and Regulatory Environment of Health Care (4)

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: HRM5002, HRM5065.

HRM 5402 - Planning, Sourcing, and Developing Talent in Health Care Organizations (4)

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: HRM5002, HRM5060, HRM5401.

HRM 5403 - Transforming the Employee Experience in Health Care (4)

Learners analyze human resource (HR) practices to retain and engage the health care workforce. Learners investigate 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: HRM5002, HRM5090, HRM5401.

HRM 5900 - HRM Capstone: Creating an Effective Human Resource Practice (4)

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 credit for prior learning.***

HRM 5960 - HRM Capstone: Improving and Transforming HR Practice (5)

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. ***Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: Completion of all required coursework.

HS - Human Services

HS 5204 - Human Services Theory and Application (4)

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.

HS 5401 - History of Social Welfare (4)

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."

HS 5423 - Philosophy of Social Work (4)

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.

HS 5436 - Utilization of Community Resources (4)

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.

HS 5518 - Biological and Health Aspects of Aging (4)

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.

HS 5522 - Psychology of Development and Aging (4)

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.

HS 5531 - Community Advocacy for Aging Populations (4)

The focus of this course is on the role of the human service and public service leader as a community advocate for aging adults. Learners analyze the principles, practices, and ethical considerations used to foster community advocacy for diverse populations. Through a multidisciplinary approach of gathering and summarizing information, learners develop recommendations and formulate a plan of action for older adults through program planning and implementation.

HS 5534 - Leading Across the Continuum of Care (4)

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.

HS 5993 - Human Services Integrative Project (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: All required and elective coursework.

HS 8103 - Principles and Practices of Social Work (4)

This course is an overview of principles, methods, and practice models for intervention and social change through work with groups and communities. Learners examine theoretical perspectives of group and

community organizing as well as advocacy models, grassroots participation, and the empowerment of disadvantaged groups. Learners also explore theories and methods of present-day social work practices with individuals, families, and organizations.

HS 8300 - Diversity in the Workplace (4)

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. Learners may earn credit for either CST8300 or HS8300, but not both.

HS 8413 - Social Influences of Behavior (4)

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.

HS 8453 - Prevention and Causes of Child Abuse (4)

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.

HS 8476 - Methods of Family Research (4)

Learners in this course explore the measurement of family variables and the complexities of family research design, data collection, and analysis. Topics include scales of measurement, validity and reliability, experimental and non-experimental designs, and approaches to integrating clinical research with practice. Learners may earn credit for either COUN8476 or HS8476, but not both.

HS 8604 - Advanced Communication Skills for the Human Services Leader (4)

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 strengthen these communication skills and demonstrate their ability to communicate to multiple audiences using a variety of methods.

Prerequisite: HMSV8212.

HS 8764 - Contemporary Issues in Compulsive and Addictive Behavior Treatment (4)

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.

HS 9919 - Doctoral Comprehensive Examination (3)

This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to register for the first dissertation course. ***Department consent is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: 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.

HS 9960 - Dissertation Courseroom (3)

This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. ***Department consent is required for registration. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Cannot be fulfilled by transfer.***

Prerequisite: HS9919.

HUM - Humanities

HUM 1150 - Cultural Understanding in a Global World (6)

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.

HUM 1200 - Philosophy of Work (6)

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.

IAS - Information Assurance and Security

IAS 5002 - Communication Skills for Today's Information Security Professional (4)

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 credit for prior learning.***

IAS 5010 - Information Technology Security Fundamentals (4)

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.

IAS 5015 - Network Security Fundamentals and Cryptography (4)

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: Completion of or concurrent registration in IAS5010 or ITEC5020.

IAS 5020 - Information Security Regulatory and Legal Environment (4)

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: Completion of or concurrent registration in IAS5015.

IAS 5025 - Operating System Defense (4)

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: Completion of or concurrent registration in IAS5020.

IAS 5030 - Identifying and Managing Risk (4)

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: IAS5025.

IAS 5100 - Data Engineering (4)

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: IAS5130.

IAS 5110 - Digital Forensics Processes (4)

Learners in this course apply forensics tools and techniques to investigate incidents, analyze devices, and conduct forensics reporting.

Prerequisite: IAS5030.

IAS 5120 - Digital Forensics Tools (4)

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.

IAS 5130 - Programming for Security Professionals (4)

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.

IAS 5200 - Network Architecture and Cyberoperations (4)

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.

IAS 5211 - Mobile and Wireless Network Architecture and Security (4)

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.

IAS 5220 - Network Security Controls and Testing (4)

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.

IAS 5230 - Secure Network Design and Engineering (4)

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 is implemented, deployed, and used, and describe the implications that interfaces between major components of virtualized systems have for security.

IAS 5320 - Patient Privacy Rights and Health Care Regulatory Requirements (4)

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: IAS5200.

IAS 5330 - Third Party Risk Management in Health Care (4)

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: IAS5200.

IAS 5900 - IAS Capstone (4)

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. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: Completion of all required coursework.

ISTM - Information Systems and Technology Management

ISTM 5004 - Fundamentals of Information Systems (4)

Learners in this course develop a foundational skillset in information technology by examining the key aspects of information systems, how businesses use such systems, and the ways existing technologies function at home, school, or work. Learners also develop a working knowledge of current and emerging technologies and how businesses use them to maximize results. ***Cannot be fulfilled by transfer.***

Prerequisite: Learners without the required IT background must have completed ISTM5004, ISTM5006, ISTM5008 prior to registering for any ISTM course other than ISTM5002.

ISTM 5006 - Databases and Programming (4)

This course focuses on the basic principles of databases, and how users, through application

programs or direct database queries, are able to store and retrieve information. Learners develop a conceptual understanding of how administrators configure databases so information may be accessed efficiently and securely. Learners will also examine the computer-program-development process, examining how programmers use a programming language to specify the instructions a program executes to accomplish a specific task. ***Cannot be fulfilled by transfer.***

Prerequisite: Learners without the required IT background must have completed ISTM5004, ISTM5006, ISTM5008 prior to registering for any ISTM course other than ISTM5002.

ISTM 5008 - Network Fundamentals (4)

Learners in this course develop a research plan with scientific merit that is based on a predetermined research topic. Learners also apply empirically and ethically sound research planning skills and literature synthesis and evaluation. ***Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: ED8112.

ISTM 5110 - Strategic Management of Network Technology (4)

Learners investigate corporate network management issues and 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: Completion of or concurrent registration in PM5018 and ITEC5020.

ISTM 5112 - Global Network Policy, Regulation, and Governance (4)

Learners assess 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: ITEC5060.

ISTM 5114 - Enterprise Network Analysis, Architecture, and Design (4)

This course familiarizes learners with trends in network architecture and design, enabling learners to better align network architectures to support business

processes. Learners in this course compare and contrast various network design solutions, including those for a variety of enterprises, and determine the cost-benefit of the various architecture options.

Prerequisite: Completion of or concurrent registration in ISTM5110.

ISTM 5900 - Information Systems and Technology Management Capstone (4)

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. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: Completion of all required coursework.

IT - Information Technology

IT 1006 - Information Technology Concepts and Practices (6)

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 credit for prior learning.***

IT 2230 - Introduction to Database Systems (3)

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 2240 - Introduction to Programming (3)

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 2249 - Introduction to Programming with Java (6)

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 2250 - Introduction to Network Technology (3)

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. ***Learners who have received credit for IT2280 may not take IT2250.***

IT 2280 - Network Technology and Architecture (6)

Learners gain an understanding of 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. ***Learners who have received credit for IT2250 or IT3355 may not take IT2280.***

IT 3165 - Ethics for the Information Technology Professional (3)

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. ***Learners who have received credit for IT3170 may not take IT3165.***

IT 3170 - Ethics and Business Goals for the Information Technology Professional (6)

Learners analyze core enterprise organizations,

business processes, and information technology infrastructures. Learners apply their knowledge of the relationships between an enterprise organization's business and information technology goals with IT operational models. IT ethical principles integrated throughout the class include examination of IT codes of ethics, ethical issues involving the use of employer resources, and examination of web technology and cybercrime. ***Learners who have received credit for IT3165 or IT3225 may not take IT3170.***

IT 3212 - Introduction to Web Development (3)

Learners build 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. ***Learners who have received credit for IT3240 may not take IT3212.***

IT 3215 - Introduction to JavaScript (3)

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. ***Learners who have received credit for IT3240 may not take IT3215.***

IT 3225 - Business Goals for the Information Technology Professional (3)

Learners analyze core enterprise organizations, business processes, and information technology infrastructures and display their understanding of the value of information technology in achieving organizational maturity. Learners apply their knowledge of the relationship that exists between an enterprise organizations business and information technology goals with operational models. ***Learners who have received credit for IT3170 may not take IT3225.***

IT 3240 - Web Development and JavaScript (6)

In this course, learners build fundamental web design and development skills. Using a local development environment, learners develop websites using HTML and apply styling to each page using CSS. Learners develop client-side scripting using JavaScript to enable

website interactivity and to enhance the user experience. Finally, learners deploy their websites to a cloud environment for testing. **Learners who have received credit for IT3212 or IT3215 may not take IT3240.**

IT 3249 - Software Architecture and User Experience Design (6)

In this course, learners evaluate the analysis and design of system industry standards and best practices. Learners research key components of system analysis including determining system objectives, business rules, and the identification of stakeholders. Learners also investigate human interface technologies and diverse human factors for a more engaging user experience. Learners apply their knowledge by creating a Software Development Plan (SDP) with components including identification of an agile methodology, system scope, technical standards, activity diagrams, logical process validation, and maintenance expectations. **Learners who have received credit for IT3301 or IT3345 may not take IT3249.**

IT 3280 - Hardware and Operating System Administration (6)

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. **Learners who have received credit for IT3315 or IT3318 may not take IT3280.**

IT 3301 - User Experience and Interaction Design (3)

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. **Learners who have received credit for IT3249 may not take IT3301.**

Prerequisite: IT2240 or IT2249.

IT 3315 - Hardware and Operating Systems (3)

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. **Learners who have received credit for IT3280 may not take IT3315.**

IT 3318 - Systems Administration (3)

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. **Learners who have received credit for IT3280 may not take IT3318.**

Prerequisite: IT3315.

IT 3345 - Software Architecture (3)

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. **Learners who have received credit for IT3249 may not take IT3345.**

Prerequisite: IT3301, completion of or concurrent registration in IT2230.

IT 3349 - Intermediate Java Programming (3)

Learners apply features and techniques beyond the basics of the Java programming language to develop applications of moderate complexity. Learners analyze advanced object-oriented programming concepts like inheritance, polymorphism, interfaces, and abstract classes. Learners also investigate programming Graphical User Interface (GUI) applications with Java and the Java rich library of data structures like lists, stacks, and queues.

Prerequisite: IT2249.

IT 3355 - Network Architecture (3)

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. **Learners who have received credit for IT2280 may not take IT3355.**

IT 3358 - Information Security Concepts for the Information Technology Professional (3)

Learners in this course demonstrate their knowledge of information security fundamentals. Learners apply their understanding of the concepts of confidentiality, integrity, and availability to securing organizational

assets.

IT 4070 - Cyber Defense and Countermeasures (6)

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: IT2280, IT4803.

IT 4071 - Cyber Attacks and Ethical Hacking (6)

Learners in this course use techniques, tools, and common 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: IT2280, IT4803.

IT 4073 - Organizational Security (6)

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: IT2280, IT4803.

IT 4075 - Computer Forensics (6)

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: IT2280, IT4803.

IT 4076 - Security Management and Policies (6)

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: IT2280, IT4803.

IT 4079 - Python Scripting (6)

Learners investigate 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: IT2240, IT4803.

IT 4080 - Operating Systems and Application Security (6)

Learners in this 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: IT4803.

IT 4150 - Internetworking Architectures 1 (3)

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. ***Learners who have received credit for IT4157 may not take IT4150.***

Prerequisite: Completion of or concurrent registration in IT2280 and IT3358.

IT 4155 - Internetworking Architectures 2 (3)

Learners investigate 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 analyze 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. ***Learners who have received credit for IT4157 may not take IT4150.***

Prerequisite: IT4150.

IT 4157 - Internetworking Architectures (6)

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. In addition, learners evaluate the planning, methods, procedures, and tools necessary to prevent vulnerabilities in networked systems and analyze 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. ***Learners who have received credit for IT4150 or IT4155 may not take IT4157.***

Prerequisite: IT2280.

IT 4160 - Internetwork Analysis and Design (3)

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: Completion of or concurrent registration in IT4157.

IT 4165 - Internetwork System Assurance and Security (3)

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: Completion of or concurrent registration in IT4157.

IT 4170 - Wireless Networks (3)

Learners evaluate fundamental wireless networking concepts and tools for planning, installing, configuring, optimizing, securing, and troubleshooting wireless local area networks (WLANs). Learners acquire and demonstrate knowledge of wireless-related technologies, standards, and topologies for network professionals who must design and implement secure wireless network infrastructures.

Prerequisite: Completion of or concurrent registration in IT2280 and IT3358.

IT 4200 - Data Governance and Stewardship (3)

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: ACS1003 or BUS3007 or IT2230.

IT 4210 - Data Architecture and Design (3)

In this course learners identify the role data architects play in data and metadata design and management. Learners evaluate tools and strategies used by data architects in designing data and metadata solutions.

Prerequisite: IT2230.

IT 4220 - Database Administration (3)

Learners evaluate 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. Additionally, learners investigate the tools and strategies that allow a database administrator to support data management.

Prerequisite: IT2230.

IT 4230 - Managing Data Integration (3)

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: IT2230.

IT 4240 - Data Quality Management (3)

Learners assess 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: IT2230.

IT 4300 - Data Storage Strategies (3)

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: IT2230.

IT 4310 - Data Integration (3)

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: IT2230.

IT 4320 - ETL and Data Transformation (3)

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: IT2230.

IT 4330 - Data Mining and Analysis in Information Technology (3)

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. ***Learners who have received credit for IT4345 may not take IT4330.***

Prerequisite: IT2230.

IT 4340 - Data Interpretation and Statistical Analysis in Information Technology (3)

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. ***Learners who have received credit for IT4345 may not take IT4340.***

Prerequisite: Completion of or concurrent registration in IT4330.

IT 4345 - Data Modeling and Statistical Analysis (6)

In this course, learners use data mining and analytics tools to identify, evaluate, and prepare data for analysis. Learners also take an advanced look at the role of statistical analysis in solving real world problems, timely, and effectively completing data analytics projects. ***Learners who have received credit for IT4330 or IT4340 may not take IT4345.***

Prerequisite: IT2230. Background in foundational statistics or MAT2001 recommended.

IT 4350 - Information Solutions and Delivery Strategies (3)

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: ACS1003 or BUS3007 or IT2230.

IT 4450 - Data Modeling Standards and Techniques (3)

In this course, learners evaluate the role data models, standards, and techniques plays 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: IT2230.

IT 4460 - Data Distribution and Virtualization (3)

Learners analyze the role that distributed, cloud-based, and virtualized environments play on processes and workflows related to the management and analysis of core data. Learners research and apply tools and strategies that allow effective data management and analysis of core data within the constraints of distributed and virtualized environments. Learners evaluate the impact that subjects of core data projects have on security and privacy.

Prerequisite: IT2230.

IT 4511 - Cloud Concepts and Architecture (3)

Learners gain an understanding of foundational cloud concepts including scalability, elasticity, fault tolerance, and disaster recovery. Learners develop hands-on proficiency with an industry-standard cloud platform. Learners also analyze the benefits and economic advantages of cloud computing and strategies for transitioning from on-premise infrastructure to cloud infrastructure. Finally, learners investigate IT governance implementation in the cloud.

Prerequisite: Completion of or concurrent registration in IT2280, IT3358.

IT 4521 - Cloud Management and Administration (3)

Learners build on their knowledge of cloud-based networks by demonstrating management and administration of cloud architectures and resources. Learners deploy virtual machines, configure and manage virtual networks, and implement and manage storage. Learners also implement cloud architectures and resources while focusing on managing security and authorized access to cloud network resources.

Prerequisite: IT4511.

IT 4525 - Cloud Computing Fundamentals (6)

Learners in this course develop the skills to analyze, plan, design and implement fundamental cloud solutions. Learners acquire and apply knowledge of implementation strategies specific to cloud network, compute, and storage. Learners also implement security, monitoring, and logging solutions, along with special cloud workloads such as AI and machine

learning. Concepts of cloud migration planning and cloud cost optimization are also discussed.

Prerequisite: IT2280.

IT 4527 - Java Application Development (6)

Learners further develop their object-oriented programming skills in Java by building fundamental skills and application programming interfaces (APIs) for working with text files, writing programs with a JavaFX graphical user interface (GUI), working with Java collections, connecting to Internet services, and using a database for data persistence.

Prerequisite: IT2249.

IT 4530 - Enterprise Administration (3)

In this course, learners investigate administration concepts related to enterprise networks using network tools for deploying servers and configuring network application services within an enterprise network. Learners build on previously analyzed material by applying concepts such as IP addressing, name resolution, remote access, remote desktop services, active directory, authentication, and data security to enterprise networks. Learners gain an understanding of advanced network administration strategies for enterprise networks.

Prerequisite: IT4545.

IT 4535 - Introduction to Artificial Intelligence (6)

In this course, learners investigate the fundamental problems, theories, and algorithms of the field of artificial intelligence (AI), including heuristic search and game trees, knowledge representation, automated deduction, and its applications, problem-solving and planning, and an introduction to machine learning and other techniques to employ AI. Learners gain an understanding of the fundamental theories of artificial intelligence, and be able to evaluate opportunities for applying AI.

Prerequisite: IT2230; IT2240 or IT2249.

IT 4537 - Enterprise Data Storage and Data Management (6)

Learners in this course investigate distributed and cloud-based technologies used within the IT industry, and the impact those technology selections have on data distribution and analytics. Topics include the impact of data storage technologies on the 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 the management and analysis of data.

Prerequisite: IT2230.

IT 4541 - Enterprise Server Infrastructure 1 (3)

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: Completion of or concurrent registration in IT4530.

IT 4545 - Cloud Concepts, Architecture and Management (6)

Learners gain an understanding of foundational cloud concepts including on demand self-service, broad network access, resource pooling, elasticity, measured service. Learners develop hands-on proficiency with an industry-standard cloud platform (Microsoft Azure). Learners also analyze the benefits and economic advantages of cloud computing, as well as strategies for transitioning from on-premise infrastructure to cloud infrastructure. Learners design security measures in accordance with regulatory compliance requirements (HIPAA, GDPR, PCIDSS, etc.).

Prerequisite: IT2280, IT3358.

IT 4551 - Enterprise Server Infrastructure 2 (3)

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: IT4541.

IT 4561 - Linux Operating Systems (3)

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: Completion of or concurrent registration in IT3280.

IT 4571 - Advanced Linux Operating Systems (3)

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: IT4561.

IT 4575 - Linux Operating Systems (6)

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. 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: Completion of or concurrent registration in IT3280.

IT 4580 - RFID Technologies (3)

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: Completion of or concurrent registration in IT2280 and IT3358.

IT 4711 - Software Requirements (3)

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: Completion of or concurrent registration in IT3249, IT3349.

IT 4731 - Database Development (3)

Learners gain an understanding of 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. Learners also investigate database administration and various uses of databases in contemporary web,

traditional, and mobile applications. Additionally, learners design and deploy data storage strategies in a real-world scenario.

Prerequisite: Completion of or concurrent registration in IT3249, IT3349.

IT 4733 - Advanced Database Development (3)

Learners investigate the data access layer of an application. Learners develop and demonstrate their knowledge of application objects that interact with an assortment of databases and data repositories, and evaluate data modeling, connections, queries, data manipulation for contemporary Web, traditional applications, database administration and user security implementation.

Prerequisite: IT4731.

IT 4736 - SQL and NoSQL Programming (6)

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: IT4737.

IT 4737 - Database Development (6)

Learners investigate relational database development, data requirements, and data modeling. Learners assess database design and implementation principles and use the Structured Query Language (SQL) to create tables, objects, and queries. Learners evaluate the interactions of application objects in an assortment of databases and data repositories. Learners design databases using data modeling, and develop connections, queries, and data manipulation for contemporary web, traditional, and mobile applications.

Prerequisite: IT2230.

IT 4738 - Tools and Techniques for Data Science with Python (6)

In this course, learners apply methods and techniques for program creation, modification, and sharing utilizing a cloud-based repository. Learners utilize Python in a command-line environment to apply querying methods to access and collect data from multiple sources (e.g. Internet, SQL and noSQL Databases, etc.) that could be used further in applications. Data access across multiple sources as

well data store in relational tables, modification of tables, and CRUD operations on databases will be discussed. Learners also explore APIs and web scraping.

Prerequisite: IT2230, IT2240.

IT 4747 - C# Programming and Application Development (6)

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: IT3349.

IT 4749 - Advanced Java Application Development (6)

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: IT3349.

IT 4751 - Cloud Computing Development (6)

In this course, learners develop and maintain 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 analyze cloud applications' performance factors and explain their security features using platforms provided by cloud computing providers.

Prerequisite: IT3240, IT3349.

IT 4753 - DevOps Practices for Cloud Computing (6)

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: IT4751.

IT 4772 - Software Design and Modeling (3)

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: IT4711.

IT 4774 - Software Construction (6)

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 and basic construction standards.

Prerequisite: IT4775.

IT 4775 - Internet of Things Fundamentals (6)

Learners investigate the Internet of Things (IoT) field of study and the related hardware and software connections. In addition to defining the infrastructure requirements for the deployment and operation of IoT devices, learners work through the identification, installation, and operation of the various devices that are required to operate IoT and generate reporting. Learners also develop applications that enter data from IoT, report them and contribute to making decisions as a result. The course covers in detail privacy and security issues that emerge from the use of IoT devices and the data that results from their operations.

Prerequisite: IT2249, IT3280.

IT 4776 - Software Testing, Security, and Quality Assurance (6)

Learners investigate software testing, quality assurance, and software security. Learners develop an understanding of testing fundamentals, including terminology and the role of testing in life cycle activities. Learners also apply test levels, testing techniques, test-related measures, testing processes, and testing tools in software testing operations. Finally, learners analyze the role of testing in quality assurance and evaluating code security.

Prerequisite: IT4775.

IT 4780 - Mobile Application Design and Development (6)

Learners in this course build upon prior software

development knowledge and apply it to mobile application frameworks, architecture, design and engineering issues, and methodologies for developing applications for mobile devices. This course includes project-based assignment for topics such as user interface design, unique user interactions, object-oriented design, event handling, animation, multimedia, data storage, integration of external Internet services via APIs, and unit testing to transition applications into distribution-ready state.

Prerequisite: IT2249, IT4792.

IT 4782 - Mobile Application Development Essentials (3)

Learners in this course build upon their prior knowledge of the Java programming essentials that are involved with basic Android application development, including designing, debugging, implementing, testing, and deploying an application that combines several Android features.

IT 4784 - Advanced Mobile Application Development (3)

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: IT4782.

IT 4786 - Cross-Platform Mobile Application Development (3)

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: IT4780.

IT 4789 - Mobile Cloud Computing Application Development (3)

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: IT4780.

IT 4791 - Fundamentals of Website Design (3)

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: Completion of or concurrent registration in IT4731.

IT 4792 - Website Application Development and Design (6)

Learners investigate the design, development, and deployment of interactive web experiences by integrating HTML, CSS, JavaScript, and multimedia. Learners employ user-centered design strategies, industry standard tools, and best practices to develop high-quality and accessible web sites that work seamlessly on mobile, tablet, and large screen browsers.

Prerequisite: IT3240. Registration within one year of IT3240 recommended.

IT 4793 - Advanced Website Design (3)

Learners build their knowledge of 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: IT4791.

IT 4795 - Web Application Development (3)

Learners develop 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: Completion of or concurrent registration in IT4737.

IT 4797 - Advanced Web Application Development (3)

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: Completion of or concurrent registration in IT4795.

IT 4799 - Dynamic Web Development (6)

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: IT4797.

IT 4803 - System Assurance Security (6)

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 defenses against them. Upon successful completion of this course, learners are prepared to take the exam for the Security+ certification.

Prerequisite: IT2280.

IT 4990 - Information Technology Capstone Project (6)

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 credit for prior learning.***

IT 4993 - Cybersecurity Capstone (6)

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. **For BS in Information Technology learners only. Must be taken in the learner's final quarter. Cannot be fulfilled by transfer or credit for prior learning.**

IT 4997 - Information Technology Capstone 1 (6)

In this first of two courses, 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, complete deliverables to meet the needs of the client, and produce a final product. **For BS in Information Technology learners only. Must be taken during the learner's penultimate quarter. Cannot be fulfilled by transfer or credit for prior learning.**

Prerequisite: All required and elective coursework.

IT 4998 - Information Technology Capstone 2 (6)

In this second of two courses, learners continue to apply knowledge and skills from other courses as they complete 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, complete deliverables to meet the needs of the client, and produce a final product. **For BS in Information Technology learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or credit for prior learning.**

Prerequisite: IT4997.

ITEC - Information Technology**ITEC 5002 - Information Technology and System Trends (4)**

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 credit for prior learning.**

ITEC 5010 - Security and Enterprise Networks (4)

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: Completion of or concurrent registration in ITEC5002.

ITEC 5020 - Application and Database Development (4)

In this course, learners use their knowledge of user requirements, user interface design, programming 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: Completion of or concurrent registration in ITEC5030.

ITEC 5030 - Emerging Technologies (4)

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: ITEC5010.

ITEC 5040 - Predictive Models and Classification Methods (4)

Learners gain the skills to utilize historical data to

predict future outcomes, as well as identify 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: ANLT5030.

ITEC 5050 - Cloud Architecture and Distributed Systems (4)

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: Completion of or concurrent registration in ISTM5110.

ITEC 5060 - Cloud Application Deployment and Operations (4)

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: ITEC5050.

ITEC 5900 - Applied Information Technology Project 1 (4)

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. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: Completion of or concurrent registration in ITEC5020 and IAS5030 or ITEC5040 or ITEC5060 or PM5335.

ITEC 5905 - Applied Information Technology Project 2 (4)

In this second of a two-course sequence, learner teams implement their project plan to address an IT problem or opportunity in an organizational or societal context. Teams finalize project requirements and complete tasks associated with the project, including regular status reporting, production of intermediate deliverables, on-going communication with key stakeholders, and developing an optimal IT solution that meets the requirements and solution context. Learners also complete a written report and conduct a final presentation that describes the solution and its implementation. Upon project conclusion, learners review and update their personal, technical, and soft skills development plan created at the beginning of the program. ***For MS in Information Technology learners only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ITEC5900 and completion of or concurrent registration in ANLT5100 or IAS5220 or ISTM5112 or PM5336.

LEAD - Leadership

LEAD 5210 - Leading Global and Diverse Cultures (4)

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 5220 - Leader as Change Agent (4)

Learners evaluate leaders as architects of change in organizations and environments. Learners investigate the nature of leadership in complex and dynamic settings; theories of change at the individual, group,

and organizational level; and leadership practices that guide and sustain complex change.

MAT - Math

MAT 1050 - College Algebra (6)

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 1150 - Essential Math for Everyday Life (6)

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 2001 - Statistical Reasoning (6)

This course introduces fundamental concepts of elementary statistics, including descriptive statistics, methods of counting, probability distributions, approximations, estimation, and hypothesis testing. Learners use these concepts to apply and interpret statistical results. Learners may earn credit for either MAT2001 or MAT2002, but not both.

MAT 2051 - Discrete Mathematics (6)

Learners build an understanding 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: MAT1050.

MAT 2100 - Data-Driven Decisions (4)

In this course, learners examine the applications of statistics to a variety of fields. Learners develop mathematical reasoning, quantitative analysis, and quantitative communication skills to prepare them for future academic coursework and professional life. Learners also gain an understanding of how every day decisions are supported by mathematics.

MBA - Master of Business Administration

MBA 5002 - MBA Leadership (4)

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 credit for prior learning.***

MBA 5006 - Business Strategy (4)

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: Completion of or concurrent registration in MBA5002.

MBA 5008 - Applied Business Analytics (4)

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.***

MBA 5010 - Accounting Methods for Leaders (4)

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.***

MBA 5012 - Marketing Management (4)

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.***

MBA 5014 - Applied Managerial Finance (4)

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: MBA5008, MBA5010.

MBA 5016 - Operations Management for Leaders (4)

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 only.

Prerequisite: MBA5008.

MBA 5910 - MBA Capstone Experience (5)

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. Cannot be fulfilled by transfer or credit for prior learning.*

Prerequisite: All required and elective coursework.

MBA 6006 - Leading Innovation in the Global Organization (3)

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.*

MBA 6008 - Global Economic Environment (3)

This course covers microeconomic and macroeconomic principles, theories, and tools and their applications in business. Learners analyze the national economy, global economy, and comparative advantage; factor inputs used to create value in different industry and market structures; and the tools employed by the Federal Reserve System and the federal government to create and implement fiscal and monetary policies. Learners also develop and demonstrate their knowledge of theories of the firm and the ways in which individuals and firms make economic decisions. *For MBA degree and certificate program learners and non-degree learners only.*

MBA 6012 - Integrated Global Marketing (3)

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.*

MBA 6014 - Financial Accounting (3)

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.*

MBA 6016 - Finance and Value Creation (3)

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: MBA6014.

MBA 6018 - Data Analysis for Business Decisions (3)

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.*

MBA 6022 - Strategic Operations Management (3)

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.***

MBA 6151 - Contemporary Financial Reporting (3)

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: MBA6014.

MBA 6153 - Advanced Auditing Theory (3)

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: MBA6014.

MBA 6155 - Corporate Governance and Regulation in Accounting (3)

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: MBA6014.

MBA 6157 - Managerial Accounting Theory (3)

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: MBA6014.

MFT - Marriage and Family Therapy

MFT 5008 - Foundations of Couple and Family Therapy (4)

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.***

MFT 5106 - Assessment, Tests, and Measures for Marriage and Family Therapy Practice (4)

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.

MFT 5107 - Psychopathology: Diagnosis and Treatment of Behavior Disorders (4)

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.

MFT 5108 - Impact of Addiction and Addictive Behavior on Family Systems (4)

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: MFT-R5821.

MFT 5222 - Professional Ethics in Marriage and Family Therapy (4)

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.

Prerequisite: BS in Psychology Pre-Counseling learners require special permission for registration and must have completed PSYC4700 with a cumulative GPA of 3.0 or better.

MFT 5226 - Sexual Issues in Couple and Family Therapy (1)

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.

MFT 5232 - Systemic Approaches to Gender and Sexuality (4)

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: MFT5008, MFT5222, MFT5270, MFT-R5821.

MFT 5270 - Systemic Family Therapy Theory and Practice 1 (4)

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: BS in Psychology Pre-Counseling learners require special permission for registration and must have completed PSYC4700 with a cumulative GPA of 3.0 or better.

MFT 5271 - Working with Families Across the Lifespan (4)

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: BS in Psychology Pre-Counseling learners require special permission for registration and must have completed PSYC4700 with a cumulative GPA of 3.0 or better.

MFT 5273 - Couple and Marital Therapy (4)

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: MFT5270.

MFT 5275 - Utilizing Systemic Approaches: Infancy Through Adolescence (4)

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: MFT5008.

MFT 5336 - Diversity and Social Justice in Systemic Family Therapy (4)

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.

MFT 5600 - Special Topics in Counseling (1)

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.

MFT 5604 - Family Law and Ethics (1)

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.

MFT 5620 - Marriage and Family Counseling/Therapy Clinical Experience Preparation (1)

This course supports the preparation and application process for learners to attain clinical experience in the MS in Marriage and Family Counseling degree program. Learners investigate their state's licensure requirements, develop a strategy to fulfill the practicum and internship portion of those requirements, and finalize their strategy through execution and feedback.

Prerequisite: MFT5820, MFT-R5821.

MFT 5820 - Systemic Family Therapy Theory and Practice 2 (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: MFT5008, MFT5222, MFT5270.

MFT 5822 - Systemic and Group Interventions for Grief, Loss, and Trauma (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: MFT5107, MFT5270, MFT5271, MFT5273, MFT5820, MFT-R5821.

MFT 5876 - Research Methods in Marriage and Family Therapy (4)

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.

MFT 6131 - Clinical Internship for Marriage and Family Therapy 1 (4)

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 Marriage and Family Therapy 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. Cannot be fulfilled by transfer.***

Prerequisite: COUN-R5823 or MFT-R5823 with a cumulative GPA of 3.0 or better.

MFT 6132 - Clinical Internship for Marriage and Family Therapy 2 (4)

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 site setting. Learners use intermediate communication and interviewing skills to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. For each internship, learners complete weekly face-to-face contact with field supervisors and weekly synchronous (live) group supervision with faculty supervisors using secure web conferencing solutions. **For MS in Marriage and Family Therapy 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. Cannot be fulfilled by transfer.**

Prerequisite: MFT6131 or MFT6231 with a cumulative GPA of 3.0 or better.

MFT 6133 - Clinical Internship for Marriage and Family Therapy 3 (4)

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 Marriage and Family Therapy 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. Cannot be fulfilled by transfer.**

Prerequisite: MFT6132 with a cumulative GPA of 3.0 or better.

MFT 6134 - Clinical Internship for Marriage and Family Therapy 4 (4)

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 Marriage and Family Therapy 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. Cannot be fulfilled by transfer.**

Prerequisite: MFT6133 or MFT6233 with a cumulative GPA of 3.0 or better.

MFT 6231 - Marriage and Family Therapy Clinical Internship 1 (2)

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. Cannot be fulfilled by transfer.**

Prerequisite: MFT-R5823 with a cumulative GPA of 3.0 or better.

MFT 6232 - Marriage and Family Therapy Clinical Internship 2 (2)

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. Cannot be fulfilled by transfer.**

Prerequisite: MFT6231 with a cumulative GPA of 3.0 or better.

MFT 6233 - Marriage and Family Therapy Clinical Internship 3 (2)

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. Cannot be fulfilled by transfer.**

Prerequisite: MFT6232 with a cumulative GPA of 3.0 or better.

MFT 6234 - Marriage and Family Therapy Clinical Internship 4 (2)

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. Cannot be fulfilled by transfer.**

Prerequisite: MFT6233 with a cumulative GPA of 3.0

or better.

MFT 6235 - Marriage and Family Therapy Clinical Internship 5 (2)

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. Cannot be fulfilled by transfer.**

Prerequisite: MFT6234 with a cumulative GPA of 3.0 or better.

MFT-R - Marriage and Family Therapy

MFT-R 5821 - Advanced Marriage and Family Therapy Theory and Pre-Clinical Practice: Residency Track 1 (4)

The first residency includes an online courseroom and a residency. Learners engage in online courseroom activities to prepare themselves for the face-to-face residency experience, which provides them with the opportunity to practically apply knowledge gained in prior coursework. During the course, learners apply the foundational systemic theories of marriage and family therapy and the application of clinical skills, including building therapeutic relationships, conceptualizing cases from a systemic perspective, conducting couple and family sessions. Learners also demonstrate knowledge of assessment, crisis intervention, professional clinical disposition and identity, diversity, and ethics. In the face-to-face residency experience, learners integrate marriage and family therapy theory with clinical practice. **For MS in Marriage and Family Therapy learners only. This course requires travel. Cannot be fulfilled by transfer.**

Prerequisite: MFT5008, MFT5222, MFT5270.

MFT-R 5823 - Advanced Marriage and Family Therapy Theory and Pre-Clinical Practice: Residency Track 2 (4)

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 individuals, couples, and families. Learners then engage in a face-to-face residency experience that guides them as they integrate systemic marriage and family therapy theories and methods with clinical practice. ***For MS in Marriage and Family Therapy learners only. This course requires travel. Cannot be fulfilled by transfer.***

Prerequisite: MFT-R5821.

MHA - Master of Health Administration

MHA 5006 - Health Care Finance and Reimbursement (4)

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 5010 - Strategic Health Care Planning (4)

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 5012 - Organizational Leadership and Governance (4)

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 evaluate 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: Completion of or concurrent registration in MHA5010.

MHA 5014 - Health Care Quality, Risk, and Regulatory Compliance (4)

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: MHA5010, NHS6008.

MHA 5016 - Introduction to Health Information Systems (4)

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: NHS5004, NHS6008.

MHA 5017 - Data Analysis for Health Care Decisions (4)

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 5020 - Health Administration Capstone (4)

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. Cannot be fulfilled by transfer.*

Prerequisite: Completion of all required and elective course work.

MHA 5022 - Human Capital Management in Health Care (4)

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: MHA5006, MHA5010, NHS6004, NHS6008.

MHA 5026 - Facilities and Capital Asset Management (4)

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: MHA5006, MHA5010, NHS6004, NHS6008.

MHA 5028 - Comparative Models of Global Health Systems (4)

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: MHA5006, MHA5010, completion of or concurrent registration in MHA5012, NHS6004, NHS6008.

MHA 5040 - Health Administration Change Leadership (4)

Learners investigate 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 assess their own ability to manage change and identify stretch goals for their future development in change leadership.

Prerequisite: MHA5010.

MHA 5042 - Team Development and Personal Leadership in Health Care Settings (4)

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 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: MHA5010.

MHA 5062 - Health Care Delivery: New Environments in Health Informatics (4)

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 5064 - Health Care Information Systems Analysis and Design for Administrators (4)

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: MHA5062.

MHA 5066 - Cornerstones of Health Informatics for Organizational Operations (4)

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: MHA5062.

MHA 5068 - Leadership, Management, and Meaningful Use of Health Care Technology (4)

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: MHA5062.

MKT - Marketing

MKT 5410 - Digital Marketing (4)

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.

MKT 5416 - Consumer Insights (4)

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.

MPA - Master of Public Administration

MPA 5014 - Nonprofit Organizational Performance and Program Evaluation (4)

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.

MPH - Master of Public Health

MPH 5100 - Management of Health Service Organizations (4)

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: NHS5004, MPH5500, MPH5506.

MPH 5200 - Social and Behavioral Research Methods (4)

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: NHS5004, MPH5500, MPH5503, MPH5506, MPH5509, completion of or concurrent registration in MPH5512.

MPH 5220 - Social Determinants of Health Equity (4)

Learners in this course explore 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.

MPH 5304 - Learning to Lead in Public Health Settings: Personal and Team Development (4)

Learners in this course work with a coach to evaluate their leadership values and vision in order to set goals that support the process of leadership development. Learners also create a motivational team-building model and formulate team leadership strategies that facilitate interprofessional team performance, collaboration, and networking, both inside and outside of public health organizations.

MPH 5500 - Introduction to Public Health Administrative Systems (4)

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.

MPH 5503 - Environmental Health Concepts in Public Health (4)

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.

MPH 5506 - Social and Behavioral Foundations in Public Health (4)

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.

MPH 5509 - Principles of Biostatistics (4)

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.

MPH 5512 - Principles of Epidemiology (4)

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 formulating interventions to control disease occurrence and transmission.

Prerequisite: MPH5509.

MPH 5515 - Public Health Advocacy and Social Change (4)

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: MPH5500, MPH5503, MPH5506, MPH5509.

MPH 5921 - Public Health Practicum 1 (4)

The first in a series of two public health practicum courses, this course is an online-directed, supervised experience during which learners fulfill a minimum of 40 required practicum hours over the course of one academic quarter at an approved public health agency of interest. Learners collaborate with their instructor to develop and complete agreed-upon goals and objectives and demonstrate and apply proficiency in the program's core and CEPH competencies. Learners conclude the experience by preparing a presentation for approval by the instructor and preceptor. ***Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: NHS5004, MPH5100, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.

MPH 5922 - Public Health Practicum 2 (4)

The second in a series of two public health practicum courses, this course is an online-directed, supervised experience during which learners fulfill a minimum of 40 required practicum hours over the course of one academic quarter at an approved public health agency of interest. Learners collaborate with their instructor to develop and complete agreed-upon goals and objectives and demonstrate and apply proficiency in the program's core and CEPH competencies. Learners conclude the experience by preparing a presentation for approval by the instructor and preceptor. ***Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: MPH5921.

MPH 5990 - Public Health Capstone (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: NHS5004, MPH5100, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512, MPH5921.

MPH 5993 - Public Health Integrative Project (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: NHS5004, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.

MPH 5999 - Public Health Professional Collaborative Project (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: MPH5993.

NHS - Nursing and Health Sciences

NHS 4000 - Developing a Health Care Perspective (6)

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 credit for prior learning.***

NHS 5004 - Communication, Collaboration, and Case Analysis for Master's Learners (4)

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 during the learner's first quarter. Cannot be fulfilled by transfer.***

NHS 6004 - Health Care Law and Policy (4)

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. ***Cannot be fulfilled by transfer.***

NHS 6008 - Economics and Decision Making in Health Care (4)

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. ***Cannot be fulfilled by transfer.***

NHS 8002 - Collaboration, Communication, and Case Analysis for Doctoral Learners (4)

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.***

NHS 8040 - 21st-Century Health Care Improvement (4)

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.***

NHS 8051 - Preparing for the Professional Doctorate in Public Health and Health Administration (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: NHS8065.

NHS 8065 - Foundations of Evidence-Based Practice in Health Care (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: RSCH7864.

NHS 8701 - Keystone: Defining the Doctoral Project (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: NHS8051.

NSC - Natural Sciences

NSC 1150 - Science and Innovation (6)

In this course, learners analyze concepts from the physical and biological sciences to identify the connections between science and innovation. Learners investigate how science and innovation influence society as they develop critical thinking, scientific reasoning, and research skills.

NURS - Nursing

NURS 4010 - Leading People, Processes, and Organizations in Interprofessional Practice (6)

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.***

NURS 4020 - Improving Quality of Care and Patient Safety (6)

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.***

NURS 4030 - Making Evidence-Based Decisions (6)

Learners in this course interpret research and apply an evidence-based practice model to make informed decisions in care planning. Learners analyze the relevance and effectiveness of evidence in the processes of clinical reasoning and judgement to support interventions that result in desired patient, systems, and population outcomes. ***For BSN learners only.***

NURS 4040 - Managing Health Information and Technology (6)

In this course, learners leverage technology to effectively and efficiently achieve desired patient, systems, and population outcomes. Learners develop and demonstrate generalist nursing practices needed to manage health information and patient care technologies. Learners also develop strategies to improve security of patient information. ***For BSN learners only.***

NURS 4050 - Coordinating Patient-Centered Care (6)

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.***

NURS 4060 - Practicing in the Community to Improve Population Health (6)

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.***

NURS 4900 - Capstone Project for Nursing (6)

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. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: NURS4010, NURS4020, NURS4030, NURS4040, NURS4050, and completion of or concurrent registration in NURS4060.

NURS 5003 - Health Assessment and Promotion for Disease Prevention in Population-Focused Health (4)

In this course, learners apply concepts, frameworks, and models used to foster health promotion and disease prevention, particularly in diverse and vulnerable populations. Learners evaluate individual and population wellness from multicultural, ethnic, traditional, and spiritual perspectives. Learners examine factors that cause disparities in wellness among people in diverse and vulnerable populations.

By analyzing effective health assessment methods and communication strategies, learners identify best practices for developing a population-focused approach to health promotion and disease prevention. ***For MSN learners only.***

NURS 5005 - Introduction to Nursing Research, Ethics, and Technology (4)

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.***

NURS 5007 - Leadership for Nursing Practice (4)

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.***

NURS 6011 - Evidence-Based Practice for Patient-Centered Care and Population Health (4)

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. Cannot be fulfilled by transfer.***

NURS 6016 - Quality Improvement of Interprofessional Care (4)

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. Cannot be fulfilled by transfer.***

NURS 6021 - Biopsychosocial Concepts for Advanced Nursing Practice 1 (4)

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.***

NURS 6025 - MSN Practicum (4)

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.***

NURS 6026 - Biopsychosocial Concepts for Advanced Nursing Practice 2 (4)

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.***

NURS 6030 - MSN Practicum and Capstone (6)

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.

NURS 6038 - Evidence-Based Practice and Technology for Nursing (4)

In this course, learners analyze the diverse frameworks of research and evidence-based nursing practice. Learners differentiate between various types of research strategies, examine ways to search for evidence effectively and efficiently, and propose an evidence-based strategy to solve a clinical problem. Learners also evaluate ethical considerations associated with conducting research. ***For MSN, DNP, and Graduate Certificate learners only.***

NURS 6103 - The Nurse Educator Role (4)

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.***

NURS 6105 - Teaching and Active Learning Strategies (4)

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.***

NURS 6107 - Curriculum Design, Development, and Evaluation (4)

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.***

NURS 6109 - Integrating Technology into Nursing Education (4)

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.

NURS 6111 - Assessment and Evaluation in Nursing Education (4)

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.***

NURS 6210 - Leadership and Management for Nurse Executives (4)

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 and Graduate Certificate learners only.***

NURS 6212 - Health Care Quality and Safety Management (4)

Learners in this course examine the role of 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 in which 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 and Graduate Certificate learners only.***

NURS 6214 - Health Care Informatics and Technology (4)

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 and Graduate Certificate learners only.***

NURS 6216 - Advanced Finance and Operations Management (4)

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 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 and Graduate Certificate learners only.***

NURS 6218 - Leading the Future of Health Care (4)

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 and Graduate Certificate learners only.***

NURS 6410 - Fundamentals of Nursing Informatics (4)

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 and Graduate Certificate learners only.***

NURS 6412 - Analysis of Clinical Information Systems and Application to Nursing Practice (4)

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 and Graduate Certificate learners only.***

NURS 6414 - Advancing Health Care Through Data Mining (4)

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 and Graduate Certificate learners only.***

NURS 6416 - Managing the Nursing Informatics Life Cycle (4)

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 and Graduate Certificate learners only.***

NURS 6610 - Introduction to Care Coordination (4)

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 and Graduate Certificate learners only.***

NURS 6612 - Health Care Models Used in Care Coordination (4)

Learners in this course examine how emerging health care models are incorporated into the larger framework of clinical care oversight. Learners analyze the role of informatics in nursing care coordination and the ways in which client information is collected and used to influence health outcomes. Learners also identify the ways in which care coordination can support cost efficiency, promote quality of care, and affect positive health outcomes. ***For MSN and Graduate Certificate learners only.***

NURS 6614 - Structure and Process in Care Coordination (4)

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 and Graduate Certificate learners only.***

NURS 6616 - Ethical and Legal Considerations in Care Coordination (4)

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 and Graduate Certificate learners only.***

NURS 6618 - Leadership in Care Coordination (4)

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 practices 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 and Graduate Certificate learners only.***

NURS 8010 - Executive Leadership in Contemporary Nursing (4)

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.***

NURS 8012 - Nursing Technology and Health Care Information Systems (4)

Learners in this course analyze the many facets of health informatics from the perspectives of data, information, knowledge, and wisdom. Learners also evaluate the role of nurses in advanced nursing practice roles with relation to policy-making, application design, technology selection, usability, safety, security, outcome data analysis, and interdisciplinary clinical workflow integration. In addition, learners investigate strategies related to the utilization of information technology for quality improvement initiatives, evidence-based practice guideline implementation, administrative and clinical decision-making, and patient and clinician education. ***For DNP learners only. Cannot be fulfilled by transfer.***

NURS 8014 - Global Population Health (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: NURS8010.

NURS 8030 - Evidence-Based Practice Process for the Nursing Doctoral Learner (4)

In this course, learners apply the steps of the evidence-based practice (EBP) process to a health care

challenge. Learners assess scholarly literature, evaluate research methods, interpret the results, understand the practical significance of health care data analyses, and prepare to use sound research practices in the development of a capstone project. **For DNP learners only. Cannot be fulfilled by transfer.**

Prerequisite: NHS8002.

NURS 8045 - Doctoral Writing and Professional Practice (4)

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. Cannot be fulfilled by transfer.**

Prerequisite: NURS8030, completion of or concurrent registration in NURS8012.

NURS 9100 - Defining the Nursing Doctoral Project (4)

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. Cannot be fulfilled by transfer.**

Prerequisite: A cumulative GPA of 3.0 or better; NHS8040, NURS8010, NURS8012, NURS8014, NURS8030, NURS8045, and RSCH7864.

NURS 9901 - Nursing Doctoral Project 1 (4)

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. Cannot be fulfilled by transfer.**

Prerequisite: NURS9100.

NURS 9902 - Nursing Doctoral Project 2 (4)

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. Cannot be fulfilled by transfer.**

Prerequisite: NURS9901.

NURS 9903 - Nursing Doctoral Project 3 (4)

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. Cannot be fulfilled by transfer.**

Prerequisite: NURS9902.

NURS 9904 - Nursing Doctoral Project 4 (4)

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. Cannot be fulfilled by transfer.**

Prerequisite: NURS9903.

NURS 9980 - Doctoral Project Development (4)

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.**

OPS - Operations

OPS 5620 - Supply Chain Foundations and Management (4)

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.

OPS 5630 - Strategic Supply Chain Sourcing (4)

This course emphasizes integration of the supply chain as a strategic competitive advantage. Learners identify ways to use strategic resourcing and procurement to achieve consistent quality, thus enabling market share growth and preventing market share erosion. Learners also examine the importance of managing relationships with global suppliers and establishing consistent quality benchmarks and an ethical and legal approach to supply chain sourcing.

Prerequisite: MBA5016 or MBA6022.

PHI - Philosophy**PHI 1200 - Philosophy of Problem Solving (6)**

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 apply problem solving skills and behaviors to scenarios in their current or anticipated discipline.

PHI 2000 - Ethics (6)

In this course, learners apply major ethical theories to evaluate actions and apply them to contemporary issues. Learners reflect on their own value systems and the ways these values influence and inform their judgments and behavior.

PHI 3200 - Ethics in Health Care (6)

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-H - Philosophy**PHI-H 2005 - Honors Seminar: Critical Thinking for the Professional World (3)**

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.***

PHY - Physical Science**PHY 1000 - Introduction to Astronomy (6)**

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.

PLAY - Play Therapy**PLAY 6203 - The History and Systems of Play Therapy (4)**

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.***

PLAY 6206 - Theories and Skills of Play Therapy (4)

Learners expand on their knowledge of the major theories of play therapy and the skills and interventions that define those theories. Learners assess the major theories and apply these to their work with a diversity of child clients and client scenarios. Learners also develop a personal theoretical orientation and apply this approach to personal practice. Learners assess ethical and legal issues unique to the field specific to providing culturally and socially diverse play therapy services. ***Cannot be fulfilled by transfer.***

Prerequisite: PLAY6203.

PLAY 6209 - Advanced Play Therapy (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: PLAY6203, PLAY6206.

PLAY 6212 - Special Topics in Play Therapy (4)

Learners investigate 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. ***Cannot be fulfilled by transfer.***

Prerequisite: PLAY6203, PLAY6206.

PM - Project Management

PM 3000 - Principles of Project Management (3)

In this course, learners build an understanding of 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 4010 - Process Groups and Knowledge Areas in Project Management (6)

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: PM3000.

PM 4020 - Integration and Scope Management (6)

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: PM4010.

PM 4030 - Scheduling, Cost, and Quality Management (6)

Learners investigate project scheduling and cost and quality management in a business or information technology (IT) project context. Learners analyze 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 identify a variety of scheduling, cost and quality tools that can be used independently or conjunctively. Finally, learners utilize project management software to help in developing a project schedule.

Prerequisite: PM4010.

PM 4040 - Human Resources and Motivation Management (6)

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: PM4010.

PM 4050 - Communication and Stakeholder Management (6)

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: PM4010.

PM 4060 - Risk Management in Project Management (6)

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: PM4010.

PM 4070 - Procurement Management in Project Management (6)

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: PM4010.

PM 4080 - Agile Project Management (6)

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: PM4010.

PM 5018 - Project Management Foundations(4)

In this cross-disciplinary course, learners analyze the fundamentals of project management and gain an

overview of project management standards and their applicability to managing projects, with an emphasis on management methodologies and frameworks, including those defined by the Project Management Institute (PMI®). Learners have the opportunity to participate in experiential learning by bringing in a workplace project, or they may use the project provided in the course. Learners cultivate effective project management leadership skills, including project politics and ethics and collaboration.

PM 5332 - Project Management Planning, Execution, and Control (4)

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: PM5018, or completion of or concurrent registration in PM5331.

PM 5333 - Project Budgeting, Procurement, and Quality (4)

Learners investigate project cost, quality, and procurement in business or information technology (IT) project context. Learners analyze 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: PM5018, or completion of or concurrent registration in PM5332.

PM 5334 - Project Risk Assessment and Control (4)

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: PM5018, or completion of or concurrent registration in PM5333.

PM 5335 - Project Leadership and Management (4)

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: PM5334.

PM 5336 - Agile Project Management Theory and Practice (4)

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: PM5335.

POL - Political Science

POL 1000 - The Politics of American Government (6)

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.

POL 1100 - Introduction to American Government and Politics (6)

Learners examine the foundations of the American Government and the fundamental workings of the political system in the United States. Learners investigate how governmental institutions and policies have impacted individuals and groups historically, how these governmental institutions continue to impact the

daily lives of individuals today, and ways in which the political system can be improved to benefit everyone in the United States. Learners also analyze the Constitution, civil liberties, and civil rights.

PSL - Public Service Leadership

PSL 8130 - Action Research for Public Service Leadership (4)

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: RSCH7868.

PSL 8140 - Program Evaluation for Public Service Leadership (4)

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: RSCH7868.

PSL 9919 - Doctoral Comprehensive Examination (3)

This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to register for the first dissertation course. ***Department consent is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: 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.

PSL 9960 - Dissertation Courseroom (3)

This course provides learners with resources, guidance, and peer and mentor support during each

dissertation course as they complete the required milestones. **Department consent is required for registration. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Cannot be fulfilled by transfer.**

Prerequisite: PSL9919.

PSL 9971 - Doctoral Capstone (3)

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 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. Cannot be fulfilled by transfer.**

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better.

PSL-V - Public Service Leadership

PSL-V 8926 - Doctoral Project Development - Topic Development (3)

In this ten-week virtual residency, learners apply writing, research, and critical thinking skills by identifying a problem, developing project questions, and finalizing a project topic that is appropriate for the program. Learners use evidence to support the selection of theories, problems, and questions to guide further refinement of their topic. Learners establish an appropriate topic area, preliminary project design, and begin development of a literature review. Further development of the doctoral project is determined through a project topic framework. This residency includes required synchronous sessions. **For DPA, DSW, PhD in Criminal Justice and PhD in Emergency Management learners only. Grading for this course is S/NS. Cannot be fulfilled by transfer.**

Prerequisite: Completion of or concurrent registration in RSCH7864.

PSL-V 8927 - Doctoral Project Development - Framework Development (3)

In this ten-week virtual residency, learners apply advanced research and writing skills through the development of a detailed project framework based on

work in prior residencies. Learners develop a project framework that includes methodological and/or research design, sampling or participant recruitment plan, intervention plan (if applicable), strategies for data collection, analysis, and outcomes of the project. Further development of the doctoral project is determined through an assessment of the project framework, which is finalized once the learner enters the advanced doctoral stage of the program. This residency includes required synchronous sessions.

Learners must complete Track 3 prior to beginning the comprehensive examination phase of the program. For DPA, DSW, PhD in Criminal Justice and PhD in Emergency Management learners only. Grading for this course is S/NS. Cannot be fulfilled by transfer.

Prerequisite: PSL-V8926, completion of or concurrent registration in PSL8110 or PSL8120 or RSCH7868.

PSY - Psychology

PSY 5002 - Foundations of Theory and Practice for Master's Psychology Learners (5)

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. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

PSY 5006 - Foundations of Theory and Practice for Applied Behavior Analysis (5)

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 training in applied behavioral analysis. **For MS in Applied Behavior Analysis learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

PSY 5063 - Data Based Decision Making (5)

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 for school psychologists. Learners develop and apply skills needed to become educated consumers and creators of research applicable to school psychology settings. Learners also use their research design and statistics skills to analyze and apply research methodologies, validity, reliability, and other components of scientific research related to school psychology.

PSY 5110 - Ethics and Multicultural Issues in Psychology (5)

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: PSY5002 or PSY8002.

PSY 5115 - Human Sexuality (5)

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.

PSY 5120 - Social Psychology (5)

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 5125 - Introduction to Sex Therapy (5)

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: PSY5115.

PSY 5130 - Career Counseling Theory (5)

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.

PSY 5135 - Issues and Trends in Addiction-Related Treatments (5)

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.

PSY 5140 - Program Evaluation (5)

This course provides an examination of the theories, techniques, methods, and processes of program evaluation. Learners synthesize the 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: RSCH7864.

PSY 5201 - Integrative Project for Master's Degree in Psychology (5)

In this course, learners demonstrate knowledge, scholarship, and research proficiency in their chosen psychology specialization. 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. Cannot be fulfilled by transfer.***

Prerequisite: All required and elective coursework.

PSY 5244 - Play Therapy 1: The History and Systems of Play Therapy (5)

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.***

PSY 5246 - Play Therapy 2: Theories and Practices of Play Therapy (5)

Learners analyze the major theories and techniques that inform the applications of play in therapy using an interdisciplinary approach and emphasizing related research. Learners investigate key topics such as play materials, developmental and multicultural considerations, ethical and legal issues, and play therapy for all ages and populations. ***Cannot be fulfilled by transfer.***

Prerequisite: PSY5244.

PSY 5247 - Child-Centered Play Therapy (5)

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: PSY5244, PSY5246.

PSY 5248 - Filial Play Therapy (5)

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: PSY5244, PSY5246, PSY5247.

PSY 5252 - Applications of Play Therapy (5)

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: PSY5244, PSY5246.

PSY 5300 - Fundamentals of the Experimental Analysis of Behavior (5)

In this course, learners investigate the experimental analysis of behavior by analyzing seminal and innovative research. Learners compare and contrast the experimental analysis of behavior with applied behavior analysis research and assess the unique and important contributions of each type of research. ***For MS in Applied Behavior Analysis learners only. Cannot be fulfilled by transfer.***

Prerequisite: PSY7711.

PSY 5410 - History and Systems of Psychology (5)

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.

PSY 5420 - Multicultural Perspectives in Human Behavior (5)

This course is an examination of substantive and theoretical issues concerning the cultural differences of individuals and groups and their influence on the practice of professional psychology. Learners explore the role of culture-specific programming, the needs and values of cultural subgroups, and approaches to providing psychological services to culturally diverse populations. Learners also critically analyze the interactions of multiple dimensions of diversity to better understand the ways in which individual differences contribute to professional psychological practice.

PSY 5430 - Ethics and Standards of Professional Practice (5)

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 in Clinical Psychology, PsyD in School Psychology, and MS in Clinical Psychology learners only. There is a residency requirement associated with this course for PsyD in Clinical Psychology learners.***

PSY 6000 - Foundations of Practice for School Psychology Learners (5)

In this course, learners gain an understanding of the School Psychology specialization and the standards developed for the field by the National Association of School Psychologists (NASP). Learners formulate a plan to meet program and state requirements for clinical training, including certification and licensure requirements; ethics and professional standards, including the NASP practice domains; and the specialization's course requirements and residency sequence. Learners also assess school psychology skills, identify networking opportunities, and develop a professional portfolio. ***For MS and EdS in School Psychology learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.***

PSY 6010 - Human Prenatal Development (5)

Learners in this course gain 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. Throughout the course, learners demonstrate their knowledge of the stages of prenatal development (embryonic and fetal). Learners investigate various prenatal illnesses and physical problems while considering the impact of prenatal health disparities. In addition, learners engage with research, theory, and culturally relevant best practices related to promoting healthy newborn and infant development.

PSY 6015 - Lifespan Development (5)

In this course, learners gain and apply knowledge of lifespan development from infancy through adulthood, including human development processes and milestones while considering individual and cultural differences. Learners evaluate theories and approaches for examining human development and analyze human development processes related to their specialization.

PSY 6020 - Advocacy in Child and Adolescent Development (5)

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: PSY6010; PSY6025 or PSY6030.

PSY 6025 - Child Psychology (5)

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 6030 - Adolescent Psychology (5)

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 6091 - Group Counseling (5)

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: PSY-R6313.

PSY 6092 - Counseling Skills and Procedures (5)

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.***

PSY 6095 - Theories of Counseling and Psychotherapy (5)

This course provides an overview of foundational counseling and psychotherapy theories and research-based practice. Throughout the course, learners examine various schools of therapeutic intervention; their underlying theoretical assumptions; and their historical, cultural, and ethical context, with an emphasis on the application of current theory in a variety of clinical populations.

PSY 6100 - Introduction to Educational Psychology (5)

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: PSY5002 or PSY8002.

PSY 6110 - Learning Theories in Psychology (5)

Learners investigate 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 6210 - Introduction to Psychopathology (5)

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.

PSY 6311 - Autism Spectrum Disorder Diagnosis and Early Intervention (5)

In this course, learners identify diagnostic criteria related to autism spectrum disorder (ASD). Learners explore research, treatments, and assessments targeted for children diagnosed with ASD. Learners develop an individualized ASD intervention plan, which incorporates collaboration, compassionate practices, and the specific diagnostic and environmental circumstances of the child. ***For MS in Applied Behavior Analysis and PhD in Behavior Analysis learners only. Cannot be fulfilled by transfer.***

Prerequisite: PSY7711.

PSY 6313 - Lifespan Interventions and Autism Spectrum Disorder (5)

In this course, learners assess a variety of strengths and challenges associated with autism spectrum disorder at different ages and stages of life. Learners evaluate varied interventions associated with different times of life, including childhood, adolescence, adulthood, and geriatric. ***For MS in Applied Behavior Analysis and PhD in Behavior Analysis learners only. Cannot be fulfilled by transfer.***

Prerequisite: PSY6311.

PSY 6315 - Leadership and Consultation in Applied Behavior Analysis (5)

In this course, learners advance their knowledge in the field of organizational behavior management. Learners use systems analysis to evaluate organizational processes, investigate best-practice leadership and consultative approaches, and identify how to motivate others to use the science of behavior in organizational settings. ***For MS in Applied Behavior Analysis and PhD in Behavior Analysis learners only. Cannot be fulfilled by transfer.***

Prerequisite: PSY7305.

PSY 6319 - Behavior Analysts as Consultants (5)

In this course, learners assess best practices for consulting in schools. Learners evaluate school-based consultative approaches and the laws and regulations related to the implementation of applied behavior analysis in schools. Learners investigate how to approach this consultation while maintaining compassionate and inclusive practices. ***For MS in Applied Behavior Analysis and PhD in Behavior Analysis learners only. Cannot be fulfilled by transfer.***

Prerequisite: PSY7306.

PSY 6391 - Master's Practicum 1 (5)

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 analyze psychological assessment using the DSM-IV-TR and investigate treatment planning, case documentation, working with specific clinical populations, and their clinical strengths and limitations. ***For MS Clinical Psychology learners only. Cannot be fulfilled by transfer.***

Prerequisite: PSY5110, PSY5130, PSY6015, PSY6091, PSY6095, PSY6210, PSY7610, 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.

PSY 6400 - Master's Internship Series (5)

The master's internship series is a series of courses learners take to continue fulfilling the minimum of 600 on-site 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. May be repeated for credit. Cannot be fulfilled by transfer.***

Prerequisite: 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.

PSY 6505 - Principles of Family Psychology (5)

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: PSY6015.

PSY 6710 - Principles of Industrial/Organizational Psychology (5)

In this course, learners identify and confirm theories and research of industrial/organizational psychology. Learners examine the various psychological constructs affecting individuals, groups, teams, and organizations in the workplace and explore diversity and ethical principles as they relate to decision-making processes. Learners also evaluate the differences between industrial and organizational psychology and explore various assessment methods, models, and interventions applicable across workplace settings.

PSY 6720 - Psychology of Leadership (5)

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 6730 - Consultation Psychology (5)

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 6740 - Industrial/Organizational Psychology Practices in Personnel and Human Resource Management (5)

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 6810 - Principles of Sport Psychology (5)

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: PSY6110.

PSY 6820 - Performance Enhancement in Sports (5)

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: PSY6810.

PSY 6830 - Applied Sport Psychology (5)

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: PSY6820.

PSY 6840 - Current Issues in Sport Psychology (5)

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: PSY6820.

PSY 6910 - Psychology and the Law (5)

Learners investigate the fundamental theoretical, empirical, and ethical bases of forensic psychology and prepares learners for the advanced practical training covered in PSY6920 and PSY6930. Learners develop 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. Learners also analyze the basic functions of forensic practice in civil, criminal, juvenile, and family law contexts and basic principles of testimony.

Prerequisite: PSY6210 or PSY8220.

PSY 6920 - Techniques of Forensic Practice (5)

The primary focus of PSY6920 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: PSY6910.

PSY 6930 - Current Issues and Trends in Forensic Practice (5)

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: PSY6920.

PSY 7115 - Research Foundations of History and Systems in Psychology (5)

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.**

PSY 7120 - School Psychology Practicum (4)

In this practicum course, learners fulfill 300 required practicum hours in a supervised school setting during one academic quarter. Under the guidance of an experienced school psychologist supervisor, learners observe and participate in the daily life of a school setting. Learners apply the academic and clinical knowledge and skills gained during the program, analyze their experiences, and compare them to best practices in the field. Learners also identify their school setting's strengths and weaknesses, the challenges associated with meeting the needs of the students and families it serves, and ways in which their school setting ensures comprehensive service delivery. **For EdS in School Psychology learners only. Special permission is required for registration. Grading for this course is S/NS. May be repeated for credit. Cannot be fulfilled by transfer.**

Prerequisite: A cumulative GPA of 3.0 or better. PSY8150, PSY8235, PSY8335, PSY8337, PSY8338, PSY-V7003, and PSY-R7004.

PSY 7121 - School Psychology Internship (4)

This course is taken to fulfill 1,200 required internship hours in a supervised school setting during one academic year. Learners integrate and apply knowledge and skills that reflect professional field standards and participate in formative and summative performance-based evaluations of their work. Successful completion of the internship is contingent upon passing the final portfolio review that demonstrates proficiency of program competencies. **For EdS in School Psychology learners only. Special permission is required for registration. Grading for this course is S/NS. May be repeated for credit. Cannot be fulfilled by transfer.**

Prerequisite: PSY7120.

PSY 7212 - Childhood Mental Health, Counseling, and Crisis Intervention/Prevention (5)

This course introduces learners to the diagnostic schema used with children and adolescents in mental health and school psychology professions. Learners examine the DSM-5, focusing on developing mastery of diagnostic criteria for childhood disorders and applying this criteria to case studies, methodology, research, historical, and political aspects of diagnosis.

Learners consider alternatives to the current diagnostic system in order to develop comprehensive counseling plans, and identify crisis prevention and intervention models used within the educational setting.

PSY 7233 - Psychological Assessments for School Psychologists 1 (5)

In this course, learners develop the skills needed to correctly administer, score, and interpret norm-referenced intelligence tests (verbal and non-verbal) while simultaneously considering various diagnostic issues present within multiculturally diverse school populations and reflecting the established standards of educational and psychological testing. Learners examine measurement and measurement tools, including instruments used to assess cognitive function and intelligence; synthesize norm-referenced assessments with observational assessments to develop recommendations for research-supported interventions; and create audience-appropriate psychological reports. **For MS, EdS, and PsyD in School Psychology learners only. Test kits are required and are available for loan at psyttestkits@capella.edu.**

Prerequisite: PSY7610.

PSY 7234 - Psychological Assessments for School Psychologists 2 (5)

In this course, learners further develop the skills needed to correctly administer, score, and interpret norm-referenced intelligence tests (verbal and non-verbal), achievement tests, and adaptive functioning while simultaneously considering various diagnostic issues present within multiculturally diverse school populations and reflecting the established standards of educational and psychological testing. Learners examine measurement and measurement tools, including instruments used to assess cognitive function and intelligence, achievement, and adaptive functioning; synthesize norm-referenced assessments with observational assessments to develop recommendations for research-supported interventions; and create audience-appropriate psychological reports. **For MS, EdS, and PsyD in School Psychology learners only. Test kits are required and are available for loan at psyttestkits@capella.edu.**

Prerequisite: PSY7233.

PSY 7240 - Adult Psychology (5)

Learners in this course analyze major contemporary theories and research on continuity and change from late adolescence through the end of life. Throughout the course, learners apply models and approaches for

delivering psychological services to adults in a variety of settings and contexts, including in the workplace, within family, and in social relationships, in order to help those adults negotiate life transitions and increase their psychological well-being and longevity.

PSY 7305 - Organizational Behavior Management (5)

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 MS in Applied Behavior Analysis and PhD in Behavior Analysis learners only. Cannot be fulfilled by transfer.***

Prerequisite: PSY7711.

PSY 7306 - Education and Teaching in Applied Behavior Analysis (5)

In this course, learners evaluate 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 MS in Applied Behavior Analysis and PhD in Behavior Analysis learners only. Cannot be fulfilled by transfer.***

Prerequisite: PSY7711.

PSY 7310 - Biological Basis of Behavior (5)

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 7320 - Advanced Biological Psychology (5)

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. ***Cannot be fulfilled by transfer.***

PSY 7330 - Psychopharmacology (5)

Learners in this course explore the behavioral and therapeutic effects of psychoactive drugs. Course topics include synaptic transmission, behavioral role of specific neuromodulatory systems, pharmacological treatment of mental and neurological disorders, addiction, and the various side effects of psychoactive drugs, 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.

PSY 7331 - Principles of School Psychology (5)

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.

PSY 7336 - Organization and Operation of the School (5)

Learners in this course focus on mastering the general education, special education, and other educational and related skills school psychologists need to be effective in their schools. Learners conduct a systems analysis of schools and other settings to determine how best to collaborate with individuals and groups in developing and maintaining policies and practices that foster effective, supportive, and safe learning environments.

PSY 7421 - Cognitive/Affective Psychology (5)

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 7422 - Motivation (5)

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.

PSY 7510 - Psychology of Personality (5)

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.

PSY 7530 - Psychology of Group Dynamics (5)

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.

PSY 7610 - Tests and Measurements (5)

Learners investigate 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 evaluate best practices and professional standards for educational and psychological testing, including test bias and fairness. In addition, learners assess the role of technology in delivery, administration, scoring, and interpretation of tests.

PSY 7660 - Survey Construction and Administration (5)

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: RSCH7864.

PSY 7708 - Basic Foundations in Applied Behavior Analysis (5)

In this course, learners gain an understanding of the basic foundations, philosophy, and concepts underlying the science of behavior analysis. Learners discriminate 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.***

PSY 7709 - Advanced Concepts in Applied Behavior Analysis (5)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: Completion of or concurrent registration in PSY7710.

PSY 7710 - Ethics in Applied Behavior Analysis (5)

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 weigh risks and benefits associated with the implementation of behavior change procedures. ***Cannot be fulfilled by transfer.***

Prerequisite: Completion of or concurrent registration in PSY7708.

PSY 7711 - Measurement and Research in Applied Behavior Analysis (5)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: PSY7708, PSY7710, completion of or concurrent registration in PSY7709.

PSY 7712 - Behavior Analytic Assessments (5)

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. ***PSY7713 must be taken the quarter immediately following PSY7712. Cannot be fulfilled by transfer.***

Prerequisite: PSY7710, completion of or concurrent registration in PSY7711.

PSY 7713 - Behavior Analytic Interventions (5)

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. ***PSY7713 must be taken the quarter immediately following PSY7712. Cannot be fulfilled by transfer.***

Prerequisite: PSY7711, PSY7712.

PSY 7715 - Applied Behavior Analysis Capstone (5)

In this course, learners demonstrate knowledge, scholarship, and research proficiency in applied behavior analysis. Learners demonstrate their understanding of ethical and professional conduct and basic concepts and principles in behavior analysis. Learners apply assessment techniques, implement behavior-analytic methods, and determine their effectiveness. Learners demonstrate their ability to evaluate research findings by synthesizing research and drafting an experimental outline around a behavior analytic topic of their choice. ***Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required coursework, PSY7713, PSY7714.

PSY 7724 - Organizational Behavior Management: Supervision and Management in Applied Behavior Analysis (5)

Learners apply evidenced-based supervision practices to the supervision of behavior-analytic programs. Learners develop skills in how to apply behavior change procedures. Learners apply Skinner's analysis of verbal behavior to create behavior change programs to address verbal behavior. ***Cannot be fulfilled by transfer.***

Prerequisite: PSY7712, completion of or concurrent registration in PSY7713.

PSY 7860 - Survey of Research Methods (4)

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.***

PSY 7864 - Quantitative Design and Analysis (4)

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.***

PSY 7868 - Qualitative Design and Analysis (4)

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.

PSY 8001 - Orientation to Professional Psychology (5)

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 in Clinical Psychology and PsyD in School Psychology learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.

PSY 8002 - Foundations of Theory and Practice for Doctoral Psychology Learners (5)

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.***

PSY 8003 - Foundations of Theory and Practice for Behavior Analysis (5)

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 their doctoral degree program; review their program's requirements, associated professional roles and organizations, and ethics and professional standards; and articulate a professional identity based on doctoral-level behavior analysis training. ***For PhD in Behavior Analysis learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.***

PSY 8100 - Principles of Educational Psychology (5)

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: PSY5002 or PSY8002.

PSY 8110 - The Psychology of Teaching (5)

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.

PSY 8130 - Adult Learner in the Classroom (5)

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.

PSY 8150 - Exceptional Children in the Classroom (5)

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.

PSY 8170 - Principles of Instructional Design (5)

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.

PSY 8220 - Advanced Psychopathology (5)

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 learners only.*

PSY 8230 - Psychological Testing (5)

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: PSY7610.

PSY 8235 - Psychological Assessments for School Psychologists 3 (5)

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 MS, EdS, and PsyD in School Psychology learners only. Test kits are required and are available for loan at*

psytestkits@capella.edu. Cannot be fulfilled by transfer.

Prerequisite: PSY7234.

PSY 8240 - Advanced Psychological Testing (5)

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 in Clinical Psychology learners. Cannot be fulfilled by transfer.*

Prerequisite: PSY7610, PSY8230.

PSY 8251 - Neuropsychological Assessment (5)

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. Cannot be fulfilled by transfer.*

Prerequisite: PSY-R8206.

PSY 8301 - Single-Subject Research Design Methods (5)

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 in Behavior Analysis learners only. Cannot be fulfilled by transfer.***

PSY 8302 - Behaviorism (5)

Learners in this course examine the basic theories and misconceptions of behaviorism and principles of behavior analysis. Throughout the course, learners evaluate the conceptual foundations of the science of behavior and how those concepts relate to clinical applications. ***For PhD in Behavior Analysis learners only. Cannot be fulfilled by transfer.***

PSY 8303 - Experimental Analysis of Behavior (5)

In this course, learners investigate the history of, and synthesize the research in, the experimental analysis of behavior. Learners investigate the importance of the link between experimental analysis of behavior and the application of the science. ***For PhD in Behavior Analysis learners only. Cannot be fulfilled by transfer.***

PSY 8304 - Analysis of Verbal Behavior (5)

Learners in this course expand their knowledge of Skinner's analysis of verbal behavior, and examine the verbal operants involved. Learners investigate the importance of the analysis of verbal behavior and the implications in the practice of behavior analysis. ***For PhD in Behavior Analysis learners only. Cannot be fulfilled by transfer.***

PSY 8307 - Advanced Single-Subject Research Design for Behavior Analysis (5)

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 in Behavior Analysis learners only.***

Prerequisite: PSY7305, PSY7306, PSY8304, PSY-V8925.

PSY 8310 - Theories of Psychotherapy (5)

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 in Clinical Psychology learners.***

PSY 8316 - Evidence-Based Practice in Psychology (5)

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 in Clinical Psychology learners.***

PSY 8332 - Advanced Methods in School Psychology (5)

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; analyze the 13 disability categories identified by IDEA; and discuss the classification of students presented for diagnosis. ***For PsyD in School Psychology and Specialist Certificate in School Psychology learners only.***

PSY 8335 - Consultation and Collaboration in the School (5)

This course provides an overview of consultation

theory, research, and practice in psychology and education. In this course, learners study the rationale and techniques used in consultation and collaboration with teachers, parents, administrators, and other school personnel for the purpose of preventing and remediating the learning and adjustment problems of school-aged children. Learners familiarize themselves with the history and status of consultation, conceptual foundations and models, processes, intervention and evaluation considerations, practice and ethical issues, and training approaches to consultation.

PSY 8337 - Legal and Ethical Issues in the School (5)

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.

PSY 8338 - Child and Adolescent Development for School Psychologists (5)

Learners investigate 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.

PSY 8348 - Motivation and Learning (5)

In this course, learners advance their knowledge of all aspects of respondent and operant conditioning, including schedules of reinforcement, types of reinforcers, and motivating factors. Learners investigate basic and applied research across these areas and synthesize this knowledge in the context of new research development.

PSY 8352 - Compassionate and Multicultural Applied Behavior Analysis (5)

In this course, learners deepen their understanding of ethical principles related to compassion, equity, inclusion, and trauma. Learners investigate research and practice recommendations for implementing behavior analysis practices with clients and families, organizations, colleagues, students, trainees, supervisees, and others.

PSY 8354 - Relational Frame Theory and Acceptance and Commitment Therapy (5)

In this course, learners distinguish the basic concepts and explore research in the areas of verbal behavior, rule-governed behavior, language development, emergent responding, arbitrarily applicable derived relational responding and relational frame theory (RFT). Learners also evaluate and apply techniques used in Acceptance and Commitment Therapy (ACT) for a wide range of human behaviors. Learners analyze the conceptual and empirical contributions of behavior analytic principles, including RFT, to the development and practice of ACT.

PSY 8358 - Higher Education Teaching Methods (5)

In this course, learners advance their knowledge of behavior-analytic teaching systems used in teaching behavior analytic concepts. Learners develop and use a system to teach others an advanced concept in the field.

Prerequisite: PSY7306.

PSY 8362 - Applied Behavior Analysis Practicum 1 (5)

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. Cannot be fulfilled by transfer.

Prerequisite: PSY7701.

PSY 8363 - Applied Behavior Analysis Practicum 2 (5)

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. Cannot be fulfilled by transfer.

Prerequisite: PSY8362.

PSY 8364 - Applied Behavior Analysis Practicum 3 (5)

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. Cannot be fulfilled by transfer.

Prerequisite: PSY8363.

PSY 8371 - Strategies of Clinical Supervision and Consultation (5)

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 in Clinical Psychology and PsyD in School Psychology learners only. There is a residency requirement associated with this course for PsyD in Clinical Psychology learners.**

PSY 8375 - Professional Development and Supervision of School Psychologists (5)

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.**

PSY 8501 - Advanced Research Methods and Statistics for Professional Psychology (5)

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 learners dissertation or School Psychology specialty topic proposal. **For PsyD learners only.**

PSY 8502 - Advanced Research Design and Methodology for Professional Psychology (5)

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 in Clinical Psychology learners only.**

Prerequisite: PSY8501.

PSY 8610 - Principles of Health Psychology (5)

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.

PSY 8625 - Advanced Inferential Statistics (5)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: RSCH7864.

PSY 8626 - Multivariate Statistics: Theory and Application (5)

Learners investigate 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, analyze 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 evaluate the mathematical aspects of multivariate and inferential statistics theory and application.

Prerequisite: PSY8625.

PSY 8635 - Advanced Qualitative Analysis (5)

This course extends the topics covered in PSY7630 by further exploring the philosophical underpinnings of qualitative research and inquiry and emphasizes effective execution of the six school-approved dissertation research methodologies: ethnography, case study, grounded-theory phenomenology, heuristics, and generic qualitative research. Learners examine primary source references, books, and journal articles written by the developers of the six methodologies and gain an understanding of their nuances and applications. This course is designed to prepare learners to develop and conduct their own qualitative study for a dissertation.

Prerequisite: PSY-V8926, RSCH7868.

PSY 8658 - Quantitative Research Methods in Psychology (5)

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. Cannot be fulfilled by transfer.***

Prerequisite: RSCH7868.

PSY 8721 - Introduction to Business Practices for Psychologists (5)

Learners identify 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. Finally, learners also acquire the consulting competencies of branding, marketing, and selling, as well as building and maintaining client relationships.

PSY 8755 - Ethical and Legal Principles of Industrial/Organizational Psychology (5)

Learners assess 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.

PSY 8761 - Work Analysis and Selection (5)

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: PSY6710, PSY7610, RSCH7864.

PSY 8765 - Testing and Assessment in Workplace Psychology (5)

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: PSY7610.

PSY 8768 - Theory and Practice of Psychological Coaching (5)

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: PSY7610.

PSY 8770 - Psychology of Motivation and Performance (5)

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.

PSY 8950 - Clinical Psychology Doctoral Practicum (4)

The doctoral practicum is a repeating course 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 learners Clinical Competency Examination. ***For PsyD in Clinical Psychology learners only. May be repeated for credit. Cannot be fulfilled by transfer.***

Prerequisite: PSY5410, PSY5420, PSY6015, PSY8220, PSY8371, 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.

PSY 8951 - Doctoral Practicum Series (5)

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. May be repeated for credit. Cannot be fulfilled by transfer.***

Prerequisite: PSY5410, PSY5420, PSY5430, PSY6015, PSY8316, PSY8371, PSY8220, PSY8230, PSY8240, 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.

PSY 8960 - School Psychology PsyD Practicum 1 (5)

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. Cannot be fulfilled by transfer.***

Prerequisite: PSY5420, PSY7610, PSY7212, PSY7233, PSY7234, PSY7320, PSY7331, PSY7421, PSY8230, PSY8235, PSY8332, PSY8335, PSY8337, PSY8375, PSY8501, PSY-R6591, PSY-R6592, PSY-R6593, PSY-R6594, PSY-R6595, PSY-R6596, PSY-R6597, PSY-R6599.

PSY 8961 - School Psychology PsyD Practicum 2 (5)

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. Cannot be fulfilled by transfer.***

Prerequisite: PSY8960.

PSY 8962 - School Psychology PsyD Internship 1 (5)

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: 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.

PSY 8963 - School Psychology PsyD Internship 2 (5)

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: PSY8962.

PSY 8964 - School Psychology PsyD Internship 3 (5)

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 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. ***Cannot be fulfilled by transfer.***

Prerequisite: PSY8963.

PSY 8965 - School Psychology PsyD Internship 4 (5)

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 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.

Cannot be fulfilled by transfer.

Prerequisite: PSY8964.

PSY 8966 - School Psychology PsyD Internship 5 (5)

This course is a continuation in the series of the final clinical training experience for the PsyD in School Psychology program. This course is required for learners who are unable to fully complete and satisfy the required 1500 total hours of internship during the PSY8962-8965 course series. Throughout internship, learners exhibit leadership skills; demonstrate a positive impact on students; write comprehensive psycho-educational reports integrating various forms of data collected from many sources such as assessment instruments, assessment interviews, and observations; engage in developing, implementing, monitoring, and evaluating interventions to be applied school- and district-wide; interact with school system leaders, families, and community members; and actively lead the school system's data-based decision making process. Upon successful completion, learners are ready to engage in independent practice as a leader in a system designed to meet the psycho-educational needs of students. Learners must complete a total of 1500 hours of service over their internship. Of this total, at least 750 hours must be completed within a school setting and the remaining 750 hours may be completed in a setting other than a school system with department approval. Supervisors and sites must be approved by the university. Any hours obtained in a setting other than a public school environment must be consistent with the skills and training of the intern. Each week, learners receive two hours of individual, face-to-face supervision from their on-site supervisors and participate in both direct and indirect services as prescribed by NASP and CAEP standards.

Prerequisite: PSY8965.

PSY 8967 - School Psychology PsyD Internship 6 (5)

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: PSY8966.

PSY 8968 - School Psychology PsyD Practicum 3 (5)

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. Cannot be fulfilled by transfer.

Prerequisite: PSY8961.

PSY 8971 - Doctoral Internship Series (5)

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 in Clinical Psychology learners only. May be repeated for credit. Cannot be fulfilled by transfer.**

Prerequisite: Completion of all doctoral practicum requirements. approval of internship application. Refer to the current manual for additional requirements and further details.

PSY 8990 - Independent Readings (5)

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.**

PSY 8991 - Selected Topics in Psychology (1)

Learners synthesize and integrate psychological theories and concepts with another course or discipline of the learner's choosing. Learners 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.**

PSY 9060 - School Psychology PsyD Practicum (4)

School Psychology Practicum for PsyD learners is the first clinical training experience in their program of study. 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 National Association of School Psychologists (NASP) standards and Council for the Accreditation of Educator Preparation (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 practicum to ensure completion of course requirements. May be repeated for credit. Cannot be fulfilled by transfer.**

Prerequisite: Completion of all required coursework.

PSY 9065 - School Psychology PsyD Internship (4)

The School Psychology Internship for PsyD learners is the final clinical training experience in their program of study. Learners 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 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 National Association of School Psychologists (NASP) and Council for the Accreditation of Educator Preparation (CAEP) standards. 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 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. ***May be repeated for credit.***

Prerequisite: 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 PSY9060.

PSY 9909 - Clinical Psychology Dissertation Preparation (5)

Learners develop the research topic for their dissertation and propose their theoretical framework and research methodology for their identified research problem. Learners engage in the Institutional Review Board (IRB) ethics approval process to establish the ethical considerations and requirements for their research. ***For PsyD in Clinical Psychology learners only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Completion of practicum courses. Fulfillment of all residency requirements.

PSY 9919 - Doctoral Comprehensive Examination (3)

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.

Department consent is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.

Prerequisite: 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.

PSY 9960 - Dissertation Courseroom (3)

This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. ***Department consent is required for registration. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Cannot be fulfilled by transfer.***

Prerequisite: PSY9909 or PSY9919.

PSY 9962 - Clinical Psychology Doctoral Internship (3)

The doctoral internship is a repeating course 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 in Clinical Psychology learners only. May be repeated for credit. Cannot be fulfilled by transfer.***

Prerequisite: Completion of all doctoral practicum requirements. Approval of internship application. Refer to the current manual for additional requirements and further details.

PSY 9965 - School Psychology Doctoral Learner Comprehensive Examination (5)

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. **For PsyD in School Psychology learners only. Grading for this course is S/NS.**

Prerequisite: PSY5420, PSY7212, PSY7233, PSY7234, PSY7421, PSY7610, PSY8230, PSY8235, PSY8332, PSY8335, PSY8337, PSY8338, PSY8375, PSY8501.

PSY 9970 - Doctoral School Psychology Integrative Project (5)

The School Psychology Integrative Project is the final requirement for the PsyD in School Psychology. Learners identify the expectations of regulators in the field, in particular the National Association of School Psychologists (NASP), and learners integrate their knowledge of interventions, supervision skills, assessment information interpretation, and problem solving. Throughout the course, learners complete 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. **Cannot be fulfilled by transfer.**

Prerequisite: Completion of all required coursework, with the exception of PSY8960, PSY8961, PSY8962, PSY8963, PSY8964, and PSY8965. Fulfillment of all residency requirements.

PSY-R - Psychology

PSY-R 6000 - Advanced Psychological Assessment Skills and Techniques (4)

In this residency, learners gain skills in administering standardized assessments and assessment instruments necessary for practicing school psychologists. Learners also develop and strengthen the skills needed to effectively counsel P12 children and adolescents through role-play activities 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 observe testing sessions, score test results, take notes from faculty presentations, and engage in mock testing sessions. Learners develop skills in scoring and interpreting test results. Learners also examine the ethical principles associated with the practice of school psychology and receive feedback from experienced

professional school psychologists and peers. Learners build and demonstrate the basic skills needed for interpreting and communicating assessment results to parents, teachers, and other professionals. **Cannot be fulfilled by transfer.**

Prerequisite: PSY7233. Concurrent registration in PSY7234 recommended.

PSY-R 6230 - Introduction to Psychological Testing (5)

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. Cannot be fulfilled by transfer.**

Prerequisite: PSY7610, PSY-R6313.

PSY-R 6313 - Clinical Interventions (5)

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: PSY6090 or PSY6095 or PSY6310 or PSY8310.

PSY-R 7004 - Comprehensive Learner Assessment for School Psychology (3)

This residency includes the portfolio review, an

assessment demonstration of professionally appropriate versions of the Wechsler Intelligence Scale for Children and the Woodcock-Johnson, and the comprehensive examination of the National Association of School Psychologists (NASP) practice domains. ***Cannot be fulfilled by transfer.***

Prerequisite: PSY8235 and PSY-V7003.

PSY-R 8200 - The Helping Relationship and Techniques in Clinical Psychology (5)

In this residency, learners analyze the therapeutic relationship and methods of building trust and rapport with clients through coursework and a face-to-face residency. During the face-to-face residency, learners will engage in case discussions, role-plays, and group exercises to examine skills associated with relationship building and practice establishing ongoing working alliances with clients. Learners also assess diversity and ethical principles as they relate to the foundational components of an effective clinical interview. ***Cannot be fulfilled by transfer.***

Prerequisite: PSY5420, PSY6015, PSY7610, PSY8310, concurrent registration in PSY-R8203.

PSY-R 8203 - Psychological Assessment 1: Cognitive, Achievement, and Adaptive Behavior (5)

In this residency, learners practice assessment administration for cognitive, achievement, and adaptive behavior through coursework and a face-to-face residency. During the face-to-face residency, learners assess client behavior through the administration, scoring, and interpretation of standardized tests, including current versions of intelligence, achievement, adaptive behavior, and executive functioning assessments. ***Cannot be fulfilled by transfer.***

Prerequisite: PSY5420, PSY6015, PSY7610, PSY8310, concurrent registration in PSY-R8200.

PSY-R 8206 - Psychological Assessment 2: Personality and Mental Health (5)

In this residency, learners develop diagnostic interviewing skills as well as personality and mental health assessment skills through coursework and a face-to-face residency. During the face-to-face residency, learners apply diagnostic interviewing strategy in personality and clinical assessment to assess client behavior through the administration, scoring, and interpretation of standardized tests, including current versions of personality assessments. ***Cannot be fulfilled by transfer.***

Prerequisite: PSY-R8200 and PSY-R8203.

PSY-R 8209 - Integrated Psychological Report Writing and Case Conceptualization (5)

Learners gain an understanding of case formulation and report writing in the digital space through coursework and a face-to-face residency. During the face-to-face residency, learners use various theoretical approaches to form case conceptualizations, applying theory to understand client issues, how they are developed, and how they are sustained. Learners identify how theories are impacted when applied to a diverse set of clients and client issues. Learners also analyze how information gathered through clinical activities is used to build an integrated psychological report. ***Cannot be fulfilled by transfer.***

Prerequisite: PSY-R8206.

PSY-R 8212 - Theory and Evidence-Based Practice in Clinical Psychology (5)

In this residency, learners strengthen their understanding of the application of theory and use of advanced skills and techniques through coursework and a face-to-face residency. During the face-to-face residency, learners participate in case discussions, roleplays, and group exercises associated with effective treatment planning and develop treatment plans using empirically supported treatments, knowledge of treatment ethics, and respect for individual differences. Learners engage in practice activities that address empirically supported crisis intervention, social justice issues with diverse populations, and opportunities to self-evaluate and monitor skills and attitudes. ***Cannot be fulfilled by transfer.***

Prerequisite: PSY-R8209 and concurrent registration in PSY-R8215.

PSY-R 8215 - Ethics and Standards of Professional Practice in Clinical Psychology (5)

Learners acquire an understanding of ethics and the standards of practice in clinical psychology through coursework and a face-to-face residency. During the face-to-face residency, learners reach practicum readiness through demonstration of clinical skills, knowledge, and attitudes necessary for entry into practicum training. ***Cannot be fulfilled by transfer.***

Prerequisite: PSY-R8209 and concurrent registration in PSY-R8212.

PSY-R 8218 - Advanced Residency Applications (2)

Learners enhance their understanding of theory,

practice, and research related to the profession by engaging with a specific licensure-related topic(s) in clinical psychology. During the face-to-face residency, learners apply clinical skills to prepare for professional clinical psychology practice. ***Special permission is required for registration.***

Prerequisite: PSY-R8206.

PSY-R 8301 - Professional Issues in Clinical Psychology (Non-credit)

This face-to-face residency course is the first in a series designed to complement online courses. Learners acquire the knowledge, skills, and attitudes necessary to begin doctoral-level practicum training. Learners evaluate 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 assess 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 PSY5430.***

PSY-R 8302 - Intervention: Building Effective Relationships (Non-credit)

This face-to-face residency course is focused on the therapeutic relationship and methods of building trust and rapport with clients. Through case discussions, role-plays, and group exercises, learners examine skills associated with relationship building and practice establishing ongoing working alliances with clients. Learners also explore diversity and ethical principles as they relate to the foundational components of an effective clinical interview. ***This residency requirement is associated with PSY8310.***

PSY-R 8304 - 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-R 8305 - 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-R 8306 - 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-R 8307 - 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-R 8308 - 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-R 8309 - 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-R 8310 - 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-R 8311 - 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-R 8312 - 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-R 8313 - Assessment: Measuring Treatment and Program Effectiveness (Non-credit)

In this face-to-face residency course, learners develop skills in assessment planning for both individual clients and mental health programs. Learners review psychological tests covered during the residency year and evaluate additional assessment and evaluation methods. Through case discussions, role-plays, and group exercises, learners approach assessment as both an initial and an ongoing process for determining treatment needs, evaluating treatment progress, and assessing treatment outcome at the client and program level. Learners also investigate ethical, legal, and diversity issues associated with developing the most appropriate methods of evaluation. ***This residency requirement is associated with PSY8316.***

PSY-R 8314 - 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-R 8316 - 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-V - Psychology

PSY-V 6002 - Response to Intervention and Functional Behavior Assessment (4)

Learners in this residency gain skills and techniques related to Response to Intervention (RTI) introduced as an authority in the identification of specific learning disabilities in the Disabilities Education Act (IDEA) and Functional Behavior Assessment (FBA). Learners build skills to implement the RTI framework in local and state education agencies. Learners also examine and practice skills related to the RTI components for screening students, monitoring student progress, providing evidence-based interventions, and identifying students with special learning needs in a collaborative approach. Learners practice identifying 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, including reviewing standardized assessment measures and completing FBA and BIP forms. Learners gain skills in synthesizing and interpreting case study data, and integrate and summarize this data, orally and in writing, to provide important feedback to school personnel about a student's challenging behaviors. **Cannot be fulfilled by transfer.**

Prerequisite: PSY7234 and PSY-R6000.

PSY-V 7003 - Treatment Planning and Report Writing (5)

In this residency, learners practice skills related to report writing, behavior interventions, treatment planning, and recommendations. Learners analyze Individualized Education Programs (IEPs), 504 Plans, and special education identifications. Learners identify 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 develop 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 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 examine the ethical principles associated with the practice of school psychology. **Cannot be fulfilled by transfer.**

Prerequisite: PSY8150 or PSY-V6002; and PSY7331.

PSY-V 8303 - 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-V 8315 - 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.***

PSY-V 8925 - Doctoral Project Development - Topic Ideation (3)

In this ten-week virtual residency, learners develop and evaluate proposed topic areas and theories for their doctoral project. Learners analyze the literature on potential topics to assess relevance to the discipline and potential methods to use in the doctoral project. Learners gain an understanding of the writing, research, and critical thinking skills necessary to complete the final project. Further development of the doctoral project is determined through a final assessment. This residency includes required synchronous sessions. ***For PhD in Behavior Analysis and PhD in Psychology learners only. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: PhD in Psychology learners must have completed PSY7115. PhD in Behavior Analysis learners must have completed PSY8301, PSY8302, PSY8303, PSY8352, RSCH7860.

PSY-V 8926 - Doctoral Project Development - Topic Development (3)

In this ten-week virtual residency, learners apply advanced research and writing skills through the development of a detailed project framework based

on work in prior residencies. Learners develop a project framework that includes methodological and/or research design, sampling or participant recruitment plan, intervention plan (if applicable), strategies for data collection, analysis, and outcomes of the project. Further development of the doctoral project is determined through an assessment of the project framework, which is finalized once the learner enters the advanced doctoral stage of the program. This residency includes required synchronous sessions. **For PhD in Behavior Analysis and PhD in Psychology learners only. Grading for this course is S/NS. Cannot be fulfilled by transfer.**

Prerequisite: PSY-V8925. PhD in Psychology learners must have completed PSY8625, RSCH7868. PhD in Behavior Analysis learners must have completed PSY8307.

PSY-V 8927 - Doctoral Project Development - Framework Development (3)

In this ten-week virtual residency, learners apply advanced research and writing skills through the development of a detailed project framework based on work in prior residencies. Learners develop a project framework that includes methodological and/or research design, sampling or participant recruitment plan, intervention plan (if applicable), strategies for data collection, analysis, and outcomes of the project. Further development of the doctoral project is determined through an assessment of the project framework, which is finalized once the learner enters the advanced doctoral stage of the program. This residency includes required synchronous sessions. **Learners must complete Track 3 prior to beginning the comprehensive examination phase of the program. For PhD in Behavior Analysis and PhD in Psychology learners only. Grading for this course is S/NS. Cannot be fulfilled by transfer.**

Prerequisite: PSY8307 or PSY8658; PSY-V8926.

PSYC - Psychology

PSYC 1000 - Introduction to Psychology (6)

This course is an introduction to the basic principles of psychology and the scientific methods of psychologists. Learners build understanding of core psychological theories and research their application in areas of the brain, learning and memory, personality, social influence, lifespan development, psychopathology, and applied psychology. Learners apply the psychological concepts they've learned to everyday situations through discussions and assignments.

PSYC 1003 - Developing Psychology Thinking (6)

Learners in this course develop skills needed to succeed in their academic program by analyzing the science of academic success. Learners cultivate critical thinking, information literacy, and academic writing and research skills to enable their academic success. Additionally, learners gain an understanding of evidence-based decision-making, APA style, and fundamental principles behind academic success. **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 credit for prior learning.**

PSYC 2200 - Educational Psychology (3)

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 2210 - Introduction to Psychology of Social Media (3)

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.

PSYC 2300 - Introduction to Addiction Theories (3)

Learners investigate biological, psychological, and social aspects of addictive behavior and identify causes, prevention, and treatment of addiction. Learners gain an understanding of disease models, relapse prevention, family systems, and behavioral addictions, and assess how to promote motivation for change.

PSYC 2320 - Introduction to Counseling and Psychotherapy (3)

Learners in this course explore a variety of mental health disciplines, settings, and populations. Learners

build knowledge of and practice the communication and psychotherapy skills used in professional mental health areas, such as addictions counseling, marriage and family therapy, mental health counseling, and school counseling. Learners apply knowledge of psychotherapeutic methods and research findings to support interventions in real-world problems in living.

Prerequisite: PSYC1000.

PSYC 2330 - Introduction to Forensic Psychology (3)

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.

PSYC 2700 - Child Development (3)

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 2720 - Adolescent Psychology (3)

Learners investigate 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 assess how culture and mental health issues can influence values and beliefs about adolescents.

PSYC 2740 - Adult Development and Aging (3)

Learners assess aging in the final development period of the human lifespan. by analyzing the experiences of elders in a variety of cultures and identifying 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 investigate diversity and inequality in the aging experience around the world.

PSYC 2800 - Introduction to Human Sexuality (3)

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 2900 - Introduction to Psychology of Personality (3)

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: PSYC1000.

PSYC 3002 - Developing a Psychology Perspective (6)

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 credit for prior learning.

PSYC 3003 - Developing a Psychology Perspective (6)

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 PSYC3003. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: ENG1000, PSYC1000, PSYC1003.

PSYC 3110 - Abnormal Psychology (6)

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: PSYC1000.

PSYC 3120 - Group Dynamics (6)

Learners analyze the theories behind group dynamics by applying the basic concepts and theories about group formation, structure, power dynamics, and leadership to real-life group experiences.

PSYC 3130 - Criminal Psychology & Behavior (6)

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.

PSYC 3150 - Victimology (3)

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.

PSYC 3210 - Human Lifespan Development (6)

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: PSYC1000, completion of or concurrent registration in PSYC3540.

PSYC 3500 - Learning and Cognition (6)

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: PSYC1000, completion of or concurrent registration in PSYC3520.

PSYC 3520 - Introduction to Social Psychology (6)

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: PSYC1000, completion of or concurrent registration in PSYC3210.

PSYC 3540 - Culture, Ethnicity, and Diversity (6)

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: PSYC1000.

PSYC 3770 - Psychology of Human Motivation and Performance (6)

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: PSYC1000.

PSYC 4001 - Applied Behavior Analysis Foundations (6)

In this course, learners gain an understanding of the applied behavior analysis field, including its history, purpose, and careers. Learners acquire foundational knowledge of the major applied behavior analysis theories, concepts, and terminology and apply that knowledge to the process of developing and evaluating behavioral interventions. Learners must meet weekly via web conferencing for synchronous (live) group meetings with their course instructor. ***Cannot be fulfilled by transfer.***

PSYC 4003 - Applied Behavior Analysis Research and Interventions (6)

In this course, learners examine research methods and designs used in applied behavior analysis. Learners conduct literature reviews to explore research-based practices in the field and practice selecting research-supported treatment designs. In particular, learners develop their knowledge and skills in designing single-subject experiments, identifying and selecting measurement systems, collecting and interpreting data, and conducting research with integrity. Learners must meet weekly via web conferencing for synchronous (live) group meetings with their course instructor. ***Cannot be fulfilled by transfer.***

Prerequisite: PSYC4002 with a grade of "C" or higher.

PSYC 4004 - Applied Behavior Analysis Assessment (6)

In this course, learners apply knowledge gained in PSYC4001 to the assessment of challenging behaviors. Learners examine assessment techniques in applied behavior analysis and basic applications in applied behavior analysis. Learners apply assessment techniques based on theory and principles of applied behavior analysis. Learners also identify behaviors for change, select assessment techniques, and analyze outcomes of assessment results. Learners must meet weekly via web conferencing for synchronous (live) group meetings with their course instructor. ***Cannot be fulfilled by transfer.***

Prerequisite: PSYC4003 with a grade of "C" or higher.

PSYC 4005 - Applied Behavior Analysis Behavior-Change Procedures and Interventions (6)

Learners in this course develop skills related to behavior-change procedures. Learners select and implement intervention strategies to change clients' behavior through the practice of applied behavior analysis. Learners must meet weekly via web

conferencing for synchronous (live) group meetings with their course instructor. ***Cannot be fulfilled by transfer.***

Prerequisite: PSYC4004 with a grade of "C" or higher.

PSYC 4006 - Applied Behavior Analysis Capstone 1 (6)

In this course, learners demonstrate knowledge of applied behavior analysis concepts and principles, ethics, supervision and research, assessment techniques, and behavior change procedures with the Behavior Development Solutions (BDS), Certified Behavior Analyst (CBA) learning module series. Through the BDS/CBA learning module series, learners prepare for the types of questions they may encounter on their certification exam. This course provides learners with faculty and peer support, as well as classroom resources, to help them successfully complete the designated modules. Learners must meet weekly via web conferencing for synchronous (live) group meetings with their course instructor. ***PSYC4007 must be taken the quarter immediately following PSYC4006. Cannot be fulfilled by transfer.***

Prerequisite: All required and elective coursework.

PSYC 4007 - Applied Behavior Analysis Capstone 2 (6)

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. Cannot be fulfilled by transfer.***

Prerequisite: All required and elective coursework.

PSYC 4011 - Applied Behavior Analysis Ethics and Supervision (6)

Learners in this course build foundational knowledge of ethical practices that guide professional behavior in the applied behavior analysis field. Learners develop a working knowledge of ethical principles and standards in the field by analyzing cases from an ethical perspective and applying ethical principles and standards to each case example. Learners also

demonstrate their understanding of ethics as they develop multicultural competence in applied behavior analysis practice. Learners must meet weekly via web conferencing for synchronous (live) group meetings with their course instructor. ***Cannot be fulfilled by transfer.***

Prerequisite: PSYC4001 with a grade of "C" or higher.

PSYC 4016 - Introduction to Organizational Behavior Management: Supervision and Performance Management (6)

Learners are introduced to the application of behavior-analytic principles to organizational behavior. Learners apply evidenced-based supervision practices to the supervision of behavior-analytic programs. Learners set up a system to teach others how to carry out a treatment plan, assess performance issues, and ensure proper adherence to the implementation of behavior plans. Learners develop skills in how to apply compassionate approaches consistent with behavior-analytic principles in their supervisory practices. ***Cannot be fulfilled by transfer.***

Prerequisite: PSYC4005 with a grade of "C" or higher.

PSYC 4100 - History and Modern Systems of Psychology (6)

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: PSYC3520.

PSYC 4110 - Positive Psychology (6)

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: PSYC1000.

PSYC 4200 - Foundations of Industrial and Organizational Psychology (6)

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: PSYC1000.

PSYC 4210 - Cyberpsychology (6)

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 4300 - Introduction to Addiction Treatment (6)

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: PSYC2300.

PSYC 4310 - Biological Psychology (6)

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: BIO1000, PSYC3520.

PSYC 4320 - Theories of Counseling and Psychotherapy (6)

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: PSYC2320.

PSYC 4330 - Psychopharmacology: How Drugs Work (6)

In this course, learners develop an understanding of the scientific study of the medications and drugs that affect the brain. Learners analyze the biological, behavioral, and psychological effects of both medications used to treat mental health disorders and drugs used recreationally. Using research findings, learners evaluate the strengths and weaknesses of these medications and drugs.

PSYC 4600 - Research Methods in Psychology (6)

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. ***Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: PSYC4700.

PSYC 4650 - Experiential Learning in Psychology (3)

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 coursework activities with a culminating presentation that includes a reflection, analysis, and synthesis of their experiences. ***For BS in Psychology learners only. Grading for this course is S/NS. Learners are encouraged to contact their advisors for information on the types of sites appropriate for the experience prior to registering for the course. Cannot be fulfilled by transfer.***

Prerequisite: PSYC1000. Experiential Learning Orientation Seminar required.

PSYC 4651 - Experiential Learning in Psychology (3)

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 coursework activities with a culminating presentation that includes

a reflection, analysis, and synthesis of their experiences. ***For BS in Psychology learners only. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: PSYC4650.

PSYC 4700 - Statistics for the Behavioral Sciences (6)

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. ***Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: MAT2001, PSYC3520.

PSYC 4900 - Psychology Capstone Project (6)

The capstone project is the culmination of the bachelor's degree program in Psychology and provides learners the opportunity to demonstrate the research, analysis, writing, and communication skills they've gained during their program. Throughout the course, learners examine real-life implications of psychology and how practicing the principles of the field may optimally contribute to society. During the capstone experience, learners also explore how this degree can support their next steps, both professionally and personally. ***For BS in Psychology and BS in Psychology Pre-Counseling learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: PSYC4600.

PUAD - Public Administration

PUAD 6010 - 21st-Century Communication and Leadership (4)

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 credit for prior learning.***

PUAD 6015 - Theories and Concepts in Public Administration (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: PUAD6020, completion of or concurrent registration in PUAD6030.

PUAD 6020 - Professional Practice and Collaboration in a Diverse and Dynamic World (4)

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: Completion of or concurrent registration in PUAD6010.

PUAD 6025 - Ethics in the Public Sector (4)

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: PUAD6030.

PUAD 6030 - Introduction to Critical Analysis and Research (4)

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: PUAD6010.

PUAD 6035 - Public Sector Policy Analysis (4)

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: PUAD6015 and PUAD6030; or PSY8002.

PUAD 6045 - Public Sector Budgeting (4)

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: PUAD6015, PUAD6030.

PUAD 6095 - Integrative Project for Public Administration (4)

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. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: Completion of all required and elective coursework.

PUAD 7011 - Issues and Innovations in Human Resource Management (4)

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.

PUAD 7012 - Project Management Framework (4)

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.

PUAD 7021 - Employee Relations in Human Resource Management (4)

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.

PUAD 7022 - Project Management Principles and Practices (4)

Learners in this course analyze project management within public administration, private sector organizations that provide public services, nonprofit organizations, and government agencies. Learners apply project management skills across varied sectors and demonstrate their understanding of project design, planning, and innovation.

PUAD 7031 - Labor and Employment Relations (4)

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.

PUAD 7032 - Project Management Risks, Changes, and Challenges (4)

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.

PUAD 7041 - Human Resource Information Systems and Communications (4)

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.

PUAD 7042 - Project Management Quality and Control (4)

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.

PUAD 8015 - Operational Strategic Management and Planning (4)

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: PUAD6015, PUAD6025.

PUAD 8025 - Organizational Leadership and Theory Within Public Administration (4)

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: PUAD8015.

PUAD 8035 - Diversity Within the Global Society (4)

Learners analyze the cultural values and styles of effective communication, reasoning, and decision-making across various cultural boundaries. Learners also identify the challenges of working cross-culturally to create and enhance public value and equitable solutions. Specifically, learners investigate effective public administration systems and policies that improve operational processes and best practices.

Prerequisite: PUAD8025.

PUAD 8045 - Public Administration Strategic Accounting and Finance (4)

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: PUAD8025.

PUBH - Public Health

PUBH 4001 - Foundations of Public Health (4)

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.

PUBH 4003 - Introduction to Theories of Social and Behavioral Change (4)

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.

PUBH 4006 - Social Determinants of Health and Wellness (4)

In this course, learners are introduced to the social and economic determinants of health and wellness in the United States. In particular, learners gain an understanding of what those determinants are and how they can be changed.

PUBH 4009 - Introduction to Biostatistics (4)

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.

PUBH 4012 - Introduction to Epidemiology (4)

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.

PUBH 4015 - Planning and Evaluation in Evidence-Based Practice (4)

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.

PUBH 4018 - Introduction to Public Health Policy and Management (4)

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, laws, and legislation that impact public health, private health care systems, individuals, and the overall population.

PUBH 4024 - Introduction to Environmental Health (4)

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: PUBH4009 and PUBH4012.

PUBH 4027 - Community Health Promotion, Education and Advocacy (4)

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.

PUBH 4900 - Public Health Capstone (6)

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 credit for prior learning.***

RSCH - Research**RSCH 7860 - Survey of Research Methods (4)**

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.

RSCH 7864 - Quantitative Design and Analysis (4)

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.

RSCH 7868 - Qualitative Design and Analysis (4)

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.

SHB - Studies in Human Behavior**SHB 8002 - Advanced Research in Adult Human Development and Behavior (4)**

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.***

SHB 8101 - Interdisciplinary Leadership in Social and Behavioral Sciences (4)

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.***

SHB 8110 - Families, Disability and Diversity (4)

Learners engage in a comparative study of how the socially constructed concepts of disability as a diverse population impacts families and individuals across the life span. Learners analyze disability and diversity through the context of social policy changes and how families and their members with disabilities interact with external systems.

SHB 8315 - Advanced Program Design and Evaluation (4)

The focus of this course is program design via needs-based approaches and models that inform those approaches. Learners examine needs assessment and program evaluation as fundamental tools in institutional, public, or private organizations to develop programs and assess their effectiveness at the leadership level.

SHB 8331 - Advanced Child and Adolescent Studies (4)

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.

SHB 8441 - Advanced Ethics and Leadership in Studies in Human Behavior (4)

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.

SHB 8478 - The Family in Social Context (4)

Learners examine how families are influenced by the dynamics of the family system and societal factors. Using current family science literature, learners develop critical research skills necessary to evaluate how community systems and policy impact family dynamics.

SHB 8551 - Advanced Contemporary Issues in Studies in Human Behavior (4)

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.

SHB 8661 - Risk and Resiliency in Diverse Populations (4)

In this course, learners demonstrate proficiency in human behavior studies through research-based application of multidimensional resilience concepts to diverse populations, in order to identify the means of maintaining well-being throughout the lifespan. Learners evaluate types of resilience in response to risks caused by psychosocial, environmental, and genetic stressors and analyze the impact of coping skills on post-traumatic growth by identifying the process of resilience and the historical factors influencing it. In addition, learners examine leadership approaches to addressing personal risk factors with an

emphasis on different models of advocacy to generate informed decisions for successful collaboration with multiple providers and various populations.

SHB 8775 - Issues in Aging, Grief, and Bereavement (4)

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.

SHB 8811 - Addictions: Diversity, Paradigms and Social Policy (4)

Learners evaluate historical and contemporary paradigms and perceptions about addictions using relevant evidence-based literature. Learners investigate service delivery models using evidence-based knowledge of theory and social policy for addictions. Additionally, learners assess the legal and ethical principles that impact working with people with addictions and identify how issues of diversity are addressed in the understanding of addiction.

SHB 9919 - Doctoral Comprehensive Examination (3)

This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to register for the first dissertation course. **Department consent is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.**

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better.

SHB 9960 - Dissertation Courseroom (3)

This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. **Department consent is required for**

registration. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their program requirements. Cannot be fulfilled by transfer.

Prerequisite: SHB9919.

SOC - Sociology

SOC 1150 - How Society Works: Diversity, Collaboration, and Problem Solving (6)

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.

SOC 2000 - Cultural Diversity (6)

Learners in this course gain and demonstrate an understanding of cultural diversity from a sociological perspective and identify the ways the societal structure affects micro-level experience. Learners evaluate theories that explain the cultural foundations of prejudice and discrimination, analyze the differences between majority and minority groups and racial and ethnic groups, and investigate the role of power in creating and supporting these differences at the structural level. Learners also assess the relationship between race, gender, and economics by examining past and current experiences of American minority groups.

SOC 2400 - Health and Illness in Social Context (6)

In this course learners apply a sociological perspective to gain an understanding of health, illness, health care delivery, and health care policy. Learners analyze the social determinants of health; the meaning and experience of illness; and key issues surrounding bioethics, health care technologies, and environmental and public health. Learners also compare cross-cultural approaches to health, illness, and health care systems.

SOC-H - Sociology

SOC-H 3005 - Honors Professional Seminar (6)

Learners in this course take a sociological approach to professional growth in the workplace. This course provides learners with the opportunity to complete a professional project that addresses an organizational need or solves a problem. Learners explore questions and develop their project 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. Cannot be fulfilled by transfer.**

Prerequisite: PHI-H2005.

SWK - Social Work

SWK 2002 - Introduction to Social Work and Social Welfare (6)

Learners in this course develop professional foundations of social work. Learners gain the knowledge, skills, and understanding of ethics involved in generalist social work practice. Learners analyze the economic, political, social, and theoretical contexts of social work practice. Throughout the course, learners familiarize themselves with the diverse settings, roles, and client groups associated with social work. **For BSW learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or credit for prior learning.**

SWK 2200 - History, Policy, and Practice of Social Welfare (6)

Learners in this course gain an understanding of the history of social work. Learners investigate theoretical frameworks and generalist practice to understand domestic social policies and social welfare programs. Learners build an understanding and competence in advocating, leading, and planning concerning issues of economic, human rights, and social justice for children, youth, adults, families, communities, and organizations. **For BSW learners only. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.**

Prerequisite: Completion of or concurrent registration in SWK2002.

SWK 2208 - Introduction to Human Behavior and the Social Environment (6)

Learners identify how generalist practitioners utilize systems approaches to analyze the impact of social forces on the dynamics of individuals and families. Using theories, social work best practices, and research findings, learners cultivate the ability to assess the ways in which individuals and families function within the context of their social environments. **For BSW learners only. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.**

Prerequisite: Completion of or concurrent registration in SWK2002.

SWK 2400 - Introduction to Research in Social Work Practice (6)

Learners in this course develop the knowledge, skills, and tools needed to engage in generalist practice that is rooted in the duality of research-formed practice and practice-informed research. Learners cultivate competence related to evaluating best practices and critically assessing the research of others, as well as planning and conducting research. Through analysis of the relationship between social work and research, learners acquire the skills necessary to effectively serve individuals, families, groups, organizations, and communities. Learners demonstrate their knowledge and skills through building their own research plans and leveraging technology throughout the design and proposal processes. ***For BSW learners only. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

Prerequisite: Completion of or concurrent registration in SWK2002.

SWK 3200 - BSW Practice- Micro (6)

Learners in this course 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 to guide them as they gain the skills necessary to integrate social work best practices, methods, and theories into their work as generalist practitioners. Learners build the knowledge, values, and best practice skills required for generalist social work practice. Learners demonstrate their ability to utilize technology, leadership, and evaluation-of-practice techniques by leveraging a strengths-based perspective and problem solving processes. Finally, learners identify how to appropriately and effectively improve the well-being of others while mitigating adverse environmental conditions. ***For BSW learners only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: SWK2002, SWK2200, SWK2208, SWK2400.

SWK 3208 - Human Behavior and the Social Environment (6)

Learners in this course develop an understanding of the ways in which the social environment affects human behavior. Learners analyze and apply theories and concepts from behavioral sciences to make informed generalist social work practice interventions within the context of interactions between individuals and groups in various economic, environmental, and

social systems. ***For BSW learners only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: SWK2208.

SWK 3216 - Planning and Social Policy in Human (6)

Learners analyze the ways in which contemporary social policies in the United States impact the role of generalist social work practitioners in implementing, planning, leading, and evaluating said policies. Throughout the course, learners gain an understanding of the origins, process, and politics associated with these policies. Learners identify the ways in which generalist practice values, best practice standards, and social policies intended to advance human rights and social justice integrate together to create actionable approaches to contemporary social work. ***For BSW learners only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: SWK2200.

SWK 3400 - Research in Social Work Practice 2 (6)

Learners in this course build upon their knowledge of research methodologies and apply anti-oppressive, socially just research practices related to generalist social work. Learners analyze the implications of data types, data collection, and data analysis within qualitative, quantitative, and mixed-methods research design. Additionally, learners develop strategies for integrating leadership methods, knowledge, and theories into their work and research as generalist social work practitioners. ***For BSW learners only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: SWK2400.

SWK 3420 - BSW Practice - Mezzo (6)

Learners engage in a dynamic synchronous and asynchronous online hybrid experience to apply generalist social work best practices and integrate technology in their work with individuals, families, groups, organizations, communities, and colleagues with particular emphasis on small-to-medium groups. Learners analyze the way in which mezzo generalist practice links both micro and mezzo social work practices. Additionally, learners investigate ways in which the environment, research literature, and ethical concerns informs this level of practice. ***For BSW learners only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: SWK2208, SWK3200.

SWK 3430 - BSW Practice - Macro (6)

Learners engage in a dynamic synchronous and asynchronous online hybrid experience in which they build upon their micro and mezzo generalist social work practice knowledge. Learners gain the competence and knowledge of skills and theory necessary to apply social work best practices to serving larger groups, organizations, and communities. Learners analyze generalist practice models of macro social work, including community organizing, effective use of technology, leadership, social action, social planning, and supervision within the context of driving change and development within communities and organizations. ***For BSW learners only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: SWK3200, SWK3216.

SWK 4020 - Technology for Generalist Social Work Practice (6)

Learners in this course investigate the ways in which technology can be integrated into generalist social work practice. Learners gain competence and knowledge of leveraging technology with generalist practice activities such as communication, client interviewing, documentation, evaluation, and professional development with an emphasis on 21st-century social work practice skills and serving diverse clients. ***For BSW learners only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: Completion of or concurrent registration in SWK4600.

SWK 4600 - Generalist Practice Education Practicum 1 (6)

This is the first course in a sequence of two required practicum courses during which learners complete a minimum of 400 supervised site-based learning 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 BSW learners only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: SWK3430.

SWK 4602 - Generalist Practice Education Practicum 2 (6)

This is the second course in a sequence of two required practicum courses during which learners complete a minimum of 400 supervised site-based learning 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 BSW learners only. Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: SWK4600.

SWK 5001 - Research in Social Work Practice (4)

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 except by coursework from a CSWI-accredited program.***

SWK 5002 - Social Welfare History, Policy, and Practice (4)

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.***

SWK 5003 - Human Behavior and the Social Environment 1 (4)

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. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

Prerequisite: SWK5001, completion of or concurrent registration in SWK5002.

SWK 5004 - Micro Social Work Practice (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: SWK5001, SWK5002.

SWK 5005 - Human Behavior and the Social Environment 2 (4)

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. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

Prerequisite: SWK5003, completion of or concurrent registration in SWK5004.

SWK 5006 - Social Policy and Planning in Human Services (4)

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. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

Prerequisite: SWK5004.

SWK 5007 - Mezzo Social Work Practice (4)

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. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

Prerequisite: SWK5003, SWK5004.

SWK 5008 - Macro Social Work Practice with Groups, Organizations, and Communities (4)

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. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

Prerequisite: SWK5004, SWK5006.

SWK 5012 - Cultural Competence and Social Work Practice with Diverse Populations (4)

Learners investigate 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 assess 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. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

Prerequisite: SWK5007; completion of or concurrent registration in SWK5008; learners in the MSW-Advanced Standing program are exempt from these prerequisites.

SWK 5013 - Mental Health Practice and Advanced Interventions: Theory and Practice (4)

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. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

Prerequisite: SWK5007; completion of or concurrent registration in SWK5008; learners in the MSW-Advanced Standing program are exempt from these prerequisites.

SWK 5014 - Advanced Generalist Social Work Practice (4)

Learners in this course develop and demonstrate advanced generalist best practice and leadership skills in engagement, assessment, intervention, and evaluation from a strengths perspective grounded in social work values and ethics, social justice, human rights, cultural competence, policy practice, the integration of technology, and evidence-based practice. During this course, learners engage in a dynamic synchronous and asynchronous online hybrid experience integrating live video clinical practice experiences with faculty and learners in a virtual learning community. ***For MSW and MSW-Advanced Standing learners only. Cannot be fulfilled by transfer.***

Prerequisite: SWK5012, completion of or concurrent registration in SWK5013.

SWK 5015 - Advanced Statistics, Research, and Program Evaluation (4)

This course provides learners with the opportunity to advance their knowledge in research methodology, data collection, and program evaluation in social work best practice. Learners integrate research practice, knowledge, and theory with leadership methods and data processing and analysis, in order to better understand the implications of quantitative, qualitative, and mixed-methods data. Learners also use and interpret various statistical procedures for analyzing quantitative and qualitative data using analytical software and applications. ***For MSW and MSW-Advanced Standing learners only. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

Prerequisite: SWK5013.

SWK 5016 - Integrative Technology in Advanced Social Work Practice (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: Completion of or concurrent registration in SWK5015.

SWK 5017 - Clinical Supervision and Leadership in Social Work Practice (4)

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. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.***

Prerequisite: Completion of or concurrent registration in SWK5016.

SWK 5018 - Systems Analysis of Social Work Practice: Theories, Skills, Values, and Professional Practice (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: Completion of or concurrent registration in SWK5528.

SWK 5025 - Foundation Practicum 1 (4)

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. Special permission is required for registration. ***For MSW and MSW-Advanced Standing learners only. Special permission is required for registration. Cannot be fulfilled by transfer.***

Prerequisite: 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.

SWK 5026 - Foundation Practicum 2 (4)

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. Special permission is required for registration. ***For MSW and MSW - Advanced Standing learners only. Special permission is required for registration. Cannot be fulfilled by transfer.***

Prerequisite: SWK5025.

SWK 5525 - Advanced Internship Seminar/Lab (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: SWK5013, SWK5014.

SWK 5526 - Advanced Internship Practicum 1 (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: 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.

SWK 5527 - Advanced Internship Practicum 2 (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: 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.

SWK 5528 - Advanced Internship Practicum 3 (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: 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.

SWK 5800 - Advanced Clinical Social Work Practice with Children and Youth (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: SWK5013.

SWK 5801 - Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Children and Youth (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: SWK5800.

SWK 5802 - Advanced Clinical Social Work Practice with Adults (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: SWK5013.

SWK 5803 - Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Adults (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: SWK5802.

SWK 5804 - Innovative Leadership and Supervision in Social Work Practice (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: SWK5014.

SWK 5805 - Managing Social Work Practice in the 21st Century (4)

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. Cannot be fulfilled by transfer.***

Prerequisite: SWK5804.

SWK 8010 - Advanced Social Work Practice: Integrating Technology and Teaching in Academic and Agency Settings (4)

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 credit for prior learning.***

SWK 8015 - Advanced Social Work Practice: Theoretical Perspectives (4)

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: Completion of or concurrent registration in SWK8010.

SWK 8020 - Advanced Social Work Practice: Disaster and Crisis Management (4)

Learners in this course analyze the various roles social workers take during disasters and crises (natural and man-made). Learners assess how social workers must respond in an ethical, culturally competent, and organized way to address the high and increasing number of events on the micro, mezzo, macro, and meta levels, based on theoretical models and best practices. ***For DSW learners only.***

Prerequisite: Completion of or concurrent registration in SWK8025.

SWK 8025 - Leadership and Management in Complex Social Systems (4)

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: SWK8010; completion of or concurrent registration in SWK8015.

SWK 8030 - Grant Writing and Administration (4)

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: Completion of or concurrent enrollment in RSCH7860.

SWK 8035 - Advanced Social Work Policy and Practice (4)

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: Completion of or concurrent registration in SWK8020.

SWK 8045 - Clinical Theories of Social Work Practice 1 (4)

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: Completion of or concurrent registration in RSCH7860, SWK8025, SWK8035.

SWK 8055 - Advanced Social Work Practice with Diverse Populations in Complex Systems (4)

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: Completion of or concurrent registration in SWK8045.

SWK 8065 - Clinical Theories of Social Work Practice 2 (4)

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: Completion of or concurrent registration in PSL-V8926; SWK8055.

SWK 8075 - Advanced Social Work Practitioner as a Leader of Social Change (4)

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: Completion of or concurrent registration in RSCH7868, SWK8065.

TS - Technology Systems

TS 8531 - Network Security Advances (4)

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.***

TS 8533 - Enterprise Security Risk Management (4)

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.***

TS 8535 - System and Application Security Advances (4)

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.***

TS 8537 - Assurance Controls and Compliance Management (4)

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.***

TS 8940 - Information Technology Consulting Practice Seminar (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: Completion of all core coursework.

TS 8950 - Teaching Practice Seminar in Information Technology Education (4)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: Completion of all core coursework.

TS 9919 - Doctoral Comprehensive Examination (3)

This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to register for the first dissertation course. ***Department consent is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

Prerequisite: 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.

TS 9960 - Dissertation Courseroom (3)

This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. ***Department consent is required for registration. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Cannot be fulfilled by transfer.***

Prerequisite: TS9919.

FlexPath (-FP and -FPX) Courses

All FlexPath courses list the associated program point value in parentheses.

ACC-FPX - Accounting FlexPath

ACC-FPX 5610 - Advanced Accounting, Budget Planning and Control (2)

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: MBA-FPX5010.

ANLY-FPX - Analytics FlexPath

ANLY-FPX 5510 - Advanced Business Analytics (2)

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.

BHA-FPX - Bachelor of Science in Health Care Administration FlexPath

BHA-FPX 4002 - History of the United States Health Care System (1.5)

Learners gain a historical view of the U.S. health care system and analyze the challenges and successes of an ever-changing and evolving industry from both a private and public health perspective. Learners also investigate health care innovations, regulatory bodies and technology to assess the evolutionary processes in medical education, changing practice, hospital industry growth and the continuum of care.

BHA-FPX 4003 - Present and Future State Developments within the United States Health Care System (1.5)

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-FPX 4004 - Patient Safety and Quality Improvement in Health Care (3)

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-FPX 4006 - Health Care Regulation and Compliance (3)

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-FPX 4008 - Health Care Budgeting and Reporting (1.5)

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-FPX 4009 - Health Care Reimbursement Systems (1.5)

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-FPX 4010 - Introduction to Health Care Research (3)

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-FPX 4020 - Health Care Administration Capstone Project (3)

The capstone project is the culmination of the BS in Health Care Administration degree program. Learners demonstrate the technical and applied health care administration knowledge and the critical thinking and communication skills needed to effectively influence a diverse and dynamic health care environment, develop innovative solutions for managing U.S. health care systems, and apply continuous improvement and quality management processes to improve organizational and patient outcomes. *For BS in Health Care Administration, FlexPath option learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or credit for prior learning.*

BHA-FPX 4102 - Leadership and Communication in Health Care Organizations (3)

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-FPX 4104 - Strategic Leadership and Workforce Planning in Health Care (3)

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-FPX 4106 - Introduction to Managing Health Care Information (3)

Learners in this course integrate essential informatics concepts into health care administration and to 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-FPX 4108 - Managing Population Health (3)

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-FPX 4110 - Health Care Systems and Operations (3)

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-FPX 4112 - Economics of Health Care (3)

Learners in this course examine historical perspectives and current trends in the health care industry and analyze its unique economic structure. Learners analyze evolving reimbursement trends, methods, and technology and identify the political, legal, regulatory, organizational, and demographical implications of business decisions on health care economics. Learners also evaluate the ways in which economic and stakeholder influences affect operational planning and decision making.

BIO-FPX - Biology FlexPath

BIO-FPX 1000 - Human Biology (3)

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. The course also includes lab experience.

BSN-FP - Bachelor of Science in Nursing FlexPath

BSN-FP 4002 - Assessment, Communication, and Collaboration (3)

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-FP 4004 - Nursing Research and Informatics (3)

This course is an introduction to the application of research and information technology in the nursing profession. Learners identify the ways information systems and patient care technologies have contributed to improved patient outcomes; demonstrate competence in incorporating safeguards, secure practices, and ethical standards needed to promote and support data security, patient confidentiality, and regulatory requirements; and analyze effective use of patient care technologies, communication systems, and information systems across the health-illness continuum. Learners also examine ethics in nursing research and scholarship and the relationships among theory, research, and behavior in the application of evidence-based nursing practice. ***For BSN, FlexPath option learners only.***

BSN-FP 4006 - Policy, Law, Ethics, and Regulations (3)

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-FP 4008 - Organizational and Systems Management for Quality Outcomes (3)

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-FP 4010 - Health Promotion and Disease Prevention in Vulnerable and Diverse Populations (3)

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-FP 4012 - Nursing Leadership and Management (3)

In this course, learners examine theoretical concepts of leadership and management for the professional nurse, particularly those that are 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, 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-FP 4014 - Global Perspectives of Community and Public Service (3)

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-FP 4016 - Pharmacology for Patient Safety (3)

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-FP 4017 - Collaborative Group Process for Nursing Professionals (3)

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-FP 4020 - Nursing Capstone Project (3)

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 credit for prior learning.**

BUS-FPX - Business FlexPath

BUS-FPX 3007 - Developing a Business Perspective (3)

In this course, learners build and strengthen the knowledge, skills, and abilities needed to succeed in their program and the workplace. Learners engage in interactive activities that help them develop and demonstrate a business perspective and expand their organizational, research, critical-thinking, and problem-solving skills. Other topics include ethics, team relationships, project creation, and writing effectively for business. **For BS in Business learners only. Learners may only earn credit for BUS3003 or BUS-FPX3006 or BUS-FPX3007. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or credit for prior learning.**

BUS-FPX 3011 - Fundamentals of Management (1.5)

In this course, learners acquire and demonstrate 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-FPX 3012 - Fundamentals of Leadership (1.5)

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-FPX 3021 - Fundamentals of Business Law (1.5)

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-FPX 3022 - Fundamentals of Supply Chain Management (1.5)

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-FPX 3030 - Fundamentals of Marketing and Sales (3)

Learners investigate 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-FPX 3040 - Fundamentals of Human Resource Management (3)

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-FPX 3050 - Fundamentals of Organizational Communication (3)

This course helps learners develop and demonstrate competence in their understanding and application of the fundamentals of organizational communication; the interrelationship of organizational communication, symbols, culture, and performance; effective communication practices in relationships internal and external to the enterprise; and ways these factors contribute to successful organizational performance. Learners also analyze ways organizational communication factors are interrelated and function in an enterprise.

BUS-FPX 3061 - Fundamentals of Accounting (1.5)

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-FPX 3062 - Fundamentals of Finance (1.5)

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-FPX 4011 - Virtual Team Collaboration (3)

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: BUS3010, or BUS-FPX3011 and BUS-FPX3012.

BUS-FPX 4012 - Leadership in Organizations (3)

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: BUS3010, or BUS-FPX3011 and BUS-FPX3012.

BUS-FPX 4013 - Organizational Structure, Learning, and Performance (3)

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: BUS3010, or BUS-FPX3011 and BUS-FPX3012.

BUS-FPX 4014 - Operations Management for Competitive Advantage (3)

This course is a survey of the operations management. The course covers topics ranging from the strategic issues of designing products and services and making major capacity and location decisions to operating processes and control systems. Case studies help demonstrate important concepts and decision-making tools.

Prerequisite: BUS3010, or BUS-FPX3011 and BUS-FPX3012.

BUS-FPX 4015 – Strategic Planning and Implementation (3)

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: BUS3010, or BUS-FPX3011 and BUS-FPX3012.

BUS-FPX 4016 - Global Business Relationships (3)

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: BUS3010, or BUS-FPX3011 and BUS-FPX3012.

BUS-FPX 4024 - Customer Behavior (3)

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: BUS-FPX3030.

BUS-FPX 4043 - Compensation and Benefits Management (3)

Learners investigate theories related to compensation and reward systems in organizations and the practices used to create and maintain these systems. Learners create 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: BUS-FPX3040.

BUS-FPX 4044 - Legal Issues in Human Resource Management (3)

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: BUS-FPX3040.

BUS-FPX 4045 - Recruiting, Retention, and Development (3)

Learners investigate 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: BUS-FPX3040.

BUS-FPX 4046 - Employee and Labor Relations (3)

Learners investigate the dynamics of creating a mutually beneficial relationship between employer and employee, including 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 evaluate the impact of labor unions on the organization.

Prerequisite: BUS-FPX3040, BUS-FPX4045.

BUS-FPX 4047 - Employee Training and Development (3)

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: BUS-FPX3040.

BUS-FPX 4048 - International HR Management Issues (3)

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: BUS-FPX3040.

BUS-FPX 4060 - Financial Accounting Principles (3)

Learners identify 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: BUS3060 or BUS-FPX3061.

BUS-FPX 4061 - Managerial Accounting Principles (3)

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: BUS-FPX4060.

BUS-FPX 4062 - Intermediate Financial Accounting Topics and Trends (3)

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: BUS-FPX4060.

BUS-FPX 4063 - Advanced Financial Accounting Topics and Trends (3)

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: BUS-FPX4062.

BUS-FPX 4064 - Cost Accounting for Planning and Control (3)

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: BUS-FPX4061.

BUS-FPX 4065 - Income Tax Concepts and Strategies (3)

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: BUS-FPX4060.

BUS-FPX 4068 - Contemporary Auditing Using Investigative Accounting Practices (3)

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: BUS-FPX4063.

BUS-FPX 4070 - Foundations in Finance (3)

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: BUS3060 or BUS-FPX3062.

BUS-FPX 4121 - Ethics in Health Care Management (3)

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.

BUS-FPX 4801 - Ethics and Enterprise (3)

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-FPX 4802 - Change Management (3)

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-FPX 4993 - Business Capstone Project (3)

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 credit for prior learning.***

COM-FPX - Communication FlexPath

COM-FPX 1150 - Introduction to Digital Information and Literacy (3)

In this course, learners build their knowledge of digital and information literacy and technological tools to stay organized, be well-informed, 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, while leveraging information literacy strategies to ensure accuracy and evidence-based support for their work.

COM-FPX 1250 - Workplace Communication (3)

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-FPX 3700 - Conflict Resolution (3)

In this course, learners identify and analyze the factors that promote conflict and apply the fundamental skills and tools used to resolve conflict in personal and professional situations.

DB-FPX - Doctor of Business Administration FlexPath

DB-FPX 8400 - Your DBA Journey (3)

In this first course, learners analyze the components of a business problem. Learners use critical thinking models and practices, including the role of assumptions, to identify business problem scenarios. Learners practice professional- and business-writing, acquire library skills, network with peers and doctoral support services, and learn new technological and reflective tools for further development and independent thought. ***Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.***

DB-FPX 8405 - Effective Organizational Leadership (3)

Learners in this course investigate business problems in information systems, management, and marketing experienced by leaders. Learners examine models and theories found in current scholarly and practitioner

literature. Additionally learners analyze project-based problem solving. ***Cannot be fulfilled by transfer.***

DB-FPX 8410 - Addressing Problems in Human Resources and Compliance (3)

In this course, learners analyze project-based concepts in human resources, business law, business ethics, and re-skilling of talent pools in the global environment. Learners examine business ethical compliance using value- and rule-based argumentation. Learners evaluate secondary data sources to perform due diligence when creating objective, fact-based, unbiased analyses. ***Cannot be fulfilled by transfer.***

DB-FPX 8415 - Strategic Decision Making (3)

In this course, learners identify strategic decision-making models and theories to assist in solving business financial problems. Learners apply economic and managerial accounting data and management theories to business strategy decisions. Learners cultivate skills using decision and visualization tools, logic frameworks, and intuitive knowledge. Additionally, learners gain an understanding of gap analysis within the project perspective. ***Cannot be fulfilled by transfer.***

DB-FPX 8420 - Teaching Business in Higher Education (3)

In this course, learners develop a personal teaching philosophy regarding teaching practices, methods, models, and strategies within the fields of business and supply chain management. Learners create instructional plans and measurable assessments for higher business education within adult-learning frameworks. Additionally, learners write portions of business courses and assess curriculum. ***Cannot be fulfilled by transfer.***

DB-FPX 8610 - Leadership Theory and Practice (2)

In this course, learners analyze the literature on leadership styles and theories, as well as more practical aspects of creative thinking. Throughout the course, learners cultivate their literature knowledge with scholarly and practical content from completed research studies. Learners also identify gaps in practice using established methods of gap analysis and consider specific actionable responses to the gaps. Learners investigate an array of leadership project ideas and current scenarios based on real world problems as found in the business literature. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX8420.

DB-FPX 8620 - High Performance Leadership (2)

Learners in this course analyze the leadership concepts surrounding high performance leadership. Learners identify the concepts of reskilling management using the frameworks and theories within human resource management toward creating high performing teams and leaders. Learners gain an understanding of high performing teams, high performance work practices, and various leadership development methods. Learners examine the values, thinking, and practices that need to be developed to be a high-impact leader. Learners discover ways to create meaningful and measurable outcomes as leaders. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX8610.

DB-FPX 8630 - Catalysts for Change (2)

In this course, learners examine literature within the leadership concepts surrounding changing employee behaviors, enterprise agility, agile workforce transformation, and leading complex change. Learners investigate unique frameworks and tools proven to assist in creating a project about leading teams for growth and change, leading through crises, leading transformational change, and other relevant and current topics in leadership. Learners gain the knowledge and skills necessary to collect and analyze data using various techniques, while also acquiring certification to ethically conduct human subject research. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX8620.

DB-FPX 8640 - Seminar: Leadership Topic Development (3)

In this course, learners create an individualized project topic within the specialization of organizational leadership using the capstone template. Learners write the initial portion of their project proposal, including their problem of practice, topic background, project justification and framework, and a preliminary project plan. Learners identify how research is disseminated, including through the use of presentations within their industry and professional communities of practice. Completion of a signature assignment (topic approval) is required for successful completion of this course. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX8630, RSCH-FPX7860.

DB-FPX 8650 - Seminar: Leadership Literature Review (3)

In this course, learners write the literature review for their individual projects. Learners create synthetic reviews of the literature supporting their topic, their planned technique for collecting data, and their applied framework, theory, concept, or model which grounds their project. Completion of a signature assignment (capstone literature review approval) is required for successful completion of this course.

Cannot be fulfilled by transfer.

Prerequisite: DB-FPX8640.

DB-FPX 8710 - Strategy and Innovation: Theorizing, Crafting, Executing (2)

In this course, learners analyze the literature on strategy and innovation theories, as well as more practical aspects of creative thinking. Throughout the course, learners cultivate their literature knowledge with scholarly and practical content from completed research studies. Learners identify gaps in practice using established methods of gap analysis to consider specific actionable responses to the gaps. Learners investigate an array of strategy and innovation project ideas and current industrial, product-based, or market-based scenarios. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX8420.

DB-FPX 8720 - Strategic Digital Transformation (2)

Learners in this course analyze the literature within the strategic concepts surrounding digital transformation. Learners investigate unique frameworks and tools proven to assist in creating a strategic, competitive plan for successfully leading in the digital business marketplace. Learners create abbreviated proposals based on problems found within a variety of digital ecosystems to conceptualize valid and meaningful project ideas. Learners identify how research techniques fit into project planning and managing for digital change. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX8710.

DB-FPX 8730 - Managing Innovation, Design, and Creativity (2)

In this course, learners identify how leaders use creativity to design strategies, and examine innovative practices that drive companies to success. Learners investigate unique frameworks and tools proven to assist in creating a project about corporate

model innovation, strategies for leveraging ecosystems, innovative workspaces, design thinking and creativity, customer focused innovation, and other relevant and current topics in strategy and innovation. Learners gain the knowledge and skills necessary to collect and analyze data using various techniques, while also acquiring certification to ethically conduct human subject research. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX8720.

DB-FPX 8740 - Seminar: Strategy and Innovation Topic Development (3)

Learners in this course create an individualized project topic within the specialization of strategy and innovation using the capstone template. Learners write the initial portion of their project proposal, including their problem of practice, topic background, project justification and framework, and a preliminary project plan. Learners identify how research is disseminated, including through the use of presentations within their industry and professional communities of practice. Completion of a signature assignment (topic approval) is required for successful completion of this course. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX8730, RSCH-FPX7860.

DB-FPX 8750 - Seminar: Strategy and Innovation Literature Review (3)

In this course, learners write the literature review for their individual projects. Learners create synthetic reviews of the literature supporting their topic, their planned technique for collecting data, and their applied framework, theory, concept, or model which grounds their project. Learners must achieve capstone literature review approval from multiple approvers to move beyond this course. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX8740.

DB-FPX 8840 - Seminar: General Management Topic Development (3)

In this course, learners create an individualized project topic within the specialization of general management using the capstone template. Learners write the initial portion of their project proposal, including their problem of practice, topic background, project justification and framework, and a preliminary project plan. Learners identify how research is disseminated, including through the use of presentations within their industry and professional

communities of practice. Completion of a signature assignment (topic approval) is required for successful completion of this course. ***Cannot be fulfilled by transfer.***

Prerequisite: RSCH-FPX7860; DB-FPX8630 or DB-FPX8730.

DB-FPX 8850 - Seminar: General Management Literature Review (3)

In this course, learners write the literature review for their individual projects. Learners create synthetic reviews of the literature supporting their topic, their planned technique for collecting data, and their applied framework, theory, concept, or model which grounds their project. Learners must achieve capstone literature review approval from multiple approvers to move beyond this course. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX8840.

DB-FPX 9801 - Proposal Writing (3)

In this course, learners select their project method, data analysis technique, scholarly framework, and participant pool for their project. Learners utilize previous course learning, artifacts, and tools to create an individualized project proposal, including an appropriate data collection plan and Institutional Review Board (IRB) screening form, while conducting tests and reviews of data collection instruments. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX8650 or DB-FPX8750 or DB-FPX8850.

DB-FPX 9802 - Data Analysis Practice and IRB Approval (3)

Learners gain the knowledge and skills necessary to collect data using appropriate, ethical, and structured processes as described in an approved project proposal (collection may occur if IRB approval is received). Throughout the course, learners analyze datasets and writing results. Learners seek and identify potential communities of interest for project result dissemination. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX9801.

DB-FPX 9803 - Project Results (3)

Learners complete data collection and analyze and write the results, findings, implications, and conclusions of their projects. Learners finalize their overall project template and submit for committee review and approval. Additionally, learners build a

plan for presenting the results of their project. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX9802.

DB-FPX 9804 - Final Reviews and Presentation (3)

Learners integrate feedback from multiple reviewers to improve and enhance their project into a final, school-approved study. Learners assess the artifacts and items included in the required e-portfolio. Additionally, learners write an executive summary for dean approval and present a poster session to practice the dissemination of research findings. ***Cannot be fulfilled by transfer.***

Prerequisite: DB-FPX9803.

DB-FPX 9980 - Doctoral Project Development (2)

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 DBA, FlexPath option learners only. Special permission is required for registration. Cannot be fulfilled by transfer.***

ECO-FPX - Economics FlexPath

ECO-FPX 1150 - Personal Economics: Introduction to Financial Planning (3)

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.

EDD-FPX - Doctor of Education FlexPath

EDD-FPX 8010 - Foundations of Doctoral Studies in Education (2)

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.***

EDD-FPX 8020 - The Dynamics of Organizational Improvement (2)

This course provides an introduction to fundamental systems principles and skills of leadership in

organizations with a focus on continuous organizational learning and improvement processes. Learners apply personal values and behaviors and those of organizations. Learners use basic principles of systems thinking, systems mapping, and approaches to inquiry cycles in relation to leadership processes and organizational change. In addition, learners apply disciplines of learning organizations and a change model to a problem of practice to real-world leadership challenges. ***Cannot be fulfilled by transfer.***

EDD-FPX 8030 - Investigating Problems of Practice (2)

In this course, learners examine continuous improvement models, engage in an inquiry cycle, develop skills of data and information literacy, and collaborate with stakeholders to assess organizational needs and dynamics. Learners identify an organizational issue, collect and analyze relevant data, and develop valid inferences. Learners document the process utilized to tell the story of their research as a way to effectively share with stakeholders. This course requires obtaining an organizational site and completing site-based-related assignments. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX8010, EDD-FPX8020.

EDD-FPX 8040 - Research Design for Practitioners (2)

In this course, learners are introduced to research approaches, designs, and methods with a focus on the needs of educational leaders. Learners assess conceptual and theoretical foundations of quantitative, qualitative, mixed methods, 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. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX8030.

EDD-FPX 8050 - Data Literacy for Leaders (2)

In this course, learners apply the data literacy skills required by leaders for effective organizational planning, decision making, and communication with stakeholders. Learners examine skills such as data interpretation, data aggregation and disaggregation, transformation of data, use of multiple data sources,

analysis, statistical techniques, and selection of appropriate metrics for the intended purpose. Learners also utilize technology to process data and present and communicate results. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX8040.

EDD-FPX 8520 - Educational Leadership by Design (2)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX8010, and completion or concurrent registration in EDD-FPX8020.

EDD-FPX 8522 - Leading a Culture of Learning and Inclusion (2)

In this course, learners evaluate the role of culture in supporting an organization's ability to learn, improve, and successfully adapt to a changing environment, and the leader's role in shaping it. Learners analyze patterns of behaviors within organizations, as well as the knowledge, skills, and dispositions of the inclusive leader that support values of diversity and equity in organizational culture and in organizational development and improvement processes. Additionally, learners examine the characteristics and theoretical bases of cultural awareness, sensitivity and responsiveness, and their roles in achieving the goals of a learning organization. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX8520.

EDD-FPX 8524 - The Future of Educational Leadership (2)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX8520.

EDD-FPX 8526 - Change Leadership in a Learning Organization (2)

In this course, learners evaluate leading and managing organizational change processes. Learners evaluate several change models, and examine the theory and practice of change leadership and the application of collaboration and communication skills that lead to organizational learning and desired outcomes. Learners apply knowledge of systems thinking and tools, organizational development principles, and research methods to planning, implementing, and monitoring improvement interventions. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX8520, EDD-FPX8522, EDD-FPX8524.

EDD-FPX 8528 - Assessment and Evaluation in the Learning Organization (2)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX8030, EDD-FPX8526.

EDD-FPX 9951 - EdD Doctoral Project 1 (2)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX8050, EDD-FPX8528.

EDD-FPX 9952 - EdD Doctoral Project 2 (2)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX9951.

EDD-FPX 9953 - EdD Doctoral Project 3 (2)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX9952.

EDD-FPX 9954 - EdD Doctoral Project 4 (2)

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 EDD-FPX9955. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX9953.

EDD-FPX 9955 - EdD Doctoral Project 5 (2)

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 EDD-FPX9956. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX9954.

EDD-FPX 9956 - EdD Doctoral Project 6 (2)

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. ***Cannot be fulfilled by transfer.***

Prerequisite: EDD-FPX9955.

EDD-FPX 9980 - Doctoral Project Development (2)

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. Cannot be fulfilled by transfer.***

ED-FPX - Education FlexPath**ED-FPX 5010 - Foundations of Master's Studies in Education (2)**

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-FPX 5300A - Evaluating Curricular Models and Theories (0.5)

In this course, learners evaluate curricular design models and theories to guide effective curriculum design.

ED-FPX 5300B - Applying Curricular Models and Theories (0.5)

In this course, learners apply curricular design models and theories to develop curriculum that addresses instructional planning and standards-based goals and integrates educational technology.

ED-FPX 5300C - Team Collaboration Theories and Practices for Curriculum Design and Improvement (0.5)

In this course, learners assess theories and practices

focused on effective team collaboration in the design and improvement of curriculum.

ED-FPX 5300D - Team Practices in Curriculum Design and Implementation (0.5)

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-FPX 5301A - Research-Based Pedagogical Methods and Models (0.5)

In this course, learners analyze current and emerging research in different pedagogical models and methods.

ED-FPX 5301B - Designing Research-Based Instructional Methods (0.5)

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-FPX 5301C - Delivering Research-Based Instructional Methods (0.5)

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-FPX 5301D - Integrating Educational Technology into Teaching (0.5)

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-FPX 5302A - Student Learning Research (0.5)

In this course, learners integrate research, theories, and models addressing how students learn at different ages and developmental levels.

ED-FPX 5302B - Research-Based Curriculum Design (0.5)

In this course, learners integrate research, theories, and models addressing curriculum design and teaching in different content disciplines.

ED-FPX 5302C - Brain-Based Learning Theory and Principles (0.5)

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-FPX 5302D - Technology Impacts on Learning (0.5)

In this course, learners assess how learning with technology affects the learning process.

ED-FPX 5303A - Multicultural Theories, Frameworks, and Models (0.5)

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-FPX 5303B - Student Culture and Teaching Practices (0.5)

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-FPX 5303C - Implementing Multicultural Instruction (0.5)

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-FPX 5303D - Culture and Diversity Dispositions (0.5)

In this course, learners critically reflect on their own dispositions related to culture and diversity.

ED-FPX 5304A - Assessment Models and Approaches (0.5)

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-FPX 5304B - Assessment Design and Implementation (0.5)

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-FPX 5304C - Analyzing Assessment Data for Decision Making (0.5)

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-FPX 5304D - Communicating Assessment Results to Stakeholders (0.5)

Learners in this course demonstrate their ability to communicate assessment results clearly and meaningfully to a variety of stakeholders.

ED-FPX 5306 - Action Research to Enhance Practice (2)

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-FP5306 and ED-FP5980 must be taken in sequence and during the learner's final two sessions.*

ED-FPX 5730A - English Language Learner Considerations in Teaching (0.5)

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-FPX 5730B - Modeling Cultural Competency to Enhance Learning (0.5)

In this course, learners model cultural competence to enhance learning.

ED-FPX 5730C - Socio-Linguistic Theories (0.5)

In this course, learners examine the socio-linguistic theories to understand language change and variation.

ED-FPX 5730D - Legislation Affecting English Language Learner Education (0.5)

In this course, learners evaluate legislation that affects the education of English Language Learners.

ED-FPX 5980 - Teaching and Learning Capstone (3)

In this capstone course, learners apply research knowledge, skills, and dispositions developed in ED5306 Action Research to Enhance Practice. Learners implement the action research process to evaluate and critically reflect on the results as a part of continuous improvement inquiry to improve student learning. Learners communicate research findings and insights with key stakeholders and critically reflect on implications as a way to find practical and useful strategies to improve their practice. *This course requires access to an educational setting, students or learners, and/or classroom practitioners. ED-FP5306 and ED-FP5980 must be taken in sequence and during the learner's final two sessions. Cannot be fulfilled by transfer.*

EDT-FPX - Education Technology FlexPath**EDT-FPX 5100A - Change Research and Theory and Technology Integration (0.5)**

In this course, learners analyze research and theories for innovation and change related to the use of technology and media.

EDT-FPX 5100B - Collaboration in Technology Integration (0.5)

Learners in this course demonstrate their ability to collaborate with teachers in opportunities to incorporate 21st-century technology skills in classroom instruction.

EDT-FPX 5100C - Innovations to Serve Diverse Learners (0.5)

In this course, learners develop plans for innovative practices that help meet the needs of diverse learners.

EDT-FPX 5100D - Communicating Innovation and Change with Stakeholders (0.5)

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-FPX 5102A - Data Collection and Analysis Strategies (0.5)

In this course, learners describe effective classroom data collection and analysis strategies to inform instructional practice.

EDT-FPX 5102B - Analyzing Data (0.5)

In this course, learners analyze student data to identify and address educational problems.

EDT-FPX 5102C - Technology for Data Collection (0.5)

In this course, learners apply technology tools to collect valid, reliable assessment data on student learning and engagement.

EDT-FPX 5102D - Digital Tools for Communicating with Stakeholders (0.5)

In this course, learners apply methods for communicating information with stakeholders using appropriate digital tools.

EDT-FPX 5104A - Dispositions for Positive Change (0.5)

Learners assess dispositions and actions needed to contribute to positive change for growth in the digital age.

EDT-FPX 5104B - Teacher Digital Rights and Responsibilities (0.5)

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-FPX 5104C - Enhancing Digital Learning for Students (0.5)

In this course, learners synthesize knowledge and skills needed to enhance digital learning for all students.

EDT-FPX 5104D - Guiding Student Digital Behaviors (0.5)

Learners in this course demonstrate an ability to foster the safe and ethical online behavior of students.

EDT-FPX 5130A - Standards, Outcomes, and Competencies for Curriculum Development (0.5)

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-FPX 5130B - Applying Competency-Based Curriculum Development (0.5)

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-FPX 5130C - Competency-Based Instruction with Research-Based Practices (0.5)

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-FPX 5130D - Competency-Based Student-Centered Environments (0.5)

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-FPX 5142A - Implementing Adaptive Learning for Diverse Learners (0.5)

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-FPX 5142B - Universal Design for Learning for Personalized and Adaptive Instructional Strategies (0.5)

In this course, learners apply the Universal Design for Learning (UDL) framework to support personalized instruction and adaptive learning.

EDT-FPX 5142C - Adaptive Instruction and Assessment Strategies (0.5)

In this course, learners analyze adaptive instruction and assessment strategies.

EDT-FPX 5142D - Adaptive Learning Systems (0.5)

Learners analyze the effectiveness of adaptive learning systems in K-12 educational settings. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

ENG-FPX - English FlexPath

ENG-FPX 1000 - English Composition (3)

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-FPX 1250 - Introduction to Technical and Business Writing (3)

In this course, learners discover how to harness the power of words in a professional environment. Learners focus on 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-FPX 2250 - Academic Research and Writing (3)

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 informed 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.

ENTR-FPX - Entrepreneurship FlexPath

ENTR-FPX 5412 - New Ventures and Entrepreneurship (2)

This course is an introduction to new ventures and entrepreneurship including entrepreneurial feasibility, research, planning, and funding for new venture opportunities. Learners investigate legal structures of entrepreneurial ventures, examine factors that influence the venture selection process, evaluate the feasibility of a venture concept, identify a customer base and market, and consider funding requirements for the business venture.

FIN-FPX - Finance FlexPath

FIN-FPX 5710 - Economic Foundations for Financial Decision Making (2)

This course examines macro and micro economic principles, theories and tools, and their applications to business. Learners analyze economic activities from a national and global perspective, value creation, tools employed by the Federal Reserve System and government to create and implement fiscal and

monetary policies, and the importance of these for business. Learners also apply microeconomic theories and market competition considerations to behavior and decision making of firms and individuals.

HCM-FPX - Health Care Management FlexPath

HCM-FPX 5310 - Decision-Making in the Health Care System (2)

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-FPX 5312 - Analyzing the Health Care Environment (2)

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: MBA-FPX5006 or MBA-FP6024; and HCM-FPX5310.

HCM-FPX 5314 - Driving Health Care Results (2)

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: MBA-FPX5014 and HCM-FPX5312.

HIM-FPX - Health Information Management FlexPath

HIM-FPX 4610 - Medical Terminology (3)

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-FPX 4620 - Data Management in Health Information Systems (3)

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: HIM-FPX4610.

HIM-FPX 4630 - Statistical Analysis for Health Information Management (3)

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: HIM-FPX4610.

HIM-FPX 4640 - Electronic Health Records and Health Information Systems (3)

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: HIM-FPX4610.

HIM-FPX 4650 - Decision Support and Quality Management in Health Information Management (3)

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: HIM-FPX4610.

HIM-FPX 4660 - Information Security, Privacy, and Ethics in Health Care (3)

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: HIM-FPX4610.

HIM-FPX 4670 - Health Information Systems and Management (3)

Learners in this course examine health care systems and health information management in the United States. Learners examine organizational relationships, business associations, and market forces that affect the health care system. In particular, learners build knowledge of leadership and management theories for health care systems and health information management.

HIS-FPX - History FlexPath

HIS-FPX 1150 - U.S. History: How the Past Informs the Present (3)

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.

HRM-FPX - Human Resource Management FlexPath

HRM-FPX 5002 - Survey of Human Resource Management in Practice (2)

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 credit for prior learning.***

HRM-FPX 5025 - Talent Acquisition and Workforce Planning (2)

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: HRM-FPX5310.

HRM-FPX 5055 - Comprehensive Reward Systems (2)

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: HRM-FPX5002.

HRM-FPX 5060 - Sourcing and Managing Talent in the Workplace (2)

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: Completion of or concurrent registration in HRM-FPX5002; or completion of HRM-FPX5310.

HRM-FPX 5065 - Employment Law in the Successful Workplace (2)

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 identify 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: HRM-FPX5002.

HRM-FPX 5070 - Workplace Learning in the Digital Age (2)

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: HRM-FPX5002.

HRM-FPX 5075 - Leading and Influencing for the Human Resource Practitioner (2)

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: HRM-FPX5002.

HRM-FPX 5080 - Evidence-Based Decision Making for HR Professionals (2)

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: HRM-FPX5002.

HRM-FPX 5090 - Retaining and Engaging Employees for the Modern Workforce (2)

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: HRM-FPX5002 or HRM-FPX5310.

HRM-FPX 5118 - Human Resource Legal Challenges and Solutions (2)

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 investigate the nature of and strategies for addressing workplace legal actions in order to create a legally compliant workplace. Learners develop action plans and management

strategies for minimizing risk.

Prerequisite: HRM-FPX5002.

HRM-FPX 5120 - Global Human Resource Practice (2)

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: HRM-FPX5002.

HRM-FPX 5122 - Developing an Effective Workplace (2)

Learners analyze the role of the Human Resources professional in creating effective workplaces that support the needs of a diverse workforce and contribute to alignment with organizational strategy. Learners identify 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: HRM-FPX5310.

HRM-FPX 5310 - Strategic Human Resource Management (2)

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-FPX 5401 - The Legal, Ethical, and Regulatory Environment of Health Care (2)

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: HRM-FPX5002, HRM-FPX5065.

HRM-FPX 5402 - Planning, Sourcing, and Developing Talent in Health Care Organizations (2)

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: HRM-FPX5002, HRM-FPX5060, HRM-FPX5401.

HRM-FPX 5403 - Transforming the Employee Experience in Health Care (2)

Learners analyze human resource (HR) practices to retain and engage the health care workforce. Learners investigate 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: HRM-FPX5002, HRM-FPX5090, HRM-FPX5401.

HRM-FPX 5960 - HRM Capstone: Improving and Transforming HR Practice (2.5)

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. ***Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: Completion of all required coursework.

HUM-FPX - Humanities FPX

HUM-FPX 1150 - Cultural Understanding in a Global World (3)

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.

IT-FPX - Information Technology FlexPath

IT-FPX 1006 - Information Technology Concepts and Practices (3)

In this course, learners analyze contemporary topics from the field of information technology. Learners

gain knowledge and experience in computing systems and systems requirements, options, and issues. Learners also strengthen and apply skills needed for professional communication. ***For BS in Information Technology learners only. Must be taken during the learner's first quarter.***

IT-FPX 2230 - Introduction to Database Systems (1.5)

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-FPX 2249 - Introduction to Programming with Java (3)

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-FPX 2280 - Network Technology and Architecture (3)

Learners gain an understanding of 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. ***Learners who have received credit for IT-FP2250 and IT-FP3350 may not take IT-FPX2280.***

IT-FPX 3170 - Ethics and Business Goals for the Information Technology Professional (3)

Learners analyze core enterprise organizations, business processes, and information technology infrastructures. Learners apply their knowledge of the relationships between an enterprise organization's business and information technology

goals with IT operational models. IT ethical principles integrated throughout the class include examination of IT codes of ethics, ethical issues involving the use of employer resources, and examination of web technology and cybercrime. ***Learners who have received credit for IT-FPX3165 and IT-FPX3225 may not take IT-FPX3170.***

IT-FPX 3240 - Web Development and JavaScript (3)

In this course, learners build fundamental web design and development skills. Using a local development environment, learners develop websites using HTML and apply styling to each page using CSS. Learners develop client-side scripting using JavaScript to enable website interactivity and to enhance the user experience. Finally, learners deploy their websites to a cloud environment for testing. ***Learners who have received credit for IT-FPX3212 and IT-FPX3215 may not take IT-FPX3240.***

IT-FPX 3249 - Software Architecture and User Experience Design (3)

In this course, learners evaluate the analysis and design of system industry standards and best practices. Learners research key components of system analysis including determining system objectives, business rules, and the identification of stakeholders. Learners also investigate human interface technologies and diverse human factors for a more engaging user experience. Learners apply their knowledge by creating a Software Development Plan (SDP) with components including identification of an agile methodology, system scope, technical standards, activity diagrams, logical process validation, and maintenance expectations. ***Learners who have received credit for IT-FPX3301 and IT-FPX3345 may not take IT-FPX3249.***

IT-FPX 3280 - Hardware and Operating System Administration (3)

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. ***Learners who have received credit for IT-FPX3315 and IT-FPX3318 may not take IT-FPX3280.***

IT-FPX 3358 - Information Security Concepts for the Information Technology Professional (1.5)

Learners in this course demonstrate their knowledge of information security fundamentals. Learners apply their understanding of the concepts of confidentiality,

integrity, and availability to securing organizational assets.

IT-FPX 4070 - Cyber Defense and Countermeasures (3)

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: IT-FPX2280, IT-FPX4803.

IT-FPX 4071 - Cyber Attacks and Ethical Hacking (3)

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: IT-FPX2280, IT-FPX4803.

IT-FPX 4073 - Organizational Security (3)

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: IT-FPX2280, IT-FPX4803.

IT-FPX 4075 - Computer Forensics (3)

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: IT-FPX2280, IT-FPX4803.

IT-FPX 4076 - Security Management and Policies (3)

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: IT-FPX2280, IT-FPX4803.

IT-FPX 4079 - Python Scripting (3)

Learners investigate 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: IT-FPX2240, IT-FPX4803.

IT-FPX 4080 - Operating Systems and Application Security (3)

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: IT-FPX4803.

IT-FPX 4157 - Internetworking Architectures (3)

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. In addition, learners evaluate the planning, methods, procedures, and tools necessary to prevent vulnerabilities in networked systems and analyze 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. ***Learners who have received credit for IT-FPX4150 and IT-FPX4155 may not take IT-FPX4157.***

Prerequisite: IT-FPX2280.

IT-FPX 4345 - Data Modeling and Statistical Analysis (3)

In this course, learners use data mining and analytics

tools to identify, evaluate, and prepare data for analysis. Learners also take an advanced look at the role of statistical analysis in solving real world problems, timely, and effectively completing data analytics projects. ***Learners who have received credit for IT-FPX4330 and IT-FPX4340 may not take IT-FPX4345.***

Prerequisite: IT-FPX2230. Background in foundational statistics or MAT-FPX2001 recommended.

IT-FPX 4525 - Cloud Computing Fundamentals (3)

Learners in this course develop the skills to analyze, plan, design and implement fundamental cloud solutions. Learners acquire and apply knowledge of implementation strategies specific to cloud network, compute, and storage. Learners also implement security, monitoring, and logging solutions, along with special cloud workloads such as AI and machine learning. Concepts of cloud migration planning and cloud cost optimization are also discussed. ***Learners who have received credit for IT-FPX4541 and IT-FPX4551 may not take IT-FPX4525.***

Prerequisite: IT-FPX2280.

IT-FPX 4527 - Java Application Development (3)

Learners further develop their object-oriented programming skills in Java by building fundamental skills and application programming interfaces (APIs) for working with text files, writing programs with a JavaFX graphical user interface (GUI), working with Java collections, connecting to Internet services, and using a database for data persistence.

Prerequisite: IT-FPX2249.

IT-FPX 4535 - Introduction to Artificial Intelligence (3)

In this course, learners investigate the fundamental problems, theories, and algorithms of the field of artificial intelligence (AI), including heuristic search and game trees, knowledge representation, automated deduction, and its applications, problem-solving and planning, and an introduction to machine learning and other techniques to employ AI. Learners gain an understanding of the fundamental theories of artificial intelligence and evaluate opportunities for applying AI. ***Learners who have received credit for IT-FPX4310 and IT-FPX4320 may not take IT-FPX4535.***

Prerequisite: IT-FPX2230, IT-FPX2249.

IT-FPX 4545 - Cloud Concepts, Architecture and Management (3)

Learners gain an understanding of foundational cloud concepts including on demand self- service, broad network access, resource pooling, elasticity, measured service. Learners develop hands-on proficiency with an industry-standard cloud platform (Microsoft Azure). Learners also analyze the benefits and economic advantages of cloud computing, as well as strategies for transitioning from on-premise infrastructure to cloud infrastructure. Learners design security measures in accordance with regulatory compliance requirements (HIPAA, GDPR, PCIDSS, etc.). **Learners who have received credit for IT-FP4511 and IT-FP4521 may not take IT-FPX4545.**

Prerequisite: IT-FPX2280, IT-FPX3358.

IT-FPX 4575 - Linux Operating Systems (3)

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. 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. **Learners who have received credit for IT-FP4561 and IT-FP4571 may not take IT-FPX4575.**

Prerequisite: Completion of or concurrent registration in IT-FPX3280.

IT-FPX 4737 - Database Development (3)

Learners investigate relational database development, data requirements, and data modeling. Learners assess database design and implementation principles and use the Structured Query Language (SQL) to create tables, objects, and queries. Learners evaluate the interactions of application objects in an assortment of databases and data repositories. Learners design databases using data modeling, and develop connections, queries, and data manipulation for contemporary web, traditional, and mobile applications. **Learners who have received credit for IT-FP4731 and IT-FP4733 may not take IT-FPX4737.**

Prerequisite: IT-FPX2230.

IT-FPX 4775 - Internet of Things Fundamentals (3)

Learners investigate the Internet of Things (IoT) field of study and the related hardware and software

connections. In addition to defining the infrastructure requirements for the deployment and operation of IoT devices, learners work through the identification, installation, and operation of the various devices that are required to operate IoT and generate reporting. Learners also develop applications that enter data from IoT, report them and contribute to making decisions as a result. The course covers in detail privacy and security issues that emerge from the use of IoT devices and the data that results from their operations. **Learners who have received credit for IT-FP4711 and IT-FP4772 may not take IT-FPX4775.**

Prerequisite: IT-FPX2249, IT-FPX3280.

IT-FPX 4780 - Mobile Application Design and Development (3)

Learners in this course build upon prior software development knowledge and apply it to mobile application frameworks, architecture, design and engineering issues, and methodologies for developing applications for mobile devices. This course includes project-based assignment for topics such as user interface design, unique user interactions, object-oriented design, event handling, animation, multimedia, data storage, integration of external Internet services via APIs, and unit testing to transition applications into distribution-ready state. **Learners who have received credit for IT-FP4782 and IT-FP4784 may not take IT-FPX4780.**

Prerequisite: IT-FPX2249, IT-FPX4792.

IT-FPX 4792 - Website Application Development and Design (3)

Learners investigate the design, development, and deployment of interactive web experiences by integrating HTML, CSS, JavaScript, and multimedia. Learners employ user-centered design strategies, industry standard tools, and best practices to develop high-quality and accessible web sites that work seamlessly on mobile, tablet, and large screen browsers. **Learners who have received credit for IT-FP4791 and IT-FP4793 may not take IT-FPX4792.**

Prerequisite: IT-FPX3240. Registration within one year of IT-FPX3240 recommended.

IT-FPX 4803 - System Assurance Security (3)

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 defenses against them. Upon successful completion of this course, learners are prepared to take the exam for the Security+ certification.

Prerequisite: IT-FPX2280.

IT-FPX 4993 - Cybersecurity Capstone (3)

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. ***For BS in Information Technology learners only. Must be taken during the learner's final quarter.***

IT-FPX 4997 - Information Technology Capstone 1 (3)

In this first of two courses, 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, complete deliverables to meet the needs of the client, and produce a final product. ***For BS in Information Technology learners only. Must be taken during the learner's penultimate quarter.***

Prerequisite: All required and elective coursework.

IT-FPX 4998 - Information Technology Capstone 2 (3)

In this second of two courses, learners continue to apply knowledge and skills from other courses as they complete 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, complete deliverables to meet the needs of the client, and produce a final product. ***For BS in Information Technology learners only. Must be taken during the learner's final quarter.***

Prerequisite: IT-FPX4997.

ITEC-FPX - Information Technology FlexPath

ITEC-FPX 5030 - Emerging Technologies (2)

In this course, learners gain an understanding of new and disruptive technologies that are poised to have a significant impact on individuals, industry, technology, and society. Learners explore strategies for identifying and researching emerging technologies to determine their value-added application to the organization and examine models that help predict technology growth and proliferation.

LEAD-FPX - Leadership FlexPath

LEAD-FPX 5210 - Leading Global and Diverse Cultures (2)

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-FPX 5220 - Leader as Change Agent (2)

Learners evaluate leaders as architects of change in organizations and environments. Learners investigate the nature of leadership in complex and dynamic settings; theories of change at the individual, group, and organizational level; and leadership practices that guide and sustain complex change.

MAT-FPX - Math FlexPath

MAT-FPX 1050 - College Algebra (3)

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-FPX 1150 - Essential Math for Everyday Life (3)

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-FPX 2001 - Statistical Reasoning (3)

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-FPX 2051 - Discrete Mathematics (3)

Learners build an understanding 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: MAT-FPX1050.

MAT-FPX 2100 - Data-Driven Decisions (2)

In this course, learners examine the applications of statistics to a variety of fields. Learners develop mathematical reasoning, quantitative analysis, and quantitative communication skills to prepare them for future academic coursework and professional life. Learners also gain an understanding of how every day decisions are supported by mathematics.

MBA-FPX - Master of Business Administration FlexPath

MBA-FPX 5002 - MBA Leadership (2)

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 credit for prior learning.***

MBA-FPX 5006 - Business Strategy (2)

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: Completion of or concurrent registration in MBA-FPX5002.

MBA-FPX 5008 - Applied Business Analytics (2)

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-FPX 5010 - Accounting Methods for Leaders (2)

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-FPX 5012 - Marketing Management (2)

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.***

MBA-FPX 5014 - Applied Managerial Finance (2)

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 only.***

Prerequisite: MBA-FPX5008, MBA-FPX5010.

MBA-FPX 5016 - Operations Management for Leaders (2)

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: MBA-FPX5008.

MBA-FPX 5801 - Communication and Presentation Skills (0.5)

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 credit for prior learning. Special permission is required for registration.**

MBA-FPX 5910 - MBA Capstone Experience (2.5)

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. Cannot be fulfilled by transfer or credit for prior learning.**

Prerequisite: All required and elective coursework.

MHA-FPX - Master of Health Administration FlexPath

MHA-FPX 5006 - Health Care Finance and Reimbursement (2)

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-FPX 5010 - Strategic Health Care Planning (2)

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-FPX 5012 - Organizational Leadership and Governance (2)

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: Completion of or concurrent registration in MHA-FPX5010.

MHA-FPX 5014 - Health Care Quality, Risk, and Regulatory Compliance (2)

Learners in this course demonstrate their knowledge of concepts, principles, processes, and issues associated with health care quality, risk, and regulatory compliance. Learners examine performance measures associated with quality of care, patient safety, risk management, regulatory standards and compliance, and patient and stakeholder satisfaction and conduct a cost benefit analysis based on these factors. Learners also evaluate the impact of regulatory demands on health care organizations and environments and integrate health care market analysis and scorecard results into formal and informal designs for process improvement and organizational fitness.

Prerequisite: MHA-FPX5010, NHS-FPX6008.

MHA-FPX 5016 - Introduction to Health Information Systems (2)

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: NHS-FPX5004, NHS-FPX6008.

MHA-FPX 5017 - Data Analysis for Health Care Decisions (2)

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-FPX 5020 - Health Administration Capstone (2)

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. Cannot be fulfilled by transfer.*

Prerequisite: Completion of all required and elective coursework.

MHA-FPX 5022 - Human Capital Management in Health Care (2)

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: MHA-FPX5006, MHA-FPX5010, NHS-FPX6004, NHS-FPX6008.

MHA-FPX 5026 - Facilities and Capital Asset Management (2)

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: MHA-FPX5006, MHA-FPX5010, NHS-FPX6004, NHS-FPX6008.

MHA-FPX 5028 - Comparative Models of Global Health Systems (2)

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: MHA-FPX5006, MHA-FPX5010, completion of or concurrent registration in MHA-FPX5012, NHS-FPX6004, NHS-FPX6008.

MHA-FPX 5040 - Health Administration Change Leadership (2)

Learners investigate 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 assess their own ability to manage change and identify stretch goals for their future development in change leadership.

Prerequisite: MHA-FPX5010.

MHA-FPX 5042 - Team Development and Personal Leadership in Health Care Settings (2)

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 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: MHA-FPX5010.

MHA-FPX 5062 - Health Care Delivery: New Environments in Health Informatics (2)

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-FPX 5064 - Health Care Information Systems Analysis and Design for Administrators (2)

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: MHA-FPX5062.

MHA-FPX 5066 - Cornerstones of Health Informatics for Organizational Operations(2)

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: MHA-FPX5062.

MHA-FPX 5068 - Leadership, Management, and Meaningful Use of Health Care Technology (2)

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: MHA-FPX5062.

MKT-FPX - Marketing FlexPath

MKT-FPX 5410 - Digital Marketing (2)

Learners in this course analyze how the internet and social media have transformed marketing strategy in today's interactive marketplace. Learners in this course explore how companies can extend marketing theories and models to leverage digital marketing tactics such as SEO, lead generation, sales funnels, and social media. Learners also explore how mobile optimization, metrics, and marketing analytics drive strategic business goals and objectives.

MKT-FPX 5416 - Consumer Insights (2)

This course explores contemporary concepts of consumer behavior, as well as research tools and techniques commonly used to obtain information that informs marketing planning. Learners examine key trends of consumer behavior central to marketing planning and implementation, ever changing consumer perceptions, influences, decision making, and the impact of social media and emerging technologies. Learners gain a foundational understanding of primary and secondary research, critical discernment of information quality, analysis, and application of consumer insights and research findings to marketing planning and implementation.

NHS-FPX - Nursing and Health Sciences FlexPath

NHS-FPX 4000 - Developing a Health Care Perspective (3)

In this course, learners build and strengthen the knowledge, skills, and abilities needed to succeed in their program and in the workplace. Learners engage in interactive activities that help them develop and demonstrate a health care perspective and expand their academic success strategies including organizational, critical thinking, and problem-solving skills. Learners also develop an understanding of ethics, information literacy, and effective writing. *For BS in Health Care Administration, FlexPath option learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or credit for prior learning.*

NHS-FPX 5004 - Communication, Collaboration, and Case Analysis for Master's Learners (2)

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-FPX 6004 - Health Care Law and Policy (2)

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-FPX 6008 - Economics and Decision Making in Health Care (2)

This course helps learners develop and demonstrate concepts, principles, issues, and trends in health care economics and the economic decision-making practices employed in the health care environment. Learners analyze the political, legal, regulatory, organizational, demographical, and multicultural implications of business decisions on health care economics; explore the ways economic and stakeholder influences affect operational planning and decision making; and practice applying performance monitoring and process management measures as part of the decision-making process. Learners also examine cost-effective problem solving; community- and population-based orientation; and effective use of health care market research, analysis, and assessment.

NHS-FPX 8002 - Collaboration, Communication, and Case Analysis for Doctoral Learners (2)

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-FPX 8040 - 21st-Century Health Care Improvement (2)

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.***

NSC-FPX - Natural Sciences FlexPath

NSC-FPX 1150 - Science and Innovation (3)

In this course, learners analyze concepts from the physical and biological sciences to identify the connections between science and innovation. Learners investigate how science and innovation influence society as they develop critical thinking, scientific reasoning, and research skills.

NURS-FPX - Nursing FlexPath

NURS-FPX 4010 - Leading People, Processes, and Organizations in Interprofessional Practice (3)

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-FPX 4020 - Improving Quality of Care and Patient Safety (3)

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-FPX 4030 - Making Evidence-Based Decisions (3)

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 learners only.**

NURS-FPX 4040 - Managing Health Information and Technology (3)

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, FlexPath learners only.**

NURS-FPX 4050 - Coordinating Patient-Centered Care (3)

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 learners only.**

NURS-FPX 4060 - Practicing in the Community to Improve Population Health (3)

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-FPX 4900 - Capstone Project for Nursing (3)

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 quarter. Cannot be fulfilled by transfer or credit for prior learning.**

Prerequisite: NURS-FPX4010, NURS-FPX4020, NURS-FPX4030, NURS-FPX4040, NURS-FPX4050, and completion of or concurrent registration in NURS-FPX4060.

NURS-FPX 5003 - Health Assessment and Promotion for Disease Prevention in Population-Focused Health (2)

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-FPX 5005 - Introduction to Nursing Research, Ethics, and Technology (2)

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-FPX 5007 - Leadership for Nursing Practice (2)

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-FPX 6011 - Evidence-Based Practice for Patient-Centered Care and Population Health (2)

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 Accelerated Master's Pathway, BSN/MSN and MSN, FlexPath option learners only.***

NURS-FPX 6016 - Quality Improvement of Interprofessional Care (2)

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 Accelerated Master's Pathway, BSN/MSN and MSN, FlexPath option learners only.***

NURS-FPX 6021 - Biopsychosocial Concepts for Advanced Nursing Practice 1 (2)

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-FPX 6025 - MSN Practicum (2)

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-FPX 6026 - Biopsychosocial Concepts for Advanced Nursing Practice 2 (2)

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-FPX 6030 - MSN Practicum and Capstone (3)

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-FPX 6103 - The Nurse Educator Role (2)

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-FPX 6105 - Teaching and Active Learning Strategies (2)

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-FPX 6107 - Curriculum Design, Development, and Evaluation (2)

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-FPX 6109 - Integrating Technology into Nursing Education (2)

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-FPX 6111 - Assessment and Evaluation in Nursing Education (2)

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-FPX 6210 - Leadership and Management for Nurse Executives (2)

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-FPX 6212 - Health Care Quality and Safety Management (2)

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-FPX 6214 - Health Care Informatics and Technology (2)

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-FPX 6216 - Advanced Finance and Operations Management (2)

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-FPX 6218 - Leading the Future of Health Care (2)

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-FPX 6410 - Fundamentals of Nursing Informatics (2)

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-FPX 6412 - Analysis of Clinical Information Systems and Application to Nursing Practice (2)

In this course, learners analyze and synthesize the various aspects of clinical information systems used by nurses to deliver quality health care. In particular, learners acquire the knowledge and skills needed to effectively plan, design, build, and implement health/clinical information systems within nursing practice. Learners also apply evidence-based informatics strategies to effect improved clinical outcomes. ***For MSN, FlexPath option learners only.***

NURS-FPX 6414 - Advancing Health Care Through Data Mining (2)

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-FPX 6416 - Managing the Nursing Informatics Life Cycle (2)

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-FPX 6610 - Introduction to Care Coordination (2)

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-FPX 6612 - Health Care Models Used in Care Coordination (2)

Learners in this course examine how emerging health care models are incorporated into the larger framework of clinical care oversight. Learners analyze the role of informatics in nursing care coordination and the ways in which client information is collected and used to influence health outcomes. Learners also identify the ways in which care coordination can support cost efficiency, promote quality of care, and affect positive health outcomes. ***For MSN, FlexPath option learners only.***

NURS-FPX 6614 - Structure and Process in Care Coordination (2)

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-FPX 6616 - Ethical and Legal Considerations in Care Coordination (2)

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-FPX 6618 - Leadership in Care Coordination (2)

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 practices and support positive health outcomes in the delivery of safe, culturally competent care in compliance with applicable regulatory requirements. In addition, learners identify ways in which the care coordinator leader supports collaboration between key stakeholders in the care coordination process. **For MSN, FlexPath option learners only.**

NURS-FPX 8010 - Executive Leadership in Contemporary Nursing (2)

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-FPX 8012 - Nursing Technology and Health Care Information Systems (2)

Learners in this course analyze the many facets of health informatics from the perspectives of data, information, knowledge, and wisdom. Learners also

evaluate the role of nurses in advanced nursing practice roles with relation to policy-making, application design, technology selection, usability, safety, security, outcome data analysis, and interdisciplinary clinical workflow integration. In addition, learners investigate strategies related to the utilization of information technology for quality improvement initiatives, evidence-based practice guideline implementation, administrative and clinical decision-making, and patient and clinician education. **For DNP, FlexPath option learners only. Cannot be fulfilled by transfer.**

NURS-FPX 8014 - Global Population Health (2)

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. Cannot be fulfilled by transfer.**

Prerequisite: NURS-FPX8010.

NURS-FPX 8030 - Evidence-Based Practice Process for the Nursing Doctoral Learner (2)

In this course, learners apply the steps of the evidence-based practice (EBP) process to a health care challenge. Learners assess scholarly literature, evaluate research methods, interpret the results, understand the practical significance of health care data analyses, and prepare to use sound research practices in the development of a capstone project. **For DNP, FlexPath option learners only. Cannot be fulfilled by transfer.**

Prerequisite: NHS-FPX8002.

NURS-FPX 8045 - Doctoral Writing and Professional Practice (2)

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. Cannot be fulfilled by transfer.**

Prerequisite: NURS-FPX8030, completion of or concurrent registration in NURS-FPX8012.

NURS-FPX 9100 - Defining the Nursing Doctoral Project (2)

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. Cannot be fulfilled by transfer.**

Prerequisite: NHS-FPX8040, NURS-FPX8010, NURS-FPX8012, NURS-FPX8014, NURS-FPX8030, NURS-FPX8045, RSCH-FPX7864.

NURS-FPX 9901 - Nursing Doctoral Project 1 (2)

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. Cannot be fulfilled by transfer.**

Prerequisite: NURS-FPX9100.

NURS-FPX 9902 - Nursing Doctoral Project 2 (2)

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. Cannot be fulfilled by transfer.**

Prerequisite: NURS-FPX9901.

NURS-FPX 9903 - Nursing Doctoral Project 3 (2)

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. Cannot be fulfilled by transfer.**

Prerequisite: NURS-FPX9902.

NURS-FPX 9904 - Nursing Doctoral Project 4 (2)

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. Cannot be fulfilled by transfer.**

Prerequisite: NURS-FPX9903.

NURS-FPX 9980 - Doctoral Project Development (2)

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.**

OPS-FPX - Operations FlexPath

OPS-FPX 5620 - Supply Chain Foundations and Management (2)

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-FPX 5630 - Strategic Supply Chain Sourcing (2)

This course emphasizes integration of the supply chain as a strategic competitive advantage. Learners identify ways to use strategic resourcing and procurement to achieve consistent quality, thus enabling market share growth and preventing market share erosion. Learners also examine the importance of managing relationships with global suppliers and establishing consistent quality benchmarks and an ethical and legal approach to supply chain sourcing.

Prerequisite: MBA-FPX5016.

PHI-FPX - Philosophy FlexPath

PHI-FPX 1200 - Philosophy of Problem Solving (3)

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 apply problem solving skills and behaviors to scenarios in their current or anticipated discipline.

PHI-FPX 2000 - Ethics (3)

In this course, learners apply major ethical theories to evaluate actions and apply them to contemporary issues. Learners reflect on their own value systems and the ways these values influence and inform their judgments and behavior.

PHI-FPX 3200 - Ethics in Health Care (3)

Learners in this course gain a better understanding of the ethical issues associated with the health care profession and the conceptual framework health care professionals use to make ethical decisions. Learners examine current and emerging ethical health care issues related to the various stages of the lifecycle and the quality of life. Learners also explore ethical issues associated with patient care from the perspectives of various health care professionals, including physicians, nurses, and administrators through the use of authentic, real-world examples.

PM-FP - Project Management FlexPath

PM-FP 3000 - Principles of Project Management (1.5)

In this course, learners are introduced to the fundamental basics of project management and gain a broad overview of project management standards and their applicability to both business and IT projects. This course emphasizes management theories, concepts, tools and techniques defined by the Project Management Institute (PMI®) including the Process Groups and Knowledge Areas. This course also introduces other project management methodologies and frameworks, including Agile.

PM-FP 4010 - Process Groups and Knowledge Areas in Project Management (3)

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: PM-FP3000.

PM-FP 4020 - Integration and Scope Management (3)

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: PM-FP4010.

PM-FP 4030 - Scheduling, Cost, and Quality Management (3)

Learners investigate project scheduling and cost and quality management in a business or information technology (IT) project context. Learners analyze 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 identify a variety of scheduling, cost and quality tools that can be used independently or conjunctively. Finally, learners utilize project management software to help in developing a project schedule.

Prerequisite: PM-FP4010.

PM-FP 4040 - Human Resources and Motivation Management (3)

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: PM-FP4010.

PM-FP 4050 - Communication and Stakeholder Management (3)

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: PM-FP4010.

PM-FP 4060 - Risk Management in Project Management (3)

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: PM-FP4010.

PM-FP 4070 - Procurement Management in Project Management (3)

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: PM-FP4010.

PM-FP 4080 - Agile Project Management (3)

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: PM-FP4010.

PM-FPX - Project Management FlexPath

PM-FPX 3000 - Principles of Project Management (1.5)

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-FPX 4010 - Process Groups and Knowledge Areas in Project Management (3)

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: PM-FPX3000.

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Prerequisite: PM-FPX4010.

PM-FPX 4080 - Agile Project Management (3)

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: PM-FPX4010.

PM-FPX 5018 - Project Management Foundations (2)

In this cross-disciplinary course, learners analyze the fundamentals of project management and gain an overview of project management standards and their applicability to managing projects, with an emphasis on management methodologies and frameworks, including those defined by the Project Management Institute (PMI®). Learners have the opportunity to participate in experiential learning by bringing in a workplace project, or they may use the project provided in the course. Learners cultivate effective project management leadership skills, including project politics and ethics and collaboration.

PM-FPX 5332 - Project Management Planning, Execution, and Control (2)

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: PM-FPX5018.

PM-FPX 5333 - Project Budgeting, Procurement, and Quality (2)

Learners investigate project cost, quality, and procurement in business or information technology (IT) project context. Learners analyze 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: PM-FPX5018.

PM-FPX 5334 - Project Risk Assessment and Control (2)

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: PM-FPX5018.

POL-FPX - Political Science FlexPath

POL-FPX 1100 - Introduction to American Government and Politics (3)

Learners examine the foundations of the American Government and the fundamental workings of the political system in the United States. Learners investigate how governmental institutions and policies have impacted individuals and groups historically, how these governmental institutions continue to impact the daily lives of individuals today, and ways in which the political system can be improved to benefit everyone in the United States. Learners also analyze the Constitution, civil liberties, and civil rights.

PSY-FPX - Psychology FlexPath

PSY-FPX 5002 - Foundations of Theory and Practice for Master's Psychology Learners (2.5)

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-FPX 5110 - Ethics and Multicultural Issues in Psychology (2.5)

In this course, learners analyze multicultural perspectives and factors such as ethnicity, socioeconomic status, and gender, and their influences on the ethical behavior of psychology professionals. Learners evaluate and articulate multicultural issues within the context of different settings and practice applying ethical reasoning principles and standards within their profession.

PSY-FPX 5120 - Social Psychology (2.5)

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-FPX 5140 - Program Evaluation (2.5)

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: PSY-FPX7864.

PSY-FPX 5201 - Integrative Project for Master's Degree in Psychology (2.5)

In this course, learners demonstrate knowledge, scholarship, and research proficiency in their chosen psychology specialization. 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. Cannot be fulfilled by transfer.***

Prerequisite: All required and elective coursework.

PSY-FPX 6010 - Human Prenatal Development (2.5)

Learners in this course gain 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. Throughout the course, learners demonstrate their knowledge of the stages of prenatal development (embryonic and fetal). Learners investigate various prenatal illnesses and physical problems while considering the impact of prenatal health disparities. In addition, learners engage with research, theory, and culturally relevant best practices related to promoting healthy newborn and infant development.

PSY-FPX 6015 - Lifespan Development (2.5)

In this course, learners gain and apply knowledge of lifespan development from infancy through adulthood, including human development processes and milestones while considering individual and cultural differences. Learners evaluate theories and approaches for examining human development and analyze human development processes related to their specialization.

PSY-FPX 6020 - Advocacy in Child and Adolescent Development (2.5)

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: PSY-FPX6010; PSY-FPX6025 or PSY-FPX6030.

PSY-FPX 6025 - Child Psychology (2.5)

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-FPX 6030 - Adolescent Psychology (2.5)

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-FPX 6100 - Introduction to Educational Psychology (2.5)

Learners in this course identify and describe the principles of learning, motivation, and assessment necessary to teach educational psychology. Throughout the course, learners examine and explain specific strategies used to enhance pedagogy, curriculum design and adaptation, and learner performance.

PSY-FPX 6110 - Learning Theories in Psychology (2.5)

Learners investigate 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-FPX 6710 - Principles of Industrial/Organizational Psychology (2.5)

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-FPX 6720 - Psychology of Leadership (2.5)

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-FPX 6730 - Consultation Psychology (2.5)

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-FPX 6740 - Industrial/Organizational Psychology Practices in Personnel and Human Resource Management (2.5)

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-FPX 6810 - Principles of Sport Psychology (2.5)

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: PSY-FPX6110.

PSY-FPX 6820 - Performance Enhancement in Sports (2.5)

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: PSY-FPX6810.

PSY-FPX 6830 - Applied Sport Psychology (2.5)

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: PSY-FPX6820.

PSY-FPX 6840 - Current Issues in Sport Psychology (2.5)

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: PSY-FPX6820.

PSY-FPX 7310 - Biological Basis of Behavior (2.5)

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-FPX 7421 - Cognitive/Affective Psychology (2.5)

Learners in this course apply 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 ways in which the integration of cognitive and affect influence an individual's behavior.

PSY-FPX 7610 - Tests and Measurements (2.5)

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.

PSYC-FPX - Psychology FlexPath

PSYC-FPX 1000 - Introduction to Psychology (3)

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-FPX 2200 - Educational Psychology (1.5)

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-FPX 2300 - Introduction to Addiction Theories (1.5)

Learners investigate biological, psychological, and social aspects of addictive behavior and identify causes, prevention, and treatment of addiction. Learners gain an understanding of disease models, relapse prevention, family systems, and behavioral addictions, and assess how to promote motivation for change.

PSYC-FPX 2320 - Introduction to Counseling and Psychotherapy (1.5)

Introduction to Counseling and Psychotherapy. Learners in this course explore a variety of mental health disciplines, settings, and populations. Learners build knowledge of and practice the communication and psychotherapy skills used in professional mental

health areas, such as addictions counseling, marriage and family therapy, mental health counseling, and school counseling. Learners apply knowledge of psychotherapeutic methods and research findings to support interventions in real-world problems in living.

Prerequisite: PSYC-FPX1000.

PSYC-FPX 2700 - Child Development (1.5)

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-FPX 2800 - Introduction to Human Sexuality (1.5)

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-FPX 2900 - Introduction to Psychology of Personality (1.5)

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: PSYC-FPX1000.

PSYC-FPX 3002 - Developing a Psychology Perspective (3)

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 credit for prior learning.

PSYC-FPX 3110 - Abnormal Psychology (3)

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: PSYC-FPX1000.

PSYC-FPX 3120 - Group Dynamics (3)

Learners analyze the theories behind group dynamics by applying the basic concepts and theories about group formation, structure, power dynamics, and leadership to real-life group experiences.

PSYC-FPX 3210 - Human Lifespan Development (3)

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: PSYC-FPX1000, completion of or concurrent registration in PSYC-FPX3540.

PSYC-FPX 3500 - Learning and Cognition (3)

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: PSYC-FPX1000, completion of or concurrent registration in PSYC-FPX3520.

PSYC-FPX 3520 - Introduction to Social Psychology (3)

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: PSYC-FPX1000, completion of or concurrent registration in PSYC-FPX3210.

PSYC-FPX 3540 - Culture, Ethnicity, and Diversity (3)

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: PSYC-FPX1000.

PSYC-FPX 3770 - Psychology of Human Motivation and Performance (3)

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: PSYC-FPX1000.

PSYC-FPX 4100 - History and Modern Systems of Psychology (3)

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: PSYC-FPX3520.

PSYC-FPX 4110 - Positive Psychology (3)

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: PSYC-FPX1000.

PSYC-FPX 4200 - Foundations of Industrial and Organizational Psychology (3)

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: PSYC-FPX1000.

PSYC-FPX 4210 - Cyberpsychology (3)

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-FPX 4300 - Introduction to Addiction Treatment (3)

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: PSYC-FPX2300.

PSYC-FPX 4310 - Biological Psychology (3)

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: BIO-FPX1000, PSYC-FPX3520.

PSYC-FPX 4330 - Psychopharmacology: How Drugs Work (3)

In this course, learners develop an understanding of the scientific study of the medications and drugs that affect the brain. Learners analyze the biological, behavioral, and psychological effects of both medications used to treat mental health disorders and drugs used recreationally. Using research findings, learners evaluate the strengths and weaknesses of these medications and drugs.

PSYC-FPX 4600 - Research Methods in Psychology (3)

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. ***Cannot be fulfilled by credit for prior learning.***

Prerequisite: PSYC-FPX4700.

PSYC-FPX 4700 - Statistics for the Behavioral Sciences (3)

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. ***Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: MAT-FPX2001, PSYC-FPX3520.

PSYC-FPX 4900 - Psychology Capstone Project (3)

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. ***Cannot be fulfilled by transfer or credit for prior learning.***

Prerequisite: PSYC-FPX4600.

RSCH-FPX - Research FlexPath

RSCH-FPX 7860 - Survey of Research Methods

Learners in this course critically evaluate research in order to gain an understanding of the scientific methods of inquiry and the ethical considerations of research. Learners develop and apply skills needed to become educated consumers and creators of research. Learners also use their research design skills to analyze and apply research methodologies, validity, reliability and other components of scientific research related to their field of interest. ***Learners may only earn credit for PSY-FP7860 or RSCH-FPX7860. Cannot be fulfilled by transfer.***

RSCH-FPX 7864 - Quantitative Design and Analysis

In this course, learners investigate the fundamental concepts needed to conduct quantitative research. Learners examine and apply quantitative research techniques; appropriate applications of quantitative research; research design, measurement, and analysis, and their associated interdependencies; variable types and levels of measurement; sampling; descriptive and inferential statistics; and hypothesis testing. Learners define the strengths and limitations of descriptive statistics, analyze the quantitative scales of measurement, review the logic of probability and null hypothesis testing, and leverage technology when applicable. Learners also determine the steps necessary to ensure human subjects protection, and consider methodological adaptations when conducting research with vulnerable and diverse populations. ***Learners may only earn credit for PSY-FP7864 or RSCH-FPX7864. Cannot be fulfilled by transfer.***

RSCH-FPX 7868 - Qualitative Design and Analysis

Learners in this course assess the fundamental concepts needed to conduct qualitative research. Learners practice qualitative research techniques; appropriate applications of qualitative research; the strengths and weaknesses of qualitative research design, sampling, and analysis and their associated interdependencies; and leverage technology when applicable. Learners also determine the steps necessary to ensure human subjects protection, and consider methodological adaptations when conducting research with vulnerable and diverse populations. ***Cannot be fulfilled by transfer.***

SOC-FPX - Sociology FlexPath

SOC-FPX 1150 - How Society Works: Diversity, Collaboration, and Problem Solving (3)

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.

SOC-FPX 2000 - Cultural Diversity (3)

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.

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