



Business

Education

Human Services

Psychology

Technology

Capella
UNIVERSITY
Education. Reborn.®

2004-2005 University Catalog

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Graduate and Undergraduate Programs

School of Business

School of Education

School of Human Services

Harold Abel School of Psychology

School of Technology



Education. Reborn.®

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A Message from the President

Welcome to Capella University



Michael Offerman, EdD
President, Capella University

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

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

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

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

Michael J. Offerman, EdD
President

About Capella University

Mission Statement

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

Educational Philosophy

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

University History

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

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

In 1993, Dr. Harold Abel, an experienced leader in higher education and former president of three universities, joined Mr. Shank to serve as founding president and academic leader of Capella.

Dr. Abel assembled premier faculty, built graduate curricula, and guided the University toward academic accreditation. In 1997, during the presidency of Dr. Bruce Francis, Capella achieved accreditation by The Higher Learning Commission and became a member of the North Central Association.

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

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

As the quality leader in online education, Capella's educational model provides learners with knowledge and the professional skills that correspond to real-world practice. Experienced faculty from throughout the country bring high academic standards and industry-intelligence to each classroom.

Capella's interactive learning experience has helped over 10,000 learners and our alumni achieve educational and professional goals. It is a place where people have been awakened and transformed by knowledge, interaction, and success. Today, Capella is a national leader in defining academic quality in an online environment, and is one of the fastest growing e-learning institutions in the world.

Affirmative Action

Capella University is an affirmative action employer.

Ownership of University

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

Institutional Accreditations

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

General Overview

Academic Program Options

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

Course Formats

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

Capella's Commitment to Learner Success

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

- **Online Orientation.**
- **An outstanding FirstCourse that sets the stage for the rest of the learner's program.**
- **Learner Success Lab.** Taken in conjunction with their FirstCourse, learners receive the information and guidance they need to be successful and connect to the Capella community. Learners self-assess various skills, including writing, computer, and time management. The results of these assessments help learners and Capella determine the most appropriate path for learners to follow to ensure success. The

final outcome of the lab is the approval of a degree completion plan (DCP) in which learners chart their paths to the successful completion of their degrees.

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

Residential Colloquia

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

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

Learner Support Services

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

- **iGuide** – iGuide makes it easy for learners to access Capella's services in one convenient place. It's an individualized, instant interface where learners can register for classes, apply for financial assistance, view an unofficial transcript, and access a variety of other convenient services including the university learner handbook. [iGuide](#) can be found at www.capella.edu.

- **University Services** – If questions concerning registration, courses, access, financial aid, billing, or technical problems are not answered in iGuide, University Services staff are available to assist at **1-888-CAPELLA (227-3552), option 7**, or by emailing [University Services](mailto:UniversityServices@capella.edu) at universityservices@capella.edu.
- **Academic Advisors** – Academic advisors work with learners to orient them to Capella so they feel comfortable in their new learning environment. Advisors guide learners as they create a degree completion plan (DCP) and provide assistance while enrolled at Capella. Academic advisor contact information can be found on iGuide's [Advising and Resources](#) section.
- **Academic Records** – The Office of Academic Records maintains academic records as learners progress through their courses and degree programs at Capella University. Their mission is to provide accurate academic records in a manner that is mindful of integrity and confidentiality. Learners may request official transcripts and view and print their unofficial transcripts any time through the [Records and Transcripts](#) section on iGuide.
- **Alumni Center** – Alumni benefit from networking opportunities, professional employment information and career services, alumni newsletter, alumni grants, discounted courses, selected use of library resources, and the opportunity for free attendance at education industry trade shows where Capella is exhibiting. Further information on the [Alumni Center](#) can be found on iGuide.
- **Bookstore** – Textbooks and software may be purchased through the [bookstore](#), accessible through iGuide.
- **Career Center** – Career Center services are designed to help learners successfully navigate the career planning and development process as they pursue and

General Overview, continued

complete their degrees. Specifically, the Career Center provides career counseling, job search advising, and career advancement support to all learners. The Career Center staff is available via phone and email (CareerCenter@capella.edu) for consultations that help learners with career-related activities such as resume and cover letter development, interview preparation, implementing an effective job search, and career advancement efforts. iGuide Career Center resources are helpful to learners in gathering

occupational information and trends, accessing job postings, and networking with learners and alumni in their field. For more information about resources and services, visit the Career Center on iGuide.

- **Disability Accommodations** – Capella University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973, and similar state laws. Capella University is committed to providing reasonable

accommodations to qualified disabled learners in university programs and activities. Learners can get more information by emailing [Disability Services](mailto:DisabilityServices@capella.edu) at disabilityservices@capella.edu.

- **Enrollment Services** – Enrollment directors guide applicants step-by-step through the admissions and enrollment processes. Call 1-888-CAPELLA (227-3552), option 8 for assistance.
- **Faculty Mentor** – Doctoral learners work with a faculty mentor who assists them in the development and completion of the

Computer Requirements

All Learners	Minimum Requirements	Recommended
Internet Connection	56K Modem	Broadband
Email Capabilities	Email Client Unique email address not shared by others in learner's family or company	MS Outlook or Outlook Express 5+ MB of email storage HTML email capabilities
Software	Word processor	MS Word 97, 98 or 2000 or XP Anti-virus software
Plug-ins (free downloads)	Adobe Acrobat Reader 5 (www.adobe.com) Flash Player 7 (www.macromedia.com) Windows Media Player 8	
Peripherals	Speakers Sound Card Video Card capable of 800x600 pixel resolution	Video Card capable of 1024x768 pixel resolution
PC	Minimum Requirements	Recommended
Processor	500 MHz	2 GHz
RAM	128 MB	256 MB
Operating System	Windows 98, Window ME, Windows 2000	WindowsXP
Browser (only 1 needed)	Microsoft Internet Explorer 5.5 Netscape 6.2 AOL 7.0	Microsoft Internet Explorer 6.0 Netscape 7.0 AOL 8.0
MACINTOSH	Minimum Requirements	Recommended
Processor	G3 500 MHz	G4 Dual 800 MHz
RAM	128 MB	256 MB
Operating System	OS 9.22	OS X
Browser (only 1 needed)	Microsoft Internet Explorer 5.1 (OS 9, OS X 10.1) and 5.2 (OS X 10.2) Netscape 6.2.x	Netscape 7.0 Safari 1.2

- Specific courses or programs may have particular requirements.
- Anti-virus software and firewalls may require adjustment to access certain features.

THE SCHOOL OF TECHNOLOGY REQUIREMENTS

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

comprehensive examination and dissertation. The faculty mentor also advises learners on course selection, success strategies, and professional issues. [Faculty mentor](#) information can be found through iGuide's Advising and Resources section.

- **Financial Aid** – Financial aid counselors help learners explore all options for financing their education. The Capella online financial aid center is the best source of information for federal loans, veteran's benefits, special aid programs, and employer tuition reimbursement. See the [Finances](#) section on iGuide for more information, or call University Services at 1-888-CAPELLA (227-3552), **option 7**, or email [University Services](#) at universityservices@capella.edu.
- **Learner Accounts** – The learner accounts team is responsible for ensuring accurate, timely billing of learner accounts for tuition costs, employer reimbursement, and financial aid disbursements. Address questions about statements or billing activity by calling University Services at 1-888-CAPELLA (227-3552), **option 7**, or by emailing [University Services](#) at universityservices@capella.edu.
- **Learner Ambassadors** – Learner ambassadors are selected Capella learners who have agreed to help other Capella learners succeed at Capella. Learners may learn more about making contact with a [learner ambassador](#) through iGuide.
- **Library** – Capella provides access to the Capella University Library, an online university research library, through a cooperative arrangement with Johns Hopkins University. Services include access to specialized library databases, electronic books, hard copy books, and other library resources. In addition, a research librarian is available to help acquire articles, books, and documents unavailable through other sources. The

[Capella University Library](#) is accessible through iGuide's Advising and Resources section. Learners can get assistance using the library by sending an email to the [Capella librarian](#) at capella@jhpersonallibrarian.org or by calling the librarian at 1-888-375-8221.

- **Technical Support** – Learners experiencing technical issues, computer questions, or problems, may call 1-888-CAPELLA (227-3552), **option 7**, or email [University Services](#) at universityservices@capella.edu.
- **Writing Support** – Writing is the primary form of communication at Capella. To improve and assure effective communication, Capella offers writing courses, online tutoring, and an array of resources and references in the [Writing Support](#) section of the Academic Success Center in iGuide. Writing Support also offers face-to-face writing instruction at colloquia in the form of writing-focused sessions and one-on-one consultations with writing faculty in the Mobile Writing Center.

Admissions Policies

Admissions Requirements

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

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

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

Admissions Components

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

School	eAdmission Application Components	Acknowledgement Agreement	Official Transcript from Previous Institutions	Letters of Recommendation	Understanding of Curriculum Form	Teaching Experience Form	Faculty Interview	International Applicants: Proof of English Equivalency
Business	✓	✓	✓					✓
Technology	✓	✓	✓					✓
Education	✓	✓	✓		✓	Leadership for K-12 Programs 3 years licensed teaching experience required		✓
Human Services	✓	✓	✓	Mental Health Counseling and Marital, Couple and Family Counseling/Therapy specializations only	✓		Mental Health Counseling and Marital, Couple and Family Counseling/Therapy specializations only	✓
Psychology	✓	✓	✓	✓	✓		PsyD applicants for Clinical Psychology and Counseling Psychology; Certificate applicants for Specialist Certificate in School Psychology only	✓

Admission Decisions

Offer of Admission

Once all materials have been received, a final application decision is made and applicants are offered full admission, pending admission, or are denied admission; applicants receive notification via email.

Full Admission

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

Pending Admission

Applicants who have not submitted all required admission materials may be granted pending admission. In order for pending admission to be granted, however, there must be some evidence that the academic requirements have been met. For example, pending admission may be granted

on the strength of a learner's copy of a transcript or a letter from an institutional registrar indicating that a degree has been earned. Learners admitted in this category have 60 days from their program start date to submit all required documentation and are allowed to register for their second quarter only upon completion of their application. Failure to complete the application will result in the learner being disenrolled from the University.

Denial of Admission

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

International Learners

International applicants must have attended an internationally recognized

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

International applicants residing outside the United States, Canada, Guam, Puerto Rico, or the Virgin Islands are not eligible for acceptance into programs requiring supervised clinical internships or practica within the Schools of Human Services and Psychology.

Readiness Assessment

Instead of using assessments prior to admission (such as standardized tests), Capella University requires that all learners

Admissions Policies, continued

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

Equal Opportunity and Nondiscrimination

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

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

Credit for Prior Learning

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

that learning and be awarded appropriate credit toward the completion of their degree program.

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

Nationally Recognized Examination Programs

1. Advanced Placement (AP) Exams:

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

2. International Baccalaureate (IB)

Exams: Learners who have earned an IB diploma with composite scores of thirty (30) or higher will be awarded twelve (12) quarter credits for each higher level exam, and three (3) quarter credit hours for each standard level exam. Learners who participated in an IB program but did not receive an IB diploma, or received a composite score lower than thirty (30), will be awarded twelve (12) quarter credits for each higher level exam on which they scored five (5) or higher. When applicable, these credits will be counted toward the completion of general education requirements.

3. College-Level Examination Program (CLEP) Exams:

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

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

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

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

ACE Recommended Credits

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

Petition for Credit

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

Petition for Credit for Undergraduates

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

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

1. The combination of transferred credits and petitioned credits cannot exceed thirty (30) lower-division credits and

forty-eight (48) upper-division credits in total.

2. Learners must prepare a separate petition document for each course they are petitioning for credit.
3. The petition for credit processing fee per course of \$300 is non-refundable.

Petition for Credit for Graduate Studies

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

1. The combination of transferred credits and petitioned credits cannot exceed five (5) courses, 20 credits in total.
2. Learners must prepare a separate petition document for each course they are petitioning for credit.
3. The petition for credit processing fee per course of \$300 is non-refundable.

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

For details regarding the petition process, contact the Office of Enrollment Services by calling 1-888-CAPELLA (227-3552), **option 8**, or see additional [petition for credit](#) information on iGuide.

Transfer of Credit

Credit Earned at Other Institutions

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

(COPA)/Commission on Recognition of Postsecondary Accreditation (CORPA).

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

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

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

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

Maximum Transfer Credits

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

Undergraduate Credit

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

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

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

Graduate Credit

Schools of Business, Education, Human Services, and Technology

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

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

Harold Abel School of Psychology

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

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

Appeal of Transfer Credit Evaluation

Learners have the right to appeal their transfer credit evaluation to the manager of the Office of Admissions. If not resolved, the incident will be forwarded to the director of admissions for consideration.

Admissions Policies, continued

All decisions rendered by the director of admissions are final.

Credits Not Eligible for Transfer

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

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

Courses taken at other institutions will not be accepted for transfer credit to Capella certificate programs, except for the School of Education's Leadership for K-12 Programs Post-Master's Certificate program.

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

Truth in Information

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

Academic and Other University Policies

Academic Calendar

ACADEMIC DEADLINES	SUMMER QUARTER 2004			FALL QUARTER 2004			WINTER QUARTER 2005			SPRING QUARTER 2005		
	July	August	September	October	November	December	January	February	March	April	May	June
Course Registration Starts (1 AM CST)	4/8/04	4/8/04	4/8/04	7/8/04	7/8/04	7/8/04	10/7/04	10/7/04	10/7/04	1/6/05	1/6/05	1/6/05
Quarter and Monthly Start Courses Begin (8 AM CST)	7/5/04	8/2/04	9/6/04	10/4/04	11/1/04	12/1/04	1/3/05	2/7/05	3/7/05	4/4/05	5/2/05	6/6/05
Quarter and Monthly Start Course Registration Ends (11:59 PM CST)	7/7/04	8/4/04	9/8/04	10/6/04	11/10/04	12/8/04	1/5/05	2/9/05	3/9/05	4/6/05	5/4/05	6/8/05
Last Day to Drop Course Without "W"	7/16/04	8/13/04	9/17/04	10/15/04	11/12/04	12/17/04	1/14/05	2/18/05	3/18/05	4/15/05	5/13/05	6/17/05
Mid-Quarter Courses Begin		8/16/04			11/15/04			2/14/05			5/16/05	
Mid-Quarter Course Registration Ends		8/18/04			11/17/04			2/16/05			5/18/05	
Last Date to Drop Mid-Quarter Course Without "W"		8/27/04			11/26/04			2/25/05			5/27/05	
Last Date to Drop a Course	60th calendar day for 12-week courses; 30th calendar day for 6-week courses.											

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

Last Day to Drop Quarter and Monthly Start Course with 100% Refund (by 11:59 PM CST)	7/9/04	8/6/04	9/10/04	10/8/04	11/5/04	12/10/04	1/7/05	2/11/05	3/11/05	4/8/05	5/6/05	6/10/05
Last Day to Drop Quarter and Monthly Start Course with 80% Refund (by 11:59 PM CST)	7/16/04	8/13/04	9/17/04	10/15/04	11/12/04	12/17/04	1/14/05	2/18/05	3/18/05	4/15/05	5/13/05	6/17/05
Last Day to Drop Quarter and Monthly Start Course with 60% Refund (by 11:59 PM CST)	7/23/04	8/20/04	9/24/04	10/22/04	11/19/04	12/24/04	1/21/05	2/25/05	3/25/05	4/22/05	5/20/05	6/24/05
Last Day to Drop Mid-Quarter Course with 100% Refund		8/20/04			11/19/04			2/18/05			5/20/05	
Last Day to Drop Mid-Quarter Course with 80% Refund		8/27/04			11/26/04			2/25/05			5/27/05	
Last Day to Drop Mid-Quarter Course with 60% Refund		9/3/04			12/3/04			3/4/05			6/3/05	

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

Academic and Other University Policies, continued

Academic Freedom

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

Academic Honesty

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

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

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

Academic Records (Privacy and Record Retention)

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

Definition of an Academic Record

An academic record is defined as a record, electronic or otherwise, that is directly related to a learner and is maintained by Capella University or a party acting for the University, except for the following:

- a) Those portions of a record that contain information regarding other learners;
- b) Medical and psychological records that are maintained only in connection with provision of treatment to the learners;
- c) Records that contain information related to persons after said persons are no longer learners at the University;
- d) Employment records of persons used only for purposes related to employment, unless said persons are employed at the University because of their status as learners;
- e) Records created by and kept in sole possession of an individual staff or faculty member that are not accessible to any other individual except a temporary, designated substitute for the staff or faculty member who created the records.

Right to Inspect and Review

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

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

- a) Financial information submitted by the learners' parents;
- b) Confidential letters and recommendations for which learners have waived their right of access.

Right to Request Amendment

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

deny the request for an amendment of the learners' academic records.

Disclosure of Personally Identifiable Information

The University shall obtain the learners' written consent before disclosing personally identifiable information from learners' academic records except for:

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

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

Capella University defines directory information as the following:

- Learner name
- State or country of residence
- Email address
- Field of study
- Degrees received
- Dates of attendance

Learners may restrict the disclosure of directory information by calling University Services at 1-888-CAPELLA (227-3552), option 7. Capella University annually advises learners of this option, and its repercussions, as part of its annual FERPA notification.

External Requests

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

Retention of Academic Records

Academic records may not be destroyed or otherwise disposed of without authorization from the University's approved records retention schedule under the supervision of the registrar. The retention schedule provides authorized retention periods for the records they describe and grants authorization to dispose of academic records upon the expiration of the applicable retention period.

Complaints Regarding FERPA

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

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

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

Consensual Relationships

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

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

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

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

Contact Information for Learners

Learners are responsible for keeping their [contact information](#) accurate and up-to-date. Learners' information may be updated at any time on iGuide or via University Services. The primary form of official communication from Capella University is through email. Learners are required to maintain active email addresses with Capella to ensure receipt of important communications.

Course Drop

A learner may [drop a course](#) during the first twelve (12) calendar days of the course without academic penalty. A course drop during this time does not appear on the

Academic and Other University Policies, continued

learner's transcript and does not affect grade point average.

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

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

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

- The learner will receive a grade of "W" for the course.
- The grade of "W" will appear on the learner's transcript.
- The grade of "W" does not affect grade point average, but course credits will be included in attempted credits when monitoring satisfactory academic progress (see Capella's SAP policy).

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

Course Formats

Online Courses

Capella University is committed to offering high-quality academic programs. Essential to high quality is the necessity of fostering an interactive teaching and learning environment. High quality online courses are constructed around an interactive model of communication in which faculty and learners actively contribute to one another's learning through critical dialogue, integrative learning, collaborative learning, and regular faculty feedback regarding learners' knowledge acquisition, skill building, and attainment of the intended

course outcomes. Successful participation in an online course requires active, not passive, participation by learners.

Directed Study Courses

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

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

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

Course Load

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

Description of Credit Awarded

Capella University operates on the quarter system so all courses, including transfer courses, are awarded credit based on quarter equivalency. Learners are awarded credit for successful completion of courses at Capella and by transferring course work from some accredited institutions and programs. Transfer credit is assessed from an official transcript from the transfer institution; if the transfer institution operates on a semester system, the credits will be converted by the University to quarter credits. There are a maximum number of credits that will be accepted in transfer by the University; this number varies by school and degree. Transfer courses assessed

to fill requirements must meet the criteria established by the provost. See [Transfer of Credit](#) section for more information.

Continuing Education Credits

Capella University is approved by the American Psychological Association to offer continuing education for psychologists. Capella University maintains responsibility for the programs. Courses that provide this education are offered by The Harold Abel School of Psychology and are awarded CE credits rather than quarter credit. The number of CE credits awarded is indicated with the course descriptions and will not appear on a learner's academic transcripts. A certificate of completion is available from the school.

Disability Accommodations

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

Documentation of the disability is required from an appropriate professional and learners must make a written request for accommodations. The University's ADA coordinator will review this information, seek additional information through interactive discussion with the learner and if necessary, evaluate available and reasonable accommodations, and notify faculty of needed accommodations. Learners who have a disability and would like to request reasonable academic accommodations, should go to iGuide's Policies and Procedures for [Learners with Disabilities](#) section for more information.

Discrimination, Harassment and Assault

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

Discrimination – Discrimination is the segregation or separation of individuals based on race, gender, age, ethnicity, religion, national origin, disability, sexual orientation, marital status, status with regard to public assistance, or any other characteristic protected under applicable

federal, state, or local law. Discriminatory practices include any instances of differential treatment or behavior that interferes with learners' full participation in this university community.

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

Sexual Harassment – Sexual harassment is a form of unlawful discrimination and is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that unreasonably interferes with learners' academic performance.

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

Dissertation Publishing

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

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

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

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

- Make copies and distribute the dissertations as part of Capella University's normal dissertation review process;

Dismissal from the University

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

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

Academic and Other University Policies, continued

- Place a copy of the dissertations on Capella University's Web site or archived Proquest/UMI;
- Make any other use with respect to the dissertations that is required by law, regulation, or accreditors;
- Subject to the learner's advance approval, which shall not be unreasonably withheld or delayed, Capella University shall have the right to publish dissertations.

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

Drug and Alcohol Policy

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

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

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

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

Grading

Grades are awarded for all courses taken at Capella University. Letter grades are the default grading option for most courses. Learners registered for courses offered by the Schools of Business and Education may request the Satisfactory/Not Satisfactory grading option within 12 (twelve) calendar days from the course start as an alternative to the letter grading scale. Grading scales for each course are predetermined by the school's administration. The Schools of Psychology and Technology do not use Satisfactory/ Not Satisfactory grades except in Learner Success Labs.

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

- **A grade of "A"** is awarded for course work that exceeds the instructor's expectations as defined in the course syllabus or course guide. A grade of "A" earns four (4) quality points toward the learner's GPA.
- **A grade of "B"** is awarded for course work that meets the instructor's expectations as defined in the course syllabus or course guide. A grade of "B" earns three (3) quality points toward the learner's GPA.
- **A grade of "C"** is awarded for course work that minimally meets the instructor's expectations as defined in the course syllabus or course guide. A grade of "C" earns two (2) quality points toward the learner's GPA.
- **A grade of "D"** is awarded for undergraduate course work which marginally meets the instructor's expectations as defined in the course

syllabus. A grade of "D" earns one (1) quality point toward the learner's GPA. The grade of "D" is for undergraduate level courses only and may not be awarded for graduate level course work.

- **A grade of "I" (Incomplete)** may be granted by the instructor. Final work must be completed by the end of the following quarter or earlier, if so directed by the instructor. A grade of "I" is not awarded quality points and is not included in a learner's GPA. Incompletes are included as attempted credits but not as earned credits. When a learner completes the final paper/project prior to the stated deadline, the grade will be changed to the appropriate letter grade ("A", "B", etc.) and will earn the corresponding quality points. If the final paper/project is not completed prior to the stated deadline, a learner will be awarded a final grade of "F."
- **A grade of "F"** is awarded for course work that does not meet the instructor's expectations as described in the course syllabus or course guide. It is also used for learners who had been assigned an "I" but did not meet all of the course requirements by the stated deadline. A grade of "F" earns zero (0) quality points and affects the learner's GPA. It counts toward attempted credits but not earned credits.
- **A grade of "S" (Satisfactory)** is awarded for course work that meets the instructor's expectations as defined in the course syllabus or course guide for those courses in which the learner has received approval to be graded on the S/NS scale. The "S" grade is equivalent to a letter grade of "B" or better. It does not earn quality points and is not included in the learner's GPA. It counts toward attempted and earned credits.

- A grade of “IS” (Incomplete – S/NS Scale) may be granted by the instructor if the learner has received approval to be graded on the S/NS scale. Final work must be completed by the end of the following quarter or earlier, if so directed by the instructor. A grade of “IS” does not earn quality points and is not included in the learner’s GPA. It counts toward attempted credits but not earned credits. If the learner completes the final paper/project by the stated deadline the grade will be changed to an “S.” If the final paper/project is not completed by the stated deadline, the learner will receive final a grade of “NS.”
- A grade of “NS” (Not Satisfactory) is awarded for course work that does not meet the instructor’s expectations as defined in the syllabus or course guide for those courses in which the learner has received approval to be graded on the S/NS scale. It is also used for learners who had been assigned an “IS” but did not meet all of the course requirements by the stated deadline. A grade of “IS” does not earn quality points and is not included in the learner’s GPA. It counts toward attempted credits but not earned credits.
- A grade of “IP” (In Progress) is awarded for doctoral comprehensive examination, dissertation, and select internship and practicum courses when learners require additional quarters in which to complete all components of the course. A grade of “IP” does not earn quality points and is not included in the learner’s GPA. “IP” grades do not count toward attempted credits or earned credits. When learners complete all course components, the grade will be changed to either “S” or “NS” or the appropriate letter grade.
- A grade of “NG” (No Grade) is assigned to doctoral comprehensive examination, dissertation, and select internship and practicum courses for all

continuing course registrations (subsequent to the initial registration). A grade of “NG” does not earn quality points and is not included in the learner’s GPA. It does not count toward attempted or earned credits and does not affect the total credits on the transcript.

- A grade of “W” (Withdrawal) is awarded when a learner drops a course prior to the final date at which learners may drop courses without academic consequences as defined in the [Course Drop](#) policy.
- A grade of “HM” (Military Hold) is awarded when a learner is called to active military duty and serves as a placeholder for the learner until he/she returns to the course. A grade of “HM” is not awarded quality points and is not included in the learner’s GPA. It does not count toward attempted or earned credits.
- A grade of “PC” (Petition for Credit) is awarded when a learner successfully petitions a school for credit for previous work experience. A grade of “PC” does not earn quality points and is not included in the learner’s GPA. It does not

count toward attempted or earned credits and only affects the total credits on the transcript.

- A grade of “T” (Transfer) is awarded for courses that are taken at another institution and are accepted for credit at Capella. A grade of “T” does not earn quality points and is not included in the learner’s GPA. It does not count toward attempted or earned credits and only affects the total credits on the transcript.
- A grade of “VR” (Verified Residency) is awarded for residency courses for which learners have met attendance and all other residency requirements. A grade of “VR” does not earn quality points and is not included in the learner’s GPA. A grade of “VR” does not count toward attempted or earned credits.

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

Grade Value Summary

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

Academic and Other University Policies, continued

Grades in Repeated Courses

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

When a course is repeated, the grade used for the credit and GPA calculations will be the higher of the two grades earned. Both enrollments in the course will appear on the transcript and both will be used to evaluate the learner's completion percentage for evaluation of satisfactory academic progress. For a course to be considered a repeat of a previous course, the learner must complete the identical course as defined by the title and course number. If a course title or number is changed, the new course designated by the school as the original course's equivalent will be considered an identical course for purposes of this policy. If a course is discontinued, it will no longer be possible to repeat the course. The school may approve course substitutions to be used in lieu of repeating a course to fulfill graduation requirements for the content area, but the credit and GPA computations for both courses will be included in the cumulative statistics.

Grade Appeal

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

Learners at Capella University may appeal a grade, no later than 60 days of receipt of the grade, which the learner believes is in error as a result of instructor capriciousness.

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

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

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

Graduation and Commencement Requirements

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

Undergraduate Honors

Capella University seeks to recognize the superior accomplishments of its learners. Learners at the bachelor's level are eligible

to graduate with honors based on attaining the following grade point averages:

Graduation with Honor:
Cum Laude: 3.500-3.749

Graduation with High Honor:
Magna Cum Laude: 3.750-3.849

Graduation with Highest Honor:
Summa Cum Laude: 3.850 or better

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

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

Application to Graduate

Undergraduate or master's learners enrolled in their final term's courses or doctoral learners approved to register for Dissertation Research IV are eligible to apply for graduation. The [application for graduation](#) is completed online via iGuide. A graduation audit is completed at the time learners apply to graduate. If a learner has completed all academic requirements for graduation, the degree will be conferred. If learners are currently enrolled in the final term of courses necessary to complete their academic requirements, the Office of Academic Records will certify the learners for graduation and give them the opportunity to apply to participate in the next commencement ceremony prior to the actual conferral of the degree. Learners graduate at the time their degree is conferred, and this conferral date appears on their transcripts. *Note: Capella reserves the right to withhold the official transcript of learners who are not in good financial standing with the institution.*

Application to Receive Certificate

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

Commencement

Commencement is the ceremony that celebrates the awarding of the degree. Participation in the commencement ceremony is optional. All degree recipients who have graduated since the last commencement ceremony and learners who are currently certified for graduation are eligible to participate. Learners who plan to participate must complete the [commencement application](#) and order academic regalia to wear during the ceremony.

Intellectual Property

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

- Learners will generally continue to own all of their intellectual property from their course work. This includes, for example, copyrights of written work and patents for inventions. There may, however, be exceptions to this general principle that will be addressed on a case-by-case basis (e.g., when learners are working on faculty sponsored research where participation is contingent upon the learners assigning certain of their intellectual property rights and/or maintaining certain information as a trade secret of Capella University or of the faculty member). Further, as is set forth in the [Dissertation Publishing](#)

section learners must grant Capella University limited rights to dissertations.

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

Learner Code of Conduct

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

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

Illegal Activities

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

Theft

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

Disrespect

Learners may not harass, threaten, or embarrass others. Learners may not post, transmit, promote, or distribute content that is racially, religiously or ethnically offensive, or that is harmful, abusive, vulgar, sexually explicit, or otherwise potentially offensive. Learners must refrain from behavior that may be perceived as inappropriate, offensive, and unfair and must treat all other university learners, faculty, staff, and administrators as colleagues who deserve respect and dignity.

Interfering with University Activities

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

Academic and Other University Policies, continued

offensive, or irrelevant course postings are prohibited.

Dishonesty

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

Learner Grievance

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

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

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

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

For Arizona Learners

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

For Arkansas Learners

If a complaint cannot be resolved after exhausting the institution's learner grievance procedure, the learner may file a complaint with the Arkansas Higher

Education Coordinating Board, 114 E. Capitol, Little Rock, AR, 72201-3918; (501) 371-2065.

For Georgia Learners

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

For Wisconsin Learners

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

Leave of Absence

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

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

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

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

Limitations of Registrations with a Single Faculty Member

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

Multiple Degree Program Enrollments

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

Professional Licensure and Certification

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

and to comply with licensing and certification laws and regulations. Additional information on [professional licensure and certification](#) can be found on iGuide.

Research at Capella University

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

The University's Institutional Review Board (IRB) is charged with the responsibility to assess all research proposals involving potential harm to human participants related to psychological, social, or physical risks greater than those normally encountered. To that end, it delegates to each school the authority and responsibility to conduct the first review to determine whether the application involves potential harm or not. The IRB process is intended to safeguard the welfare of the participants without causing undue obstruction to the research. In addition, the University's IRB reviews all requests to use Capella's learners, faculty, or staff as participants in proposed research studies.

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

Residential Colloquia

Residential Colloquia

Capella University requires academic residency experiences called [residential colloquia](#) for all non-clinical doctoral

programs, clinically-focused master's programs, and some post-master's certificate programs. Taken by most doctoral and clinically-focused master's learners, the residential colloquia are outcomes-based, sequenced, and aligned with the developmental needs of the learners. The colloquia foster community building and provide knowledge and skill development that will support success in learners' programs.

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

In general, colloquia should be coordinated with the learner's length of time in the program and (for doctoral learners) credit completion. Learners are responsible for managing their schedules and obligations so they can participate in a timely and appropriate manner.

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

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

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

Track III (the final colloquium) is taken by doctoral learners prior to completing 96 credits (95 for HASOP learners) of course work. HASOP master's learners should complete this colloquium prior to supervised field training (practicum) or the final integrative project. Since the final 24 credits (25 in the Harold Abel School of Psychology) earned in the doctoral program are tied to the completion of the comprehensive examination and dissertation, Track III prepares learners for their comprehensive examination questions and for completing the dissertation.

Psychology Year-in-Residence

Doctoral learners in Clinical and Counseling Psychology, master's learners in School Psychology, and learners working toward the Specialist Certificate in School Psychology take the year-in-residence rather than residential colloquia.

As part of an increasingly interpersonal and face-to-face training experience, PsyD learners in the Harold Abel School of Psychology, as well as master's and specialist certificate learners in School Psychology, typically take the year-in-residence during their second year of enrollment. The details

Academic and Other University Policies, continued

of this requirement are outlined in the Harold Abel School of Psychology section on [residencies](#).

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

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

Satisfactory Academic Progress

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

Undergraduate Programs

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

Graduate Programs

Graduate learners are required to maintain a cumulative grade point average of 3.0 or better and complete a minimum of one (1) out of every two (2) total attempted credits (50% of cumulative attempted credits). Additionally, graduate learners will not be eligible for federal financial aid for any courses that exceed 200% of the graduate program requirements as described in their catalog.

Academic progress is measured four times each academic year. Learners must meet minimum requirements of both cumulative GPA and total attempted credits in order to maintain satisfactory academic progress. A learner's initial academic progress is evaluated after the first two full quarters of attendance. Grades such as W, I, NS, and NC are included in the course completion rate but do not impact the learner's GPA. Repeated courses are counted as attempted credits; only the higher grade will factor into the GPA.

Learners who do not meet satisfactory academic progress requirements will be placed on academic probation. There are five (5) stages of probation, each accumulating additional restrictions (*see chart*).

Although a learner may be removed from academic probation during any standard review period, a learner progresses to the next stage of academic probation only after academic activity. The learner's current probation stage remains on record until there is academic activity for evaluation. When evaluation during one of the standard review periods shows that a learner on academic probation meets the satisfactory academic progress requirements all restrictions are removed and financial aid will be reinstated, if applicable.

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

Five Stages of Academic Probation

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

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

Learners who are disenrolled for reaching stage 5 of academic probation are not permitted to register for courses at Capella for one full year. These learners are eligible to reapply for admission following the full year away. Upon re-admission and following initial evaluation, a learner will be reinstated at the first stage of probation. Procedures and additional information regarding [satisfactory academic progress](#) can be found on iGuide.

Maximum Time to Completion

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

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

* Learners enrolled in the Master of Science in Human Services with a specialization in Marital, Couple, and Family Counseling/Therapy or with a specialization in Mental Health Counseling have a maximum of 6 years (24 quarters) to complete their degree.

Transferability of Capella Credits

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

Financial Aid

Capella University offers assistance to learners who would like to secure educational funding to help finance their academic program. Learners can find out more about financial aid by calling 1-888-CAPELLA (227-3552), option 7, or on iGuide under [Finances](#).

Satisfactory Academic Progress Policy for Financial Aid

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

Scholarships

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

Veterans' Educational Benefits

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

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

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

Master's learners must complete a minimum of eight (8) quarter credits (two four-credit courses) in that quarter.

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

Doctoral learners must complete a minimum of eight (8) quarter credits (two four-credit courses) in that quarter to qualify for full-time benefits. The date of course completion is determined by the last day of the quarter. Doctoral learners enrolled in the Harold Abel School of Psychology must complete a minimum of ten (10) quarter credits in that quarter to qualify for full-time benefits.

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

In order to receive veterans' education benefits, all post-high school transcripts must be submitted to the Admissions Office prior to enrollment. Learners who fail to satisfy the requirements for veterans' educational benefits are personally responsible for tuition

payments. Additional information for veterans can be found on the Capella University Web site visitor section under the U.S. Armed Forces tab.

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

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

Tuition and Fees

Tuition and Fees

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

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

* Learners are responsible for food, travel, and lodging for all residential colloquia and year-in-residence sessions.

Tuition and Fees, continued

Tuition

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

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

PhD Tuition

For doctoral learners in the Schools of Business, Human Services, and Education, tuition is charged quarterly on a flat rate, not on a per course basis. New doctoral learners who enter the program after the beginning of a quarter pay 100% tuition for that quarter and receive a prorated tuition charge for the following quarter if registered for a course. Doctoral learners may choose a yearly prepayment option. Learners who want more information on yearly prepayment should contact University Services at 1-888-CAPELLA (227-3552), **option 7**. Payment is due prior to the start of the quarter or course for mid-quarter starts. American Express, Discover, MasterCard, Visa, wire transfer, and paper checks will be charged for the three-month period in which the course applies. For information related to financial aid, please refer to the Financial Aid section.

Harold Abel School of Psychology PhD and PsyD Tuition

Psychology PhD and PsyD learners pay tuition on a course-by-course basis. *Note: Harold Abel School of Psychology learners should check iGuide for the most current internship course prices.*

Tuition for Continuation Courses

Learners who require additional quarter(s) to complete all required components of comprehensive examination and dissertation courses, practicum courses,

and internship courses should enroll in continuation courses (sometimes called "dash C" courses). Learners in continuation courses do not earn additional credit. To maintain active learner status, learners must register and pay for continuation courses based on their school's regular registration, tuition, and payment schedules.

Reduced Tuition for Advanced Doctoral Learners

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

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

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

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

Employer Reimbursement

Learners receiving tuition assistance from their employers must arrange for payment

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

Special Business Office Hold

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

Tuition Refunds

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

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

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

Refund Schedule

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

Withdrawal or Drop Date From the Class Start Date	Tuition Refund
5 calendar days	100%
12 calendar days	80%
19 calendar days	60%
Remainder of the term	No refund

Georgia Residents Refund Policy

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

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

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

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

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

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

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

Wisconsin Residents Refund Policy

Regulations in the State of Wisconsin require Capella University to apply a separate refund policy to Wisconsin learners. Refund credits will be processed in two steps. Each may be reflected on separate days and/or separate monthly statements. Capella's refund will be recorded first, and Wisconsin's refund (if applicable) will be recorded as a second line item. All refunds will be applied within forty (40) days of the withdrawal date. The policy is as follows:

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

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

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

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

Learners must notify the institution by phone (888-227-3552, option 7) or in writing of their intention to withdraw from courses. The effective date of the withdrawals will be the date notifications are received by the institution. All or a portion of refunds will be used to pay grants, loans, scholarships, or other financial aid in conformity with federal and state law.

Refund Procedure for Financial Aid Recipients

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

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

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans

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

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

Tuition and Fees, continued

Fees

Application Fees

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

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

Official Transcript Fee

Learners in good standing may request up to 25 (twenty-five) copies of an [official transcript](#) at no charge. A \$25 fee will be assessed for each subsequent request.

Requests can be made via iGuide or learners may contact University Services at **1-888-CAPELLA (227-3552), option 7**. Capella University reserves the right to withhold the official transcripts of learners who are not in good financial standing with the institution.

Residential Colloquium Fee

This fee is paid for each colloquium attended by the learners. Learners are responsible for their food, travel, and lodging expenses for all colloquia.

Petition for Credit Fee

The Petition Process requires learners seeking credit for prior learning to pay a \$300 evaluation fee for each petition. See the Credit for Prior Learning policy in this catalog for details and restrictions.

Graduation Fee

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

School of Business



Shelley R. Robbins, PhD
Executive Director

From the Executive Director

Welcome to the School of Business. We prepare you to reach your professional goals by delivering high quality, current, and relevant business education. The competitive environment for business is continually and rapidly changing, and so are the skills necessary for you to be successful in your career. Our degree programs, curriculum, and courses are designed to enable you to upgrade your skills and build your resume in business. We can help you have an immediate impact on your work, no matter where you are in your professional career.

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

Our bachelor's degree program is designed for working adult learners and not only enables you to complete your degree, but also enables you to gain relevant and current skills in a wide variety of business fields. Our MBA degree is a high-impact curriculum that focuses both on the development of leadership skills and business skills. The master's in Organization and Management, with specializations in IT Management, Leadership, and Human Resource Management, is designed to provide our learners with deep knowledge in these subject areas and strong professional preparation in their fields. The PhD program is designed to enable scholar-practitioners to teach, lead, and conduct research in organization and management.

The School of Business faculty are scholar-practitioners who have both academic and business experience. With deep knowledge and passion for their subject areas; an ability to link theory, research, and practice; and experience working with business professionals, Capella faculty will support you in achieving your personal goals and transforming your lives and your careers. We aim to create a rewarding and intimate learning experience with measurable results, immediate impact, and increased professional value for our learners.

Shelley R. Robbins, PhD
Executive Director

About the School of Business

Mission Statement

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

Degree Programs

Doctor of Philosophy (PhD)

The Organization and Management PhD program prepares informed scholar-practitioners to lead and manage in the fast-paced, competitive, global enterprise system. Learners may pursue specializations in Human Resource Management, Information Technology Management, or Leadership. Mid-level and executive managers and leaders learn to investigate existing practices, research new management and leadership techniques, and create the conditions for informed action.

Master of Science (MS)

The Master of Science in Organization and Management program is intended for working adults who wish to develop deep subject matter knowledge in specific areas of organizational practice. Learners may pursue a specialization in Human Resource Management, Information Technology Management, or Leadership. This highly relevant and contemporary graduate program challenges and prepares learners to become effective professionals at middle and upper levels of organizational management in a variety of industries. The goal of the program is to develop graduates who can utilize appropriate theory to make responsible and effective business decisions and foster inclusive work environments.

Master of Business Administration (MBA)

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

Bachelor of Science (BS)

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

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

General Education in the Bachelor of Science Degree

The philosophy supporting Capella University's general education program flows directly from the institution's mission, educational philosophy, and learning

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

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

- 1. Communication:** Capella learners will develop the communication skills necessary to effectively use the English language to communicate both verbally and in written form. In addition, they will learn to read, write, speak, and listen critically.
- 2. Critical Thinking:** Capella learners will 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 will be reinforced throughout the program.

3. Ethical and Social Responsibility:

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

4. Fine Arts and Humanities:

Capella learners will 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 will develop the ability to form their own aesthetic judgments.

5. Mathematical and Logical Reasoning:

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

6. Natural Science:

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

7. Social Science:

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

Certificates

The School of Business certificate program provides business professionals with the opportunity to pursue new knowledge and skills through completion of a concentrated graduate-level program of study in Organization and Management. Learners may pursue certificates in Human Resource Management, Information Technology Management, or Leadership.

Professional/National Affiliations or Accreditations

Capella University is a chapter member of **Sigma Beta Delta**, a business honorary society. Membership is open to learners in undergraduate and graduate business programs who meet stated requirements for academic achievement.

Specializations offered in the School of Business

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

School of Business Degree Programs

Doctor of Philosophy (PhD) in Organization and Management Specializations

Human Resource Management

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

Residency Requirement(s):

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

Twenty-two Required

Courses + Lab 88 quarter credits

Core courses:

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

Specialization courses:

Choose five from the following courses:

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

OM8206	Human Capital Management, Acquisition, Development, and Retention
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Upon completion of all required course work:

OM9994 *	Doctoral Comprehensive Examination I
OM9995 *	Doctoral Comprehensive Examination II
OM9996 *	Dissertation Research I
OM9997 *	Dissertation Research II
OM9998 *	Dissertation Research III
OM9999 *	Dissertation Research IV

Eight Elective Courses 32 quarter credits

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

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

Total 120 quarter credits

Information Technology Management

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

Residency Requirement(s):

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

Twenty-two Required

Courses + Lab 88 quarter credits

Core courses:

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

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

Specialization courses:

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

Upon completion of all required course work:

OM9994 *	Doctoral Comprehensive Examination I
OM9995 *	Doctoral Comprehensive Examination II
OM9996 *	Dissertation Research I
OM9997 *	Dissertation Research II
OM9998 *	Dissertation Research III
OM9999 *	Dissertation Research IV

Eight Elective Courses 32 quarter credits

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

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

Total 120 quarter credits

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

PhD Specializations, continued

Leadership

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

Residency Requirement(s):

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

Twenty-two Required

Courses + Lab

88 quarter credits

Core courses:

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

Specialization courses:

Choose five from the following courses:

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

Upon completion of all required course work:

OM9994 * Doctoral Comprehensive Examination I

OM9995 * Doctoral Comprehensive Examination II

OM9996 * Dissertation Research I

OM9997 * Dissertation Research II

OM9998 * Dissertation Research III

OM9999 * Dissertation Research IV

Eight Elective Courses **32 quarter credits**

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

OM7120 Diversity and Culture in the Workplace

OM7125 Systems, Change, and Transformative Practice

OM7130 Conflict Management and Negotiation

Total 120 quarter credits

General

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

General management electives are offered in areas such as finance, marketing, and operations to provide a context for further study and research beyond the areas of HR management, IT management, and leadership. Completing the PhD with a specialization in General Organization and Management will prepare learners to lead, consult, or teach in the field of management from an informed, strategic viewpoint, creating practical solutions to real-world problems.

Residency Requirement(s):

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

Seventeen Required

Courses + Lab

68 quarter credits

OM8004 Managing and Organizing People

OM8005 Doctoral Learner Success Lab (non-credit)

OM8010 Principles of Organization Theory and Practice

OM8012 Strategy

OM7020 Marketing Strategy and Practice

OM7040 Accounting and Financial Management

OM7050 Ethics and Social Responsibility **OR**

OM7060 Strategic Information Technology Management

OM7080 Statistical Research Techniques

OM8021 * Management Theory Creation

OM8022 * Survey of Applied Research Methods

OM8025 * Advanced Qualitative Research **OR**

OM8026 * Applied Multivariate Modeling

OM8910 * Teaching Practice Seminar **OR**

OM8920 * Leadership Practice Seminar **OR**

OM8930 * Consulting Practice Seminar

Upon completion of all required course work:

OM9994 * Doctoral Comprehensive Examination I

OM9995 * Doctoral Comprehensive Examination II

OM9996 * Dissertation Research I

OM9997 * Dissertation Research II

OM9998 * Dissertation Research III

OM9999 * Dissertation Research IV

Thirteen Elective Courses **52 quarter credits**

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

OM7120 Diversity and Culture in the Workplace

OM7125 Systems, Change, and Transformative Practice

OM7130 Conflict Management and Negotiation

Total 120 quarter credits

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

School of Business Degree Programs, continued

Master of Science (MS) in Organization and Management Specializations

Human Resource Management

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

Twelve Required Courses + Lab 48 quarter credits

Core Courses:

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

Specialization courses:

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

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

OM5990 * Integrative Project: Organizational Leadership and Change Management

Total 48 quarter credits

Information Technology Management

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

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

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

Twelve Required Courses+ Lab 48 quarter credits

Core courses:

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

Specialization courses:

OM5310 Strategic Information Technology Management

Choose four from the following courses AND the Integrative Project course:

OM5312 *	Advances in Information Technology
OM5314 *	System Planning and Delivery
OM5316 *	Project Planning, Management, and Financial Control
OM5318 *	Managing IT Professionals
OM5320 *	Software Engineering Management
OM5399 *	Special Topics in IT Management

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

OM5990 * Integrative Project: Organizational Leadership and Change Management

Total 48 quarter credits

Leadership

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

Twelve Required Courses + Lab 48 quarter credits

Core courses:

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

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

Specialization courses:

OM5112 Leadership

Choose four from the following courses AND the Integrative Project course:

OM5114 *	Organization Structure and Design
OM5116 *	Personal Leadership Development
OM5118 *	Leading Organizational Change
OM5120 *	Leading and Building Teams
OM5122 *	Leading and Coaching Others
OM5199 *	Special Topics in Leadership

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

OM5990 * Integrative Project: Organizational Leadership and Change Management

Total 48 quarter credits

General

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

Seven Required Courses + Lab 28 quarter credits

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

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

OM5990 * Integrative Project: Organizational Leadership and Change Management

Five Elective Courses 20 quarter credits

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

Total 48 quarter credits

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

Master of Business Administration (MBA)

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

Professional Effectiveness Coaching SM

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

Specializations

General Business

Sixteen Required Courses 48 quarter credits

First two courses taken first and in sequence:

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

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

MBA9300 * MBA Capstone: Judgment, Planning, and Action

Total 48 quarter credits

Finance

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

Sixteen Required Courses 48 quarter credits

Core courses:

First two courses taken first and in sequence:

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

Specialization courses:

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

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

MBA9340 * Finance Capstone: Judgment, Planning, and Action

Total 48 quarter credits

Marketing

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

Sixteen Required Courses 48 quarter credits

Core courses:

First two courses taken first and in sequence:

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

Specialization courses:

Choose four from the following courses:

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

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

MBA9310 * Marketing Capstone: Judgment, Planning and Action

Total 48 quarter credits

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

School of Business Degree Programs, continued

Bachelor of Science (BS) in Business Specializations

Business Administration

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

Nine Required Courses + Lab 54 quarter credits

Core courses:

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

Specialization courses:

BUS4801 Ethics and Enterprise

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

BUS4993 * Business Capstone Project

Twelve Elective Courses 72 quarter credits

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

Ten General

Education Courses 60 quarter credits

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

Communication
(two courses)

Ethical and Social Responsibility
(one course)

Fine Arts and Humanities
(two courses)

Mathematical and Logical Reasoning
(one course)

Recommended: MAT2000 - Introductory Statistics

Natural Science
(two courses)

Social Science
(two courses)

Recommended: ECO1000 - Principles of Economics

Recommended: PSY1000 - Introduction to Psychology

Total 186 quarter credits

Finance

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

Sixteen Required

Courses + Lab 96 quarter credits

Core courses:

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

Specialization courses:

BUS4070 * Foundations in Finance

BUS4071 * Financial Markets and Institutions

BUS4072 * Analysis for Financial Management

BUS4073 * Investments and Portfolio Management

BUS4801 Ethics and Enterprise

Choose three from the following courses:

BUS4074 * Entrepreneurial Finance

BUS4075 * Public and Non-Profit Finance

BUS4076 * Issues in International Finance

BUS4077 * Risk Management Strategies

BUS4078 * Financial Institution Management

BUS4079 * Real Estate Finance

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

BUS4993 * Business Capstone Project

Five Elective Courses 30 quarter credits

Choose five additional undergraduate courses.

Ten General

Education Courses 60 quarter credits

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

Communication
(two courses)

Ethical and Social Responsibility
(one course)

Fine Arts and Humanities
(two courses)

Mathematical and Logical Reasoning
(one course)

Recommended: MAT2000 - Introductory Statistics

Natural Science
(two courses)

Social Science
(two courses)

Recommended: ECO1000 - Principles of Economics

Recommended: PSY1000 - Introduction to Psychology

Total 186 quarter credits

Human Resource Management

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

Sixteen Required

Courses + Lab 96 quarter credits

Core courses:

BUS3004 Developing Your Business Perspective

BUS3005 Undergraduate Learner Success Lab (non-credit)

BUS3010 Fundamentals of Management and Leadership

BUS3020 Fundamentals of E-Business

BUS3030 Fundamentals of Marketing and Sales

BUS3040 Fundamentals of Human Resource Management

BUS3050 Fundamentals of Organizational Communication

BUS3060 Fundamentals of Finance and Accounting

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

Bachelor's Specializations, continued**Specialization courses:**

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

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

- BUS4993 * Business Capstone Project

Five Elective Courses 30 quarter credits

Choose five additional undergraduate courses.

Ten General**Education Courses 60 quarter credits**

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

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

Recommended: MAT2000 - Introductory Statistics

- Natural Science (two courses)
 Social Science (two courses)

Recommended: ECO1000 - Principles of Economics

Recommended: PSY1000 - Introduction to Psychology

Total 186 quarter credits**Management and Leadership**

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

Sixteen Required**Courses + Lab 96 quarter credits****Core courses:**

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

- BUS3020 Fundamentals of E-Business
 BUS3030 Fundamentals of Marketing and Sales
 BUS3040 Fundamentals of Human Resource Management
 BUS3050 Fundamentals of Organizational Communication
 BUS3060 Fundamentals of Finance and Accounting

Specialization courses:

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

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

- BUS4993 * Business Capstone Project

Five Elective Courses 30 quarter credits

Choose five additional undergraduate courses.

Ten General**Education Courses 60 quarter credits**

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

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

Recommended: MAT2000 - Introductory Statistics

- Natural Science (two courses)
 Social Science (two courses)

Recommended: ECO1000 - Principles of Economics

Recommended: PSY1000 - Introduction to Psychology

Total 186 quarter credits**Marketing**

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

Sixteen Required**Courses + Lab 96 quarter credits****Core courses:**

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

Specialization courses:

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

Choose two from the following courses:

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

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

- BUS4993 * Business Capstone Project

Five Elective Courses 30 quarter credits

Choose five additional undergraduate courses.

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

School of Business Degree Programs, continued

Ten General

Education Courses

60 quarter credits

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

Communication
(two courses)

Ethical and Social Responsibility
(one course)

Fine Arts and Humanities
(two courses)

Mathematical and Logical Reasoning
(one course)

Recommended: MAT2000 - Introductory Statistics

Natural Science
(two courses)

Social Science
(two courses)

Recommended: ECO1000 - Principles of Economics

Recommended: PSY1000 - Introduction to Psychology

Total

186 quarter credits

Graduate Certificates

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

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

Human Resource Management

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

Four Required Courses **16 quarter credits**

OM5210 Human Resource Management

Choose three from the following courses:

OM5212 * Managing Diversity and Inclusion in Organizations

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

OM5216 * Conflict Management and Employee Dispute Resolution

OM5218 * Managing Compensation, Benefits, and Reward Systems

OM5220 * Recruitment, Selection, and Assessment

OM5222 * Training, Development, and Succession Planning

Total

16 quarter credits

Information Technology Management

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

Four Required Courses **16 quarter credits**

OM5310 Strategic Information Technology Management

Choose three from the following courses:

OM5312 * Advances in Information Technology

OM5314 * System Planning and Delivery

OM5316 * Project Planning, Management, and Financial Control

OM5318 * Managing IT Professionals

OM5320 * Software Engineering Management

Total

16 quarter credits

Leadership

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

Four Required Courses **16 quarter credits**

OM5112 Leadership

Choose three from the following courses:

OM5114 * Organization Structure and Design

OM5116 * Personal Leadership Development

OM5118 * Leading Organizational Change

OM5120 * Leading and Building Teams

OM5122 * Leading and Coaching Others

Total

16 quarter credits

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

School of Education



James Wold, PhD
Executive Director

From the Executive Director

Welcome to the School of Education at Capella University. Our programs are about you, your needs, and the impact that you want to make in your world. Specializations in the School of Education focus on three important areas: educational leadership, teaching, and instructional technology and performance improvement.

Capella's **educational leadership specializations** prepare individuals to assume important leadership roles in K-12 and higher education. The competency-based programs are aligned with nationally recognized external standards, preparing leaders for public and private schools, community colleges, four-year institutions, the military, human service organizations, and religious organizations. Capella's Leadership for K-12 Programs specialization has received unconditional approval to endorse learners for Minnesota principal and superintendent licensure by meeting the rigorous standards set forth by the Minnesota Board of School Administrators. This specialization has also been approved by the Arizona State Board of Education. The approvals in Minnesota and Arizona are significant because completing a state-approved program at an accredited institution is frequently a key criterion for licensure. Learners are responsible for contacting their state board to find out their state's licensing requirements.

Capella's **teaching specializations** support the continued growth of best practice in teaching. Our Professional Studies in Education specialization offers learners the opportunity to customize their program to meet specific career needs beyond the bachelor's degree. Our other teaching specializations — Advanced K-12 Teaching, Postsecondary and Adult Education, and Teaching Online — allow motivated educators to reach the next step in their professional careers while balancing their busy professional schedules.

Capella's **instructional technology and performance improvement specializations** allow learners to choose among three emergent options that integrate technology with learning. The Curriculum and Instruction with Technology Focus, Instructional Design for Online Learning, and Training and Performance Improvement specializations uniquely combine research and technology with a common goal — to improve performance in teaching and learning.

We are excited that you have chosen Capella University School of Education. The future is in your hands and we want to help shape that future. Our Capella Promise calls for “a passionate commitment to a profound learning experience.” If you are passionate about your learning and want to make a difference in the learning of others, we welcome you to the School of Education at Capella University.

James Wold, PhD
Executive Director

About the School of Education

Mission Statement

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

Degree Programs

Doctor of Philosophy (PhD)

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

Master of Science (MS)

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

Certificates

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

Professional Licensure and Certification

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

Specializations offered in the School of Education

Specializations	Degrees and Certificates
Leadership for K-12 Programs	PhD, MS, Certificate
Leadership for Higher Education	PhD, MS
Advanced K-12 Teaching	PhD, MS
Postsecondary and Adult Education	PhD, MS
Professional Studies in Education	PhD, MS
Teaching Online	MS, Certificate
Instructional Design for Online Learning	PhD, MS, Certificate
Curriculum and Instruction with Technology Focus	MS
Training and Performance Improvement	PhD, MS, Certificate

School of Education Degree Programs

Doctor of Philosophy (PhD) Specializations

Leadership for K–12 Programs

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

Residency Requirement(s):

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

Eighteen Required

Courses + Lab 72 quarter credits

Core courses:

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

Specialization courses:

ED7541	Teacher Supervision and Evaluation
ED8111	The Historical and Social Foundations of Education
ED814	Evaluating the Effectiveness of the Educational Process
ED820	Principles of Educational Administration
ED822	The Funding of Educational Institutions
ED823	Education and the Law
ED825	Curriculum Development
ED853	Elementary School Administration OR
ED854	Secondary School Administration OR
ED8911	The Minnesota K-12 Principalship
ED9994 *	Doctoral Comprehensive Examination I
ED9995 *	Doctoral Comprehensive Examination II
ED9996 *	Dissertation Research I
ED9997 *	Dissertation Research II
ED9998 *	Dissertation Research III
ED9999 *	Dissertation Research IV

Choose one internship sequence:

ED7901	Internship for Educational Administration I AND
ED7902 *	Internship for Educational Administration II
	OR
ED7903	Internship for the Superintendency I AND
ED7904 *	Internship for the Superintendency II
	OR
ED8921	Internship in Minnesota Educational Administration I AND
ED8922 *	Internship in Minnesota Educational Administration II
	OR
ED8923	Internship in the Minnesota Superintendency I AND
ED8924 *	Internship in the Minnesota Superintendency II

Twelve Elective Courses 48 quarter credits

Recommended elective courses:

ED7543	The Superintendency (required for those seeking superintendent license)
ED8910	The Minnesota Superintendency
ED7542	The Politics of K-12 Education
ED7545	Special Education Administration
ED7560	Innovative Leadership
ED7692	Strategies for Building Online Learning Communities
ED7819	Grantsmanship
ED815	The Future of Educational Institutions: Topics and Trends
ED853	Elementary School Administration OR
ED854	Secondary School Administration
ED7901	Internship for Educational Administration I AND
ED7902 *	Internship for Educational Administration II
	OR
ED7903	Internship for the Superintendency I AND
ED7904 *	Internship for the Superintendency II
	OR
ED8921	Internship in Minnesota Educational Administration I AND
ED8922 *	Internship in Minnesota Educational Administration II
	OR
ED8923	Internship in the Minnesota Superintendency I AND
ED8924 *	Internship in the Minnesota Superintendency II
HS8400	School-Community Relations
PSY8710	Principles of Organizational Psychology

Choose any graduate-level course(s).

Total 120 quarter credits

Learners in states other than Minnesota seeking Capella endorsement for K-12 principal licensure must take both ED853 and ED854.

Learners seeking principal licensure in Minnesota must take ED8911.

Learners seeking endorsement for Minnesota superintendency must take ED8910.

Learners seeking endorsement for superintendency in all states except Minnesota must take ED7543.

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

Admission to the Leadership for K-12 Programs specialization requires three years licensed teaching experience.

Leadership for Higher Education

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

Residency Requirement(s):

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

Eighteen Required

Courses + Lab 72 quarter credits

Core courses:

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

Specialization courses:

ED7212	Administration and Leadership of Distance Education Programs
ED7540	Leadership in Higher Education
ED814	Evaluating the Effectiveness of the Educational Process OR
ED815	The Future of Educational Institutions: Topics and Trends
ED825	Curriculum Development
ED834	Higher Ed and the Law
ED837	Funding and Managing Education Enterprises
ED840	The Politics of Higher Education
ED841	The History of Higher Education
ED855	Higher Education Administration
ED857	Personnel Administration
ED9994 *	Doctoral Comprehensive Examination I
ED9995 *	Doctoral Comprehensive Examination II
ED9996 *	Dissertation Research I
ED9997 *	Dissertation Research II
ED9998 *	Dissertation Research III
ED9999 *	Dissertation Research IV

Twelve Elective Courses 48 quarter credits

Recommended elective courses:

ED7541	Teacher Supervision and Evaluation
ED7692	Strategies for Building Online Learning Communities
ED7713	Student Advising and Retention
ED7819	Grantsmanship
ED8111	The Historical and Social Foundations of Education
ED812	The Governance of Educational Institutions
HS834	Ethnic and Cultural Awareness
PSY8710	Principles of Organizational Psychology

Choose any graduate-level course(s).

Total 120 quarter credits

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

School of Education Degree Programs, continued

PhD Specializations, continued

Advanced K–12 Teaching

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

Residency Requirement(s):

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

Fourteen Required

Courses + Lab **56 quarter credits**

Core courses:

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

Specialization courses:

ED7701	Educational Philosophy and Change
ED815	The Future of Educational Institutions: Topics and Trends
ED7542	The Politics of K-12 Education
ED7700	Learning Theory and the Educational Process
ED7712	Classroom Assessment in Education
ED838	Teaching and Learning with Diverse Populations
ED9994 *	Doctoral Comprehensive Examination I
ED9995 *	Doctoral Comprehensive Examination II
ED9996 *	Dissertation Research I
ED9997 *	Dissertation Research II
ED9998 *	Dissertation Research III
ED9999 *	Dissertation Research IV

Sixteen Elective Courses **64 quarter credits**

Recommended elective courses:

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

Choose any graduate-level course(s).

Total **120 quarter credits**

Postsecondary and Adult Education

The Postsecondary and Adult Education specialization prepares professionals in community college, college, university, corporate, and other adult education environments as scholar-practitioners. This specialization equips professionals with the teaching skills, theory, and research skills to become leaders who can make significant contributions in their classrooms and educational settings.

Residency Requirement(s):

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

Fourteen Required

Courses + Lab **56 quarter credits**

Core courses:

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

Specialization courses:

ED7701	Educational Philosophy and Change
ED815	The Future of Educational Institutions: Topics and Trends
ED7590	Critical Thinking in Adult Education
ED814	Evaluating the Effectiveness of the Educational Process
ED829	Theory and Methods of Educating Adults
ED838	Teaching and Learning with Diverse Populations
ED9994 *	Doctoral Comprehensive Examination I
ED9995 *	Doctoral Comprehensive Examination II
ED9996 *	Dissertation Research I
ED9997 *	Dissertation Research II
ED9998 *	Dissertation Research III
ED9999 *	Dissertation Research IV

Sixteen Elective Courses **64 quarter credits**

Recommended elective courses:

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

Choose any graduate-level course(s).

Total **120 quarter credits**

Professional Studies in Education

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

Residency Requirement(s):

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

Twelve Required

Courses + Lab **48 quarter credits**

Core courses:

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

Specialization courses:

ED7701	Educational Philosophy and Change
ED815	The Future of Educational Institutions: Topics and Trends
ED7700	Learning Theory and the Educational Process OR
ED829	Theory and Methods of Educating Adults
ED7712	Classroom Assessment in Education OR
ED814	Evaluating the Effectiveness of the Educational Process
ED9994 *	Doctoral Comprehensive Examination I
ED9995 *	Doctoral Comprehensive Examination II
ED9996 *	Dissertation Research I
ED9997 *	Dissertation Research II
ED9998 *	Dissertation Research III
ED9999 *	Dissertation Research IV

Eighteen Elective Courses **72 quarter credits**

Choose any graduate-level course(s).

Total **120 quarter credits**

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

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

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

Residency Requirement(s):

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

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

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

Specialization courses:

ED815	The Future of Educational Institutions: Topics and Trends OR
ED8111	The Historical and Social Foundations of Education
ED851	Principles of Learning and Instructional Design
ED7620	Theoretical Basis of Instructional Design
ED852	Ethics and Social Responsibility in Distance Education
ED7504	Leadership for Instructional Design
ED9994 *	Doctoral Comprehensive Examination I
ED9995 *	Doctoral Comprehensive Examination II
ED9996 *	Dissertation Research I
ED9997 *	Dissertation Research II
ED9998 *	Dissertation Research III
ED9999 *	Dissertation Research IV

Choose five from the following courses:

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

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

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

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

ED7494	Special Topics for Instructional Design for Online Learning
ED7495	Research Strategies and Methodologies for Online Learning
ED7497 *	Storyboarding for Instructional Design
ED7499 *	Needs Analysis for Instructional Design
ED7693	Curriculum Development for Online Learning
ED7493	Internship for Instructional Design for Online Learning
ED7496 *	Advanced Instructional Design

*Choose any graduate-level course(s).***Total 120 quarter credits****Training and Performance Improvement**

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

Residency Requirement(s):

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

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

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

Specialization courses:

ED502	Survey of Human Resource Development Research
ED7210	The Delivery of Distance Education
ED8111	The Historical and Social Foundations of Education
ED7631	Introduction to Training and Performance Systems
ED7674	Managing Training and Performance Improvement
ED7673	The Future of Corporate and Technical Training: Topics and Trends
ED9994 *	Doctoral Comprehensive Examination I
ED9995 *	Doctoral Comprehensive Examination II
ED9996 *	Dissertation Research I
ED9997 *	Dissertation Research II
ED9998 *	Dissertation Research III
ED9999 *	Dissertation Research IV

Choose four from the following courses:

ED830	Coaching for High Performance
ED839	International Aspects of Adult Education
ED851	Principles of Learning and Instructional Design
ED7641	Needs Assessment: Models and Procedures
ED7652	Evaluating Training and Performance Improvement Systems
ED7662	Designing Training and Performance Solutions
ED7672	Delivery Systems for Training and Performance Improvement

Elective Courses 48 quarter credits

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

Total 120 quarter credits

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

School of Education Degree Programs, continued

Master of Science (MS) Specializations

This specialization will not be available to learners who matriculate beginning fall quarter 2004. Learners interested in the Leadership for K-12 Programs specialization should see the [Leadership in Educational Administration](#) specialization in the [addendum](#).

Leadership for K–12 Programs

Learners in the master's specialization in Leadership for K-12 Programs develop the knowledge, skills, and attitudes needed to meet the rigorous demands and enjoy the profound rewards of twenty-first century principalship. The curriculum is aligned with nationally recognized leadership standards and is designed to produce bold, innovative, ethical K-12 principals focused on and prepared to improve student performance.

Eleven Required Courses + Lab **44 quarter credits**

Core courses:

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

Specialization courses:

ED7541	Teacher Supervision and Evaluation
ED8111	The Historical and Social Foundations of Education
ED820	Principles of Educational Administration
ED822	The Funding of Educational Institutions
ED823	Education and the Law
ED853	Elementary School Administration OR
ED854	Secondary School Administration
ED5990 *	Integrative Project
<i>Choose one internship sequence:</i>	
ED7901	Internship for Educational Administration I AND
ED7902 *	Internship for Educational Administration II
OR	
ED7903	Internship for the Superintendency I AND
ED7904 *	Internship for the Superintendency II

One Elective Course **4 quarter credits**

Recommended elective courses:

ED7542	The Politics of K-12 Education
ED7545	Special Education Administration
ED7692	Strategies for Building Online Learning Communities
ED812	The Governance of Educational Institutions
ED814	Evaluating the Effectiveness of the Educational Process
ED818	The Future of Teaching and Learning: Issues for the Educational Leader
ED825	Curriculum Development
ED853	Elementary School Administration

ED854	Secondary School Administration
ED857	Personnel Administration
<i>Choose any graduate-level course(s).</i>	
Total	48 quarter credits

Learners seeking Capella endorsement for K-12 principal licensure must take both ED853 and ED854.

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

The focus of the integrative project for Leadership in K-12 Programs will be "No Child Left Behind" legislation.

Admission to the Leadership for K-12 Programs specialization requires three years licensed teaching experience.

Leadership for Higher Education

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

Eleven Required Courses + Lab **44 quarter credits**

Core courses:

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

Specialization courses:

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

One Elective Course **4 quarter credits**

Recommended elective courses:

ED7541	Teacher Supervision and Evaluation
ED7692	Strategies for Building Online Learning Communities
ED7713	Student Advising and Retention
ED7819	Grantsmanship
ED8111	The Historical and Social Foundations of Education
ED814	Evaluating the Effectiveness of the Educational Process
ED815	The Future of Educational Institutions: Topics and Trends
ED825	Curriculum Development
<i>Choose any graduate-level course(s).</i>	
Total	48 quarter credits

This specialization will not be available to learners who matriculate beginning fall quarter 2004. Learners interested in the Advanced K-12 Teaching specialization should see the [Advanced Classroom Instruction](#) specialization in the [addendum](#).

Advanced K–12 Teaching

The master's specialization in Advanced K-12 Teaching integrates current teaching theory and best practices with practical application to prepare mid-career teachers with prior teaching experience to excel as master teachers. The program culminates with an integrative project.

Ten Required Courses + Lab **40 quarter credits**

Core courses:

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

Specialization courses:

ED7701	Educational Philosophy and Change
ED8111	The Historical and Social Foundations of Education
ED7700	Learning Theory and the Educational Process
ED5990 *	Integrative Project
<i>Choose four from the following courses:</i>	
ED7580	Theory and Development of Multiple Intelligences
ED7712	Classroom Assessment in Education
ED825	Curriculum Development
ED814	Evaluating the Effectiveness of the Educational Process
ED838	Teaching and Learning with Diverse Populations

Two Elective Courses **8 quarter credits**

Recommended elective courses:

ED7690	Critical Skills for Facilitating Online Learning
ED7542	The Politics of K-12 Education
ED7692	Strategies for Building Online Learning
ED815	The Future of Educational Institutions: Topics and Trends
HS8402	Teacher-Student Behavior Management
HS8403	Social Skills for At-Risk Students
<i>Choose any graduate-level course(s).</i>	

Total **48 quarter credits**

The focus of the integrative project for Advanced K-12 Teaching will be "No Child Left Behind" legislation.

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

*Master's Specializations, continued***Postsecondary and Adult Education**

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

Ten Required Courses + Lab 40 quarter credits

Core courses:

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

Specialization courses:

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

ED5990 * Integrative Project

Choose three from the following courses:

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

Two Elective Courses 8 quarter credits

Recommended elective courses:

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

Choose any graduate-level course(s).

Total 48 quarter credits

Professional Studies in Education

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

Seven Required Courses + Lab 28 quarter credits

Core courses:

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

Specialization courses:

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

ED5990 * Integrative Project

Five Elective Courses 20 quarter credits

Choose any graduate-level course(s).

Total 48 quarter credits

Teaching Online

This master's specialization incorporates leading educational theory and research with the skills and knowledge required in the online environment. Learners will develop online facilitation skills, strategies for building and sustaining online communities, and become equipped with the skills to develop online curriculum. This specialization is ideal for the mid-career educator who wishes to focus on online teaching.

Eleven Required Courses + Lab 44 quarter credits

Core courses:

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

Specialization courses:

ED7701	Educational Philosophy and Change
ED8111	The Historical and Social Foundations of Education
ED7700	Learning Theory and the Educational Process OR
ED829	Theory and Methods of Educating Adults
ED7690	Critical Skills for Facilitating Online Learning

ED7692	Strategies for Building Online Learning Communities
ED7693	Curriculum Development for Online Learning
ED7699	Practical Applications for Online Teaching
ED852	Ethics and Social Responsibility in Distance Education
ED5990 *	Integrative Project

One Elective Course 4 quarter credits

Recommended elective courses:

ED814	Evaluating the Effectiveness of the Educational Process
ED7712	Classroom Assessment in Education

Choose any graduate-level course(s).

Total 48 quarter credits

Instructional Design for Online Learning

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

Ten Required Courses + Lab 40 quarter credits

Core courses:

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

Specialization courses:

ED851	Principles of Learning and Instructional Design
ED815	The Future of Educational Institutions: Topics and Trends OR
ED8111	The Historical and Social Foundations of Education
ED5990 *	Integrative Project

Choose five from the following courses:

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

Two Elective Courses 8 quarter credits

Choose any graduate-level course(s).

Total 48 quarter credits

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

School of Education Degree Programs, continued

Master's Specializations, continued

This specialization will not be available to learners who matriculate beginning fall quarter 2004. Learners interested in the Curriculum and Instruction with Technology Focus specialization should see the Curriculum and Instruction specialization in the addendum.

Curriculum and Instruction with Technology Focus

The master's specialization in Curriculum and Instruction with Technology Focus prepares P-12 educators to be reflective practitioners who apply technology in the design of innovative curriculum and instructional models. Collaborative, project-based lessons provide applications of the Internet and interactive multimedia for success-based student learning. Self-assessment of technology competencies through Web-based professional portfolio planning is a critical component of this program.

Ten Required Courses + Lab 40 quarter credits

Core courses:

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

Specialization courses:

- ED7700 Learning Theory and the Educational Process
- ED814 Evaluating the Effectiveness in the Educational Process
- ED5990 * Integrative Project

Taken first and in sequence:

- ED7704 Reflective Professional Development Planning and Action Research
- ED7705 * Curriculum Design with Technology

Taken in any order:

- ED7706 * Multimedia for Teaching and Learning
- ED7707 * Instructional Models and Assessment Strategies
- ED7708 * The Internet for Teaching and Learning

Two Elective Courses 8 quarter credits

Recommended elective courses:

- ED7210 Delivery of Distance Education
- ED7400 Technology Strategies for Brain-Based Learning
- ED7580 Theory and Development of Multiple Intelligences
- ED7690 Critical Skills for Facilitating Online Learning
- ED7692 Strategies for Building Online Learning Communities
- ED7716 Faculty Leadership
- ED838 Teaching and Learning with Diverse Populations

Choose any graduate-level course(s).

Total 48 quarter credits

Training and Performance Improvement

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

Ten Required Courses + Lab 40 quarter credits

Core courses:

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

Specialization courses:

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

*ED5990 * Integrative Project*

Choose one from the following:

- ED502 Survey of Human Resource Development Research
- ED7210 The Delivery of Distance Education
- ED7673 The Future of Corporate and Technical Training: Issues and Trends
- ED828 Intellectual Development and Learning Styles Across the Lifespan
- ED830 Coaching for High Performance

Two Elective Courses 8 quarter credits

Choose any graduate-level course(s).

Total 48 quarter credits

Certificates

Teaching Online

The courses in this certificate program focus directly on various aspects of teaching online, including facilitation skills, curriculum design, community building strategies, and application of online theory. This certificate prepares teachers to teach online courses.

Four Required Courses 16 quarter credits

- ED7690 Critical Skills for Facilitating Online Learning
- ED7692 Strategies for Building Online Learning Communities
- ED7693 Curriculum Development for Online Learning
- ED7699 Practical Applications for Online Teaching

Total 16 quarter credits

Instructional Design for Online Learning

This certificate program is designed to provide instructional design professionals with immediate skills and knowledge for direct application to projects in a wide range of online settings within corporate organizations or educational institutions.

Four Required Courses 16 quarter credits

- ED851 Principles of Learning and Instructional Design
- Choose three from the following courses:*
- ED722 Interface Design
 - ED7503 Instructional Media Tools
 - ED7211 * Designing Online Instruction
 - ED724 Project Management for Multimedia Development
 - ED7505 Evaluation and Assessment of Instructional Design

Total 16 quarter credits

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

*Certificates, continued***Training and Performance Improvement**

The certificate in Training and Performance Improvement is designed for individuals in the roles of training coordinator, educational specialist, training and development specialist, team coordinator and instructional designer. Learners receive an in-depth introduction to the Human Performance Improvement model of business, performance and cause analysis; and intervention design, implementation, and evaluation. Learners in this certificate program obtain practical knowledge and skills that can be immediately applied to the resolution of a wide range of workplace training and performance improvement challenges.

Five Required Courses **20 quarter credits**

ED7631	Introduction to Training and Performance Systems
ED7641	Needs Assessment: Models and Procedures
ED7652	Evaluating Training and Performance Improvement Systems
ED7662	Designing Training and Performance Solutions
ED7672	Delivery Systems for Training and Performance Improvement
Total	20 quarter credits

Leadership for K-12 Programs Post-Master's Certificate

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

Residency Requirement(s):

One one-week colloquium session.

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

ED8004	Societal and Cultural Change
ED8005	Doctoral Learner Success Lab (non-credit)
ED8113	Advanced Study in Research Methods OR
ED814	Evaluating the Effectiveness of the Educational Process
ED820	The Principles of Educational Administration
ED822	The Funding of Educational Institutions
ED823	Education and the Law
ED825	Curriculum Development
ED8910	The Minnesota Superintendency
ED8911	The Minnesota K-12 Principalship
ED8111	The Historical and Social Foundations of Education
ED7541	Teacher Supervision and Evaluation

Choose one internship sequence:

ED8921	Internship in Minnesota Educational Administration I AND
ED8922 *	Internship in Minnesota Educational Administration II
	OR
ED8923	Internship in the Minnesota Superintendency I AND
ED8924 *	Internship in the Minnesota Superintendency II
Total	48 quarter credits

Learners who have completed this post-master's certificate may transfer up to 48 master's degree credits and 48 post-master's certificate credits into the Capella doctoral program in Leadership for K-12 Programs. Learners who transfer the maximum 96 credits will be required to complete, at a minimum, two additional residential colloquia and all comprehensive examination and dissertation courses. Learners who elected ED814 in their certificate program will also be required to take ED8113 to complete the doctoral program.

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

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

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

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

School of Human Services



Pamela Patrick, PhD
Executive Director

From the Executive Director

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

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

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

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

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

Pamela Patrick, PhD
Executive Director

About the School of Human Services

Mission Statement

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

Degree Programs

Doctor of Philosophy (PhD)

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

Master of Science (MS)

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

Certificates

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

Professional Licensure and Certification

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

understand and to comply with licensing and certification laws and regulations. Additional information on [professional licensure and certification](#) can be found on iGuide.

Specializations offered in the School of Human Services

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

School of Human Services Degree Programs

Doctor of Philosophy (PhD) Specializations

General Human Services

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

Residency Requirement(s):

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

Sixteen Required

Courses + Lab	64 quarter credits
HS8004	Advanced Research in Adult Development and Behavior
HS8005	Doctoral Learner Success Lab (non-credit)
HS815	Professional and Scientific Ethics
HS817	Social Systems
HS818	Scope of Human Services
HS8300	Diversity in the Workplace
HS8106	Epistemology of Practice Knowledge
HS8100 *	Fundamentals of Social Science Research
HS8111 *	Quantitative Research Methods in the Human Services
HS8112 *	Advanced Qualitative Research Methods
HS8113 *	Advanced Study in Research Methods
HS9994 *	Doctoral Comprehensive Examination I
HS9995 *	Doctoral Comprehensive Examination II
HS9996 *	Dissertation Research I
HS9997 *	Dissertation Research II
HS9998 *	Dissertation Research III
HS9999 *	Dissertation Research IV

Fourteen Elective Courses 56 quarter credits

Choose any graduate-level course(s).

Total 120 quarter credits

Criminal Justice

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

Residency Requirement(s):

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

Twenty-three Required

Courses + Lab	92 quarter credits
<i>Core courses:</i>	
HS8004	Advanced Research in Adult Development and Behavior
HS8005	Doctoral Learner Success Lab (non-credit)
HS864	Contemporary Issues in Compulsive and Addictive Behavior Treatment
HS8106	Epistemology of Practice Knowledge
HS8100 *	Fundamentals of Social Science Research
HS8111 *	Quantitative Research Methods in the Human Services
HS8112 *	Advanced Qualitative Research Methods
HS8113 *	Advanced Study in Research Methods

Specialization courses:

HS8210	Issues in Police-Community Relations
HS8370	The Criminal Mind
HS8371	Race/Culture in Criminal Justice
HS8372	Criminal Behavior: A Sociological Primus
HS8373	Understanding Criminology
HS8374	Current Research on Violent Behavior
HS8375	Deviance: The Interactionist Perspective
HS8376	Correlates of Crime
HS8377	The Penal System: Its Role in the U.S. Society
HS847	Applied/Clinical Sociology Services
HS9994 *	Doctoral Comprehensive Examination I
HS9995 *	Doctoral Comprehensive Examination II
HS9996 *	Dissertation Research I
HS9997 *	Dissertation Research II
HS9998 *	Dissertation Research III
HS9999 *	Dissertation Research IV

Seven Elective Courses 28 quarter credits

Choose any graduate-level course(s).

Total 120 quarter credits

Counseling Studies

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

Residency Requirement(s):

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

Twenty-three Required

Courses + Lab	92 quarter credits
<i>Core courses:</i>	
HS8004	Advanced Research in Adult Development and Behavior
HS8005	Doctoral Learner Success Lab (non-credit)
HS831	Psychopathology: Assessment and Treatment
HS839	Theories of Psychotherapy
HS879	Life Planning and Career Development
HS8106	Epistemology of Practice Knowledge
HS8100 *	Fundamentals of Social Science Research
HS8111 *	Quantitative Research Methods in the Human Services
HS8112 *	Advanced Qualitative Research Methods

Specialization courses:

HS825	Human Sexuality
HS841	Group Counseling and Psychotherapy
HS845	Grief and Bereavement Counseling
HS854	Child and Adolescent Counseling
HS864	Contemporary Issues in Compulsive and Addictive Behaviors
HS878	Family in the Social Context
HS8113 *	Advanced Study in Research Methods
HS8500	Advanced Theory and Research in Counseling Studies
HS8501	Contemporary Issues in Counseling Studies
HS9994 *	Doctoral Comprehensive Examination I
HS9995 *	Doctoral Comprehensive Examination II
HS9996 *	Dissertation Research I
HS9997 *	Dissertation Research II
HS9998 *	Dissertation Research III
HS9999 *	Dissertation Research IV

Seven Elective Courses 28 quarter credits

Choose any graduate-level course(s).

Total 120 quarter credits

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

School of Human Services Degree Programs, continued

PhD Specializations, continued

Health Care Administration

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

Residency Requirement(s):

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

Twenty-three Required

Courses + Lab **92 quarter credits**

Core courses:

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

Specialization courses:

HS8114	Operations in Health Care Systems
HS8115	Managing Human Capital in Health Care Environments
HS8116	Financial Analysis in Health Care Systems
HS8117	Strategic Management of Health Care Reimbursement Systems
HS8118	Health Policies Analysis and Strategy
HS8502	Health Care Strategic Planning and Management
HS8503	Health Systems Analysis and Evaluation
HS8504	Law and Health Care Administration
HS8505	Ethic and Decision Making in Health Care
HS8506	Leading Organizational Change in Health Care Systems
HS7500	Quality Improvement and Organizational Performance in Health Care
HS9994 *	Doctoral Comprehensive Examination I
HS9995 *	Doctoral Comprehensive Examination II
HS9996 *	Dissertation Research I
HS9997 *	Dissertation Research II
HS9998 *	Dissertation Research III
HS9999 *	Dissertation Research IV

Seven Elective Courses **28 quarter credits**

Choose any graduate-level course(s).

Total **120 quarter credits**

Management of Non-Profit Agencies

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

Residency Requirement(s):

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

Twenty-three Required

Courses + Lab **92 quarter credits**

Core courses:

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

Specialization courses:

HS893	Management of Human Service Agencies
HS889	Role and Function of Boards and CEOs
HS8107	Marketing and Public Relations for Non-Profit
HS8108	Financial Analysis and Reporting for Non-Profit Executives
HS8109	Non-Profit Public Policy and Advocacy
HS7501	Fundraising Strategies for Non-Profit Organizations
HS7502	Grant Proposal Development and Administration
HS8508	Ethics for Non-Profit Executives
HS8509	Law and Non-Profit Organizations
HS8511	Resource Management in Non-Profit Organizations
HS8512	Organizational Assessment and Program Evaluation in Non-Profit Organizations
HS9994 *	Doctoral Comprehensive Examination I
HS9995 *	Doctoral Comprehensive Examination II
HS9996 *	Dissertation Research I
HS9997 *	Dissertation Research II
HS9998 *	Dissertation Research III
HS9999 *	Dissertation Research IV

Seven Elective Courses **28 quarter credits**

Choose any graduate-level course(s).

Total **120 quarter credits**

Social Work and Community Services

The specialization in Social Work and Community Services is designed for individuals who have a master's degree in sociology, social work, or a related field. Learners may be licensed clinical social workers or licensed professional counselors who wish to teach, pursue advanced research, administer programs, or supervise clinicians. This specialization provides advanced study of contemporary issues impacting social work and community services as well as preparation to assume leadership roles as social change agents at community, state, and national levels.

Additionally, graduates are prepared to teach, engage in research, and provide consultation services within the field. This specialization is not designed to meet licensure requirements for the social work professions.

Residency Requirement(s):

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

Twenty-two Required

Courses + Lab **88 quarter credits**

Core courses:

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

Specialization courses:

HS8101	Social Change and Public Policy
HS813	Social Influences of Behavior
HS845	Grief and Bereavement
HS847	Applied/Clinical Sociology Services
HS853	Prevention and Causes of Child Abuse
HS876	Methods of Family Research
HS8102	History of Social Welfare
HS8103	Principles and Practice of Social Work
HS9994 *	Doctoral Comprehensive Examination I
HS9995 *	Doctoral Comprehensive Examination II
HS9996 *	Dissertation Research I
HS9997 *	Dissertation Research II
HS9998 *	Dissertation Research III
HS9999 *	Dissertation Research IV

Eight Elective Courses **32 quarter credits**

Choose any graduate-level course(s).

Total **120 quarter credits**

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

Master of Science (MS) Specializations

General Human Services

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

Seven Required Courses + Lab 28 quarter credits

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

Five Elective Courses 20 quarter credits Choose any graduate-level course(s).

Total 48 quarter credits

Criminal Justice

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

Nine Required Courses + Lab 36 quarter credits

Core courses:

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

Specialization courses:

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

HS8212	History of the Juvenile Criminal Justice System
HS827	Juvenile Delinquency
HS883	Adult Criminal Justice System

Three Elective Courses 12 quarter credits

Choose any graduate-level course(s).

Total 48 quarter credits

Counseling Studies

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

Ten Required Courses + Lab 40 quarter credits

Core courses:

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

Specialization courses:

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

Two Elective Courses 8 quarter credits

Choose any graduate-level course(s).

Total 48 quarter credits

Health Care Administration

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

Nine Required Courses + Lab 36 quarter credits

Core courses:

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

Specialization courses:

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

Three Elective Courses 12 quarter credits

Choose any graduate-level course(s).

Total 48 quarter credits

Management of Non-Profit Agencies

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

Nine Required Courses + Lab 36 quarter credits

Core courses:

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

Specialization courses:

HS5102	Non-Profit Organization and Management
HS5103	Strategic Planning for Non-Profit Organizations
HS5104	Accounting and Economics for Non-Profit Management
HS5105	Human Resources and Volunteer Management in Non-Profits
HS5990 *	Integrative Project

Three Elective Courses 12 quarter credits

Choose any graduate-level course(s).

Total 48 quarter credits

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

School of Human Services Degree Programs, continued

Master's Specializations, continued

Social Work and Community Services

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

Nine Required Courses + Lab 36 quarter credits

Core courses:

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

Specialization courses:

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

Three Elective Courses 12 quarter credits

Choose any graduate-level course(s).

Total 48 quarter credits

Marital, Couple, and Family Counseling/Therapy

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

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

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

Residency Requirement(s):

Two 10-day residencies.

Twenty-two Required Courses + Lab and Clinical Courses 88 quarter credits

Core courses:

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

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

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

Specialization courses:

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

One Elective Course 4 quarter credits

Choose one from the following courses:

HS876	Methods of Family Research
HS869	Families, Systems and Healthcare
HS871	Marriage and Family Systems
HS825	Human Sexuality
HS108	Foundations of Addictive and Compulsive Behavior
HS849	Health Advocacy and the Community
HS883	Adult Criminal Justice System
HS8212	History of the Juvenile Criminal Justice System
HS881	Health in the Workplace
HS8300	Diversity in the Workplace
PSY8420	Multicultural Issues in Addiction
PSY7230	Adolescent Psychology

Total 92 quarter credits

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

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

Master's Specializations, continued

Mental Health Counseling

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

The prime goal is to develop the ability to apply varied mental health theoretical approaches and integrate wellness theory, as well as research into contemporary practice of mental health assessment and treatment services for individuals, groups, and families.

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

Residency Requirement(s):

Two 10-day residencies.

Twenty-two Required Courses +

Lab and Clinical Courses 88 quarter credits

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

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

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

Specialization courses:

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

One Elective Course 4 quarter credits

Choose one from the following courses:

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

Total 92 quarter credits

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

Clinical Experience

Master of Science degree learners enrolled in the Mental Health Counseling and Marital, Couple, and Family Counseling/Therapy specializations complete clinical courses as a requirement of their specialization. The clinical experience consists of online courses and supervised laboratory practice/client interactions as follows:

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

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

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

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

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

School of Human Services Degree Programs, continued

Certificates

Addictions Counseling

The certificate in Addictions Counseling is designed for professionals in agencies or in private practice who want to build their knowledge related to substance abuse, addictions and compulsive behaviors.

Four Required Courses		16 quarter credits
HS864	Contemporary Issues in Compulsive and Addictive Behavior Treatment	
HS865	Group Therapy and Compulsive and Addictive Behavior	
HS866	Compulsive Behavior and Disturbance of the Self	
HS867	Intervention with Compulsive and Addictive Behavior	
Total		16 quarter credits

Criminal Justice

The certificate in Criminal Justice is designed for professionals who want to increase their knowledge in human services as it relates to the criminal justice system. The certificate addresses key issues and concepts in juvenile delinquency, the juvenile and adult criminal justice system, and forensic counseling.

Four Required Courses		16 quarter credits
HS827	Juvenile Delinquency	
HS883	Adult Criminal Justice System	
HS8211	Practices of Probation, Parole and Community Corrections	
HS8212	History of the Juvenile Criminal Justice System	
Total		16 quarter credits

Diversity Studies

The certificate in Diversity Studies is designed for professionals who desire greater understanding of the ethnic, gender, and cultural demographic changes underway that are impacting and will continue to impact industry, schools, military, government, and other sectors of American society.

Four Required Courses		16 quarter credits
HS500	Multicultural Issues in Health Care	
HS834	Ethnic and Cultural Awareness	
HS8300	Diversity in the Workplace	
HS837	Counseling and Guidance with Diverse Populations	
Total		16 quarter credits

Health Care Administration

The certificate in Health Care Administration is designed for professionals who want to increase their knowledge in the social, philosophical, economic, and administrative aspects of health care administration, including managed care and workplace health.

Four Required Courses		16 quarter credits
HS869	Families, Systems, and Health care	
HS880	Contexts and Models of Health	
HS881	Health in the Workplace	
HS885	Managed Care and the Health Services Industry	
Total		16 quarter credits

Management of Non-Profit Agencies

The certificate in Management of Non-Profit Agencies provides professionals with a foundation of knowledge required to manage non-profit agencies today. The certificate addresses leadership issues, organizational behavior, and financial management.

Four Required Courses		16 quarter credits
HS889	Role and Function of Boards and CEOs	
HS5103	Strategic Planning for Non-Profit Organizations	
HS5102	Non-Profit Organization and Management	
HS7502	Grant Proposal Development	
Total		16 quarter credits

Marriage and Family Services

The certificate in Marriage and Family Services is designed for human services professionals and therapists who want to increase their knowledge and capabilities in marital and family therapy.

Four Required Courses		16 quarter credits
HS871	Marriage and Family Systems	
HS872	Marriage and Marital Therapy	
HS876	Methods of Family Research	
HS877	Family Therapy: Theories and Methods	
Total		16 quarter credits

Professional Counseling

The certificate in Professional Counseling is designed for professionals who want to develop knowledge of assessment and treatment of mental health issues.

Four Required Courses		16 quarter credits
HS814	Theories of Personality	
HS815	Professional and Scientific Ethics	
HS821	Mental Health Counseling	
HS5107	Principles of Psychopathology: Diagnosis and Treatment	
Total		16 quarter credits

Social and Community Services

The certificate in Social and Community Services is designed for professionals who desire greater knowledge in the fundamentals of social and community services.

Four Required Courses		16 quarter credits
HS823	Philosophy of Social Work	
HS836	Utilization of Community Resources	
HS847	Applied/Clinical Sociology	
HS878	Family in the Social Context	
Total		16 quarter credits

Harold Abel School of Psychology



*Bruce Weiss, PhD
Executive Director*

From the Executive Director

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

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

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

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

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

*Bruce Weiss, PhD
Executive Director*

About the Harold Abel School of Psychology

Mission Statement

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

Harold Abel School of Psychology Degree Programs

Doctor of Psychology (PsyD)

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

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

Doctor of Philosophy (PhD)

The Harold Abel School of Psychology provides a Doctor of Philosophy (PhD)

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

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

Master of Science (MS)

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

Certificates

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

Professional Licensure and Certification

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

Specializations offered in the Harold Abel School of Psychology

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

Harold Abel School of Psychology Degree Programs

Doctor of Psychology (PsyD) Specializations

Clinical Psychology

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

Degree Requirement(s):

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

Residency Requirement(s):

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

Field Training Requirement(s):

1000 total practicum hours and 2000 pre-doctoral internship hours; see the following section, Field Training, for more details.

Twenty-seven Required

Courses + Lab

135 quarter credits

Core courses:

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

Specialization courses:

PSY7320 *	Advanced Biological Psychology
PSY8310	Theories of Psychotherapy
PSY8315	Research in Psychotherapy and Empirically Supported Treatments
PSY8330	Ethics and Standards of Professional Practice
PSY8392 *	Doctoral Practicum I
PSY8394 *	Doctoral Practicum II
PSY8401 *	Internship I
PSY8402 *	Internship II
PSY8403 *	Internship III
PSY8404 *	Internship IV
PSY8920 *	Comprehensive Examination – Doctoral
PSY9301 *	Dissertation Research I
PSY9302 *	Dissertation Research II
PSY9303 *	Dissertation Research III
PSY9304 *	Dissertation Research IV

Two Elective Courses

10 quarter credits

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

Total

145 quarter credits

Counseling Psychology

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

Degree Requirement(s):

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

Residency Requirement(s):

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

Field Training Requirement(s):

1000 total practicum hours and 2000 pre-doctoral internship hours; see the following section, Field Training, for more details.

Twenty-seven Required

Courses + Lab

135 quarter credits

Core courses:

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

Specialization courses:

PSY7310	Biological Basis of Behavior
PSY8090	Counseling Theories
PSY8093	Professional Standards and Ethics of Counseling
PSY8160	Strategies for Career and Life Planning
PSY8392 *	Doctoral Practicum I
PSY8394 *	Doctoral Practicum II
PSY8401 *	Internship I
PSY8402 *	Internship II
PSY8403 *	Internship III
PSY8404 *	Internship IV
PSY8920 *	Comprehensive Examination – Doctoral
PSY9301 *	Dissertation Research I
PSY9302 *	Dissertation Research II
PSY9303 *	Dissertation Research III
PSY9304 *	Dissertation Research IV

Two Elective Courses

10 quarter credits

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

Total

145 quarter credits

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

Harold Abel School of Psychology Degree Programs, continued

Doctor of Philosophy (PhD) Specializations

General Psychology

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

Residency Requirement(s):

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

Seventeen Required

Courses + Lab **85 quarter credits**

Core courses:

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

Specialization courses:

PSY7110	History and Systems of Psychology
PSY7510	Psychology of Personality
PSY8920 *	Comprehensive Examination – Doctoral
PSY9301 *	Dissertation Research I
PSY9302 *	Dissertation Research II
PSY9303 *	Dissertation Research III
PSY9304 *	Dissertation Research IV

Seven Elective Courses **35 quarter credits**

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

Total **120 quarter credits**

Industrial/Organizational Psychology

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

Residency Requirement(s):

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

Twenty-one Required

Courses + Lab **105 quarter credits**

Core courses:

PSY 7021	Foundations of Psychology – Doctoral Learners
PSY7022	Doctoral Learner Success Lab (non-credit)
PSY7240	Adult Psychology
PSY7421	Cognitive/Affective Psychology
PSY7520	Social Psychology
PSY7610	Tests and Measurements
PSY7656 *	Advanced Research Methods
PSY8330	Ethics and Standards of Professional Practice

Specialization courses:

PSY7310	Biological Basis of Behavior
PSY7530	Group Psychology
PSY7625 *	Advanced Inferential Statistics
PSY8710	Principles of Organizational Psychology
PSY8720	Psychology of Leadership
PSY8730	Consultation Psychology
PSY8740	Personnel Psychology
PSY8750	Managing Psychological Services
PSY8765 *	Testing and Assessment in Workplace Psychology
PSY8920 *	Comprehensive Examination – Doctoral
PSY9301 *	Dissertation Research I
PSY9302 *	Dissertation Research II
PSY9303 *	Dissertation Research III
PSY9304 *	Dissertation Research IV

Three Elective Courses **15 quarter credits**

Choose from graduate-level courses in the Harold Abel School of Psychology, excluding 8000-level testing courses, practicum, and internship. (However, learners in the Industrial/Organizational specialization are required to take PSY8765.)

Total **120 quarter credits**

Educational Psychology

Doctoral learners will acquire a broad base of information about learning, lifespan development, testing, research methods, and data analysis. Course content includes adult learning, instructional design, and computer mediated instruction, as well as the levels of child, adolescent, adult, and geriatric psychology. Learners frequently pursue careers in teaching, administration, research, or consulting. These degree requirements are not designed for licensure as a professional psychologist.

Residency Requirement(s):

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

Nineteen Required

Courses + Lab **95 quarter credits**

Core courses:

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

Specialization courses:

PSY7410	Psychology of Learning
PSY8110	Teaching Psychology
PSY8140	Mentoring Psychological Research
PSY8920 *	Comprehensive Examination – Doctoral
PSY9301 *	Dissertation Research I
PSY9302 *	Dissertation Research II
PSY9303 *	Dissertation Research III
PSY9304 *	Dissertation Research IV

Five Elective Courses **25 quarter credits**

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

Total **120 quarter credits**

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

Master of Science (MS) Specializations

Clinical Psychology

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

Residency Requirement(s):

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

Field Training Requirement(s):

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

Thirteen Required

Courses + Lab 65 quarter credits

Core courses:

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

Specialization courses:

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

Total 65 quarter credits

Counseling Psychology

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

Residency Requirement(s):

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

Field Training Requirement(s):

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

Fourteen Required

Courses + Lab 70 quarter credits

Core courses:

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

Specialization courses:

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

Total 70 quarter credits

School Psychology

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

Residency Requirement(s):

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

Fourteen Required

Courses + Lab 70 quarter credits

Core courses:

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

Specialization courses:

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

Total 70 quarter credits

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

Harold Abel School of Psychology Degree Programs, continued

Master's Specializations, continued

Specialist Certificate in School Psychology

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

Residency Requirement(s):

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

Field Training Requirement(s):

Minimum of 600 total practicum hours and 1200 internship hours; see the following section, Field Training, for more details.

Ten Required Courses 50 quarter credits

PSY7310	Biological Basis of Behavior
PSY8150	Learning Disabilities in the Classroom
PSY8210	Principles of Psychopathology
PSY8232 *	Psychological Assessments for School Psychologists II
PSY8332	Advanced Methods in School Psychology
PSY8336	Organization and Operation of the School
PSY8383 *	School Psychology Practicum
PSY8385 *	School Psychology Internship I
PSY8386 *	School Psychology Internship II
PSY8387 *	School Psychology Internship III
Total	50 quarter credits

General Psychology

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

Residency Requirement(s): None

Ten Required Courses + Lab 50 quarter credits

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

Three Elective Courses 15 quarter credits

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

Total 65 quarter credits

Industrial/Organizational Psychology

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

Residency Requirement(s): None

Twelve Required Courses + Lab 60 quarter credits

Core courses:

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

Specialization courses:

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

One Elective Course 5 quarter credits

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

Total 65 quarter credits

Educational Psychology

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

Residency Requirement(s): None

Eleven Required Courses + Lab 55 quarter credits

Core courses:

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

Specialization courses:

PSY7630	Qualitative Analysis
PSY9101 *	Master's Integrative Project

Two Elective Courses 10 quarter credits

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

Total 65 quarter credits

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

Master's Specializations, continued

Sport Psychology

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

Residency Requirement(s): None

Twelve Required

Courses + Lab **60 quarter credits**

Core courses:

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

Specialization courses:

PSY7310	Biological Basis of Behavior
PSY8840	Principles of Sport Psychology
PSY8841	Performance Enhancement in Sport
PSY8842	Applied Sport Psychology
PSY9101 *	Master's Integrative Project

One Elective Course **5 quarter credits**

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

Total **65 quarter credits**

Certificates

Specialist Certificate in School Psychology

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

Minimum Educational Requirement(s):

Master's degree in School Psychology

Residency Requirement(s):

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

Field Training Requirement(s):

Minimum of 600 total practicum hours and 1200 internship hours; see the following section, Field Training, for more details.

Ten Required Courses **50 quarter credits**

PSY7310	Biological Basis of Behavior
PSY8150	Learning Disabilities in the Classroom
PSY8210	Principles of Psychopathology
PSY8232 *	Psychological Assessments for School Psychologists II
PSY8332	Advanced Methods in School Psychology
PSY8336	Organization and Operation of the School
PSY8383 *	School Psychology Practicum
PSY8385 *	School Psychology Internship I
PSY8386 *	School Psychology Internship II
PSY8387 *	School Psychology Internship III

Total **50 quarter credits**

Industrial/Organizational Psychology

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

Minimum Educational Requirement(s):

Master's degree in psychology or a related field.

Executive Human Resource Management and Consultation

Six Required Courses **30 quarter credits**

PSY7210	Lifespan Development OR
PSY7240	Adult Psychology
PSY7530	Group Psychology OR
PSY8720	Psychology of Leadership OR
PSY8730	Consultation Psychology
PSY8160	Strategies for Career and Life Planning OR
PSY8780	Psychology of Organizational Ergonomics in the Workplace OR
PSY8790	Workplace Safety and Health Psychology
PSY8710	Principles of Organizational Psychology
PSY8740	Personnel Psychology
PSY8765 *	Testing and Assessment in Workplace Psychology OR
PSY8785	Compensation and Benefits Planning Psychology

Total **30 quarter credits**

Organizational Testing and Assessment

Five Required Courses **25 quarter credits**

PSY7210	Lifespan Development OR
PSY7240	Adult Psychology
PSY7530	Group Psychology OR
PSY8720	Psychology of Leadership OR
PSY8730	Consultation Psychology
PSY7650	Research Methods
PSY8710	Principles of Organizational Psychology
PSY8765 *	Testing and Assessment in Workplace Psychology

One Elective Course **5 quarter credits**

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

Total **30 quarter credits**

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

Harold Abel School of Psychology Degree Programs, continued

Certificates, continued

Executive Development

Six Required Courses 30 quarter credits

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

Total 30 quarter credits

Sport Psychology

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

Minimum Educational Requirement(s):

Bachelor's degree

Four Required Courses 20 quarter credits

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

Two Elective Courses 10 quarter credits

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

Total 30 quarter credits

Academic Residencies

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

MS and PhD Residential Colloquia

This is a requirement for:

- PhD specializations in Educational Psychology, Industrial/Organizational Psychology, and General Psychology.
- MS specializations in Clinical Psychology and Counseling Psychology.

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

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

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

Area 1: Developing the scholar-practitioner

Area 2: Critical analysis skills

Area 3: Research skills

Area 4: Professional communication skills

Area 5: Development of learning communities

Area 6: Psychology-specific content and offerings

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

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

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

Clinical and Counseling Year-in-Residence

This is a requirement for the PsyD—Clinical and Counseling.

The Clinical and Counseling year-in-residence requires the following:

- Complete at least 30 quarter credits (including transferred credits) prior to starting year-in-residence.
- Enroll full time during the year (be enrolled each quarter, and take no fewer than 30 quarter credits during the year).
- Demonstrate readiness for internship as defined in the *Residencies Manual*, published each year.
- Complete no fewer than 1250 hours of psychological study, training, and interaction with faculty and other graduate psychology learners during the year. These hours will be broken down as follows:
 - At least 500 hours of **formally** scheduled face-to-face instruction with clinical or counseling psychology faculty and learners, demonstrating proficiency in assessment, intervention, efficacy evaluation, ethics and diversity, professional practice, and other competencies of the year-in-residence.
 - At least 100 additional hours of **informal** face-to-face meetings with other psychologists and psychology learners (both inside and outside of HASOP), engaging in discussion, study, research, or other scholarly activities commonly associated with doctoral training in professional psychology. These additional hours, which must be documented in a way approved by the director of residence and the executive director of the Harold Abel School of Psychology, should include:
 - At least 25 hours of informal face-to-face scholarly activities with **fellow learners** in HASOP that should take place outside the formally scheduled events and meetings of the residency year.

Academic Residencies, continued

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

The 500 hours of formally scheduled meetings of the year-in-residence take place over a period not to exceed 13 months and include:

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

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

The Clinical and Counseling year-in-residence has three fundamental objectives:

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

School Psychology Year-in-Residence (for Master's Degree and Specialist Certificate learners in School Psychology)

School Psychology learners complete either Part I (for School Psychology master's learners) or Part II (for School Psychology specialist certificate learners) of the full School Psychology year-in-residence. Each group of learners takes about half of this full year of residency. Learners seeking licensure as school psychologists will typically take both the master's degree and the specialist certificate, which means they will take both portions of the School Psychology year-in-residence.

The **School Psychology year-in-residence**, like that of the Clinical Psychology and Counseling Psychology specializations, has two, two-week extended seminars (at the beginning of Part I and at the end of Part II), and seven weekends-in-

residence in between. However, as currently designed, the full School Psychology year-in-residence is divided into two parts, the first part for the master's learners, the second for the specialist certificate learners. The breakdown is as follows:

A. Master's learners in School Psychology complete Part I of the School Psychology year-in-residence. The requirements of Part I include:

- No fewer than 240 hours of face-to-face contact with faculty and learners in School Psychology over a period not to exceed six months (typically June through December), including attendance at:
 - the School Psychology Year-in-Residence Extended Seminar I, a two-week residency (Psy-R 6340), typically in June of the year, followed by:
 - the first four of the weekends-in-residence (Psy-R 6341 – 6344, typically offered August through November).
- Completion of a portfolio review, which will be conducted by the learner's faculty chair, mentor, and at least one other faculty member in School Psychology. The portfolio for the master's learner will be considered an integral part of the learner's demonstration of readiness for graduation from the master's program.
- In addition, master's learners must complete all outcome documentation and obtain approval from the director of residence, the chair of the School Psychology specialization, and their mentors.

B. Specialist certificate learners complete Part II of the year-in-residence. The requirements of Part II include:

- No fewer than 210 hours of contact over a six-month period, typically between January and June, including attendance at:
 - three School Psychology weekends-in-residence (Psy-R 6345 – 6347, typically offered during winter quarter);
 - the School Psychology Year-in-Residence Extended Seminar II (Psy-R 6350, typically offered in June).
- Complete the certificate portfolio review at Extended Seminar II.
- Certificate learners must complete all outcome documentation and obtain approval from the director of residence, the chair of the School Psychology specialization, and their mentors.

Parts I and II of the School Psychology year-in-residence should not be confused with either the practicum or the internship requirements. Learners in the Specialist Certificate in School Psychology will complete both the School Psychology practicum and an internship. These are entirely distinct from the year-in-residence. Typically, the School Psychology internship is taken after the year-in-residence is completed.

Harold Abel School of Psychology Degree Programs, continued

Academic Residencies, continued

The School Psychology year-in-residence has three fundamental objectives:

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

Schedules for Year-in-Residence

The schedules for the next year's year-in-residence will be published as early as possible by the director of residence. As currently planned, the year-in-residence begins in late June each year with the Extended Seminar I and continues through the various weekends-in-residence from August through March, concluding in the following June with the Extended Seminar II.

Field Training

Introduction to Field Training

Field training is one of the most important parts of the educational experience for HASOP learners. Learners apply the theory and skills learned in the course work and residencies in a professional setting under supervision. Given the level of importance associated with field training experiences, learners will benefit greatly from planning ahead to search for appropriate training experiences.

To assist learners, the Field Training Office has developed a Practicum-Internship Manual that reviews basic requirements and the application process. The director of training reviews all applications and will approve applications which meet the standards set by Capella University.

Overview of Practicum

A practicum learner is at a site to learn a new competency in the degree program. In general, a practicum is a training experience which occurs in the second or third year of the program; learners should plan on being at a site for two days a week for approximately six months while enrolled in the accompanying course(s). The first step for learners with regard to practicum is to review the Practicum-Internship Manual. Learners must follow the guidelines and the application process stated in the Practicum-Internship Manual.

Overview of Internship

Doctoral degree

The pre-doctoral internship occurs in the final years of the doctoral program and is the last opportunity for practical training prior to the granting of the degree. Internship is a full-time, onsite commitment which takes place over a calendar year and includes enrollment in the accompanying course(s). The pre-doctoral internship is viewed critically by licensing boards and future employers. All learners apply for an internship through the Association of Psychology Postdoctoral and Internship Centers (APPIC) process. APPIC is a matching service which requires minimum standards such as a commitment to training, a didactic component, and at least two interns. Internships developed outside of the APPIC process must be considered equivalent when compared to the criteria listed for APPIC. This equivalency is determined by the director of training when considering the approval of the non-APPIC internship site. Additional information about the [APPIC process](#) can be found at [APPIC.org](#).

Specialist Certificate in School Psychology

The internship occurs after all course work for the certificate has been completed and is the last opportunity for practical training prior to the granting of the specialist certificate. Internship is a full-time, onsite commitment which takes place over one academic year and also includes enrollment in the accompanying course(s).

The first step for all learners with regard to internship is to review the Practicum-Internship Manual. Learners must follow the guidelines and the application process stated in the Practicum-Internship Manual. Learners are required to locate and arrange internship sites which must be approved by the director of training using the application in the Practicum-Internship manual.

Field Training Requirements

PsyD—Clinical Psychology and Counseling Psychology Practicum

- Approved practicum application.
- A minimum of 1000 contact hours plus the online course work in PSY8392 and PSY8394.

Internship

- Learner demonstrates readiness for internship.
- Approved internship application.
- Full-time site placement with a minimum of 2000 contact hours and the online course work in PSY8401, PSY8402, PSY8403, and PSY8404. These must be completed sequentially over a one-year period.
- Learner enrolled full time.

Master's—Clinical Psychology and Counseling Psychology Practicum

- Approved practicum application.
- A minimum of 600 contact hours and the course work in PSY8391 and PSY8393.

Internship

- Internship not required.

Specialist Certificate in School Psychology Practicum

- Approved practicum application.
- A minimum of 600 contact hours and the course work in PSY8383.

Internship

- Learner demonstrates readiness for internship.
- Approved internship application.
- Full-time site placement with a minimum of 1200 contact hours and the online course work in PSY8385, PSY8386, and PSY8387. These courses must be completed sequentially during the internship.

NOTE: Field training hours and supervisor credential requirements vary across states and Canadian provinces. Learners are responsible for determining the specific licensing requirements for any state or province in which they plan to seek licensure.

School of Technology



*Kurt Linberg, PhD
Executive Director*

From the Executive Director

The relationship between business and technology has evolved significantly over the past decade. Information technology is now considered an integral function of today's organizations, essential to improving workplace productivity, managing customer relationships, facilitating electronic commerce, and developing new business models. Demand for highly skilled information technology professionals who can contribute at all levels of the organization and apply their technology knowledge to solve organization-wide problems continues to be strong. As a result, IT has become a popular and competitive field.

To advance your IT career and keep your skills on the cutting edge, you need more than just technical certifications or a two-year degree. You need a bachelor's or master's degree that equips you with solid IT skills and a strong foundation in business strategy and management. As a learner in Capella University's School of Technology, you'll benefit from a curriculum that addresses today's essential IT concerns: project management, information security, enterprise systems integration, application development, network architecture and design, systems design and programming, and graphics and multimedia. Your online learning experience is further enhanced by our experienced faculty, who actively work in the IT areas you will be studying, and by our virtual lab environment, which offers hands-on, real-world experience working with leading technologies and applications.

I am excited to welcome you to Capella University's School of Technology. We are committed to providing you with a rich and rewarding learning experience, and we look forward to helping you celebrate the successful completion of your program.

*Kurt Linberg, PhD
Executive Director*

About the School of Technology

Mission Statement

In keeping with Capella University's mission to provide adult learners with access to high quality bachelors, master's, and certificate programs, the School of Technology carefully integrates theory with practice skills to help professionals learn the latest IT technologies as well as techniques they need to make a positive impact professionally and within greater society. The goal is to provide professionals with the skills they need to conquer both the technical and business challenges they encounter on a daily basis.

Our curriculum is regularly evaluated by corporate technology practitioners to ensure technologies and concepts are relevant to the in-demand marketplace.

The School of Technology is one of five schools within Capella University that provides working professionals with relevant, competency-based, innovative learning experiences. The School of Technology offers in-demand specializations in the following areas:

- Systems design and integration
- Application development
- Project management
- Network technology
- Graphics and multimedia
- Information security

Degree Programs

Master of Science (MS) in Information Technology

The Capella University Master of Science (MS) in Information Technology degree is specifically designed to help learners master the skills and acquire the knowledge needed to advance their careers and make significant contributions through mastery of enterprise architecture, applications, strategies, and concepts.

The Master of Science degree program allows learners to efficiently complete their studies for a degree and focus on courses that teach the skills they need. Learners can supplement existing graduate course work by submitting their previous industry certifications and relevant work experience for college credit.

For the IT professional who wants to lead in the design and deployment of secure enterprise applications and network technologies, Capella University offers a Master of Science degree in Information Technology with specializations in System Design and Programming, Network Architecture and Design, or Information Security. In addition, the Master of Science in Information Technology degree with a specialization in Project Management gives learners a broad understanding of technology used in enterprise-wide systems projects and the methods and mastery skills of a disciplined project management professional. Capella University is a Registered Education Provider with the Project Management Institute. The program teaches the higher-level managerial skills learners would typically learn at a business school while keeping them up to speed with the newest applications being used by leading corporations. Courses are taught by faculty who are leaders in the development and operation of enterprise systems. Guided by their academic advisors and faculty, learners will craft a sequence of courses building to a final project that applies their learning to a real-world challenge.

Meanwhile, interactions with fellow IT learners will expand learners' perspectives, both within their fields and around the globe. Learners will also apply their course work to work-related systems challenges in the virtual lab, immediately increasing their credibility and effectiveness in their jobs. By the end of the master's program, learners will have a Master of Science degree in IT that reflects advanced technical skills and expertise in such high demand areas as software engineering, project management, information security, Web applications development, database development, and network infrastructure.

School of Technology applicants who need to enhance their skills in the area of Web application development, database systems, software design, and/or network systems are strongly encouraged to enroll in TS5590 - Web Development and Networks and/or

TS5591 - Programming and Database Systems. Additionally, the Admissions Committee may request that the applicant enroll in one or both of the aforementioned courses, which are only applicable to the MS General specialization. Learners with limited technical backgrounds who wish to specialize in Network Technology, Project Management, System Design, or Programming will need to take these courses in addition to the specialization requirements.

Bachelor of Science (BS) in Information Technology

The School of Technology has designed a Bachelor of Science degree program that allows learners to efficiently complete their studies for a degree and focus on courses that teach the skills that will prepare them for technology careers. Learners can supplement prior college course work by submitting previous industry certifications and relevant IT work experience for college credit.

The courses that learners select will build a deep knowledge of current IT tools and practices while preparing them to gain new certifications they may need. During the program, learners will gain hands-on access to the applications they are learning about and get the chance to demonstrate their new skills. When they are finished, learners will have a bachelor's degree that validates their professional status and a portfolio of their course work that demonstrates their mastery of the latest software, Web tools, and other applications.

General Education in the Bachelor of Science Degree

The philosophy supporting Capella University's general education program flows directly from the institution's mission, educational philosophy, and learning model. As an institution providing high quality degree programs for adults who seek to maximize their personal and professional potential, Capella University believes that adult learners need active, engaging, challenging, and relevant learning in order to experience the immediate impact of their learning on their personal and

professional lives. The Capella Way of Learning is embodied within the general education curriculum through an emphasis on developing the measurable knowledge, skills, and abilities that serve as the foundation of success within all programs of study and throughout life, have immediate impact, and provide an effective and efficient path to the improvement of learners' personal and professional lives. In concert with the course work in a learner's field of study, this curriculum further aims to develop reflective practitioners at the bachelor's level — learners who use analytical and relational skills to continuously improve their practice through action, reflection, and adaptation.

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

1. **Communication:** Capella learners will develop the communication skills necessary to effectively use the English language to communicate both verbally and in written form. In addition, they will learn to read, write, speak, and listen critically.
2. **Critical Thinking:** Capella learners will 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 will be reinforced throughout the program.
3. **Ethical and Social Responsibility:** Capella learners will develop an understanding of the ethical dimensions of their personal and professional lives. Through reflection on their own values and positions, as well as those of others, they will learn what it means to be a socially responsible citizen in today's world and develop the ability to appropriately exercise that citizenship.
4. **Fine Arts and Humanities:** Capella learners will 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 will develop the ability to form their own aesthetic judgments.

5. **Mathematical and Logical Reasoning:**

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

6. **Natural Sciences:** Capella learners will develop an understanding of the scientific methods used to study phenomena in the Natural Sciences and an appreciation of the role scientific inquiry plays in addressing the critical issues facing today's world.

7. **Social Science:** Capella learners will develop an understanding of the scientific methods used to study human behavior and interaction and knowledge of the predominant theories resulting from this study.

Certificates

The School of Technology offers undergraduate and graduate level certificates for professionals who seek to enhance their skills and knowledge. Online certificate courses can be taken on a part- or full-time basis and are typically

completed within two to three quarters. Undergraduate certificates are 30 quarter credits and may be transferred into the Bachelor of Science in Information Technology degree program if learners want to pursue that degree later. Graduate certificates are 20 quarter credits and may be transferred into the Master of Science in Information Technology degree program if learners decide to pursue a Master of Science degree at a later time. Learners with previous work experience in the field of IT can request course substitutions. Once the executive director of the School of Technology has reviewed the request, it may be approved as a course substitution within specific certificates based on learners' past experiences and learning objectives.

Professional/National Affiliations or Accreditations

Capella University is a charter member of the Special Interest Group on Information Technology Education (SIGITE). This national organization, under the guidance of Association of Computing Machinery (ACM), and the Accreditation Board for Engineering and Technology (ABET) develops accreditation guidelines and sample curriculum for IT degree programs.

Specializations offered in the School of Technology

Specializations	Degrees and Certificates
General Information Technology	MS, BS
Information Security	MS
Network Architecture and Design	MS
Project Management and Leadership	MS
Professional Project Management	Graduate Certificate
Information Security Professional	Graduate Certificate
System Design and Programming	MS
Graphics and Multimedia	BS
Network Technology	BS
Project Management	BS
Web Application Development	BS
Foundations in Information Security	Undergraduate Certificate
Foundations in Information Technology	Undergraduate Certificate
Foundations in Network Technology	Undergraduate Certificate
Foundations in Project Management	Undergraduate Certificate

School of Technology Degree Programs

Master of Science (MS) Specializations

General Information Technology

Capella University's Master of Science (MS) program in Information Technology helps working IT professionals acquire the intellectual capital and technical skills to make significant, far-reaching contributions to their organizations. It is also ideal for those with bachelor's degrees in other fields looking to enter the IT industry at a senior contributor or managerial level.

Learners can select a specialization in Information Security, Network Architecture and Design, Project Management and Leadership, or System Design and Programming. Learners may choose to obtain greater breadth in understanding IT topics by selecting the following general program.

Twelve Required

Courses + Lab: 48 quarter credits

Core courses:

TS5004	Technical Communications
TS5005	Master's Learner Success Lab (non-credit)
TS5110	Enterprise System and Application Development OR
TS5111	Overview of Enterprise Applications
TS5120	Project Management for Technology Professionals
TS5130	System Development Theory and Practice
TS5140	System Usability Analysis and Design OR
TS5150	Enterprise Application Testing OR
TS5151	Quality Assurance
TS5160	Business Foundations

Specialization courses:

Choose five from the following courses AND the Integrative Project course:

TS5500	Systems Analysis and Design
TS5501	Database Analysis and Design
TS5502 *	Programming Strategies
TS5503 *	Advanced Enterprise System Development
TS5504	Wireless Web Design and Development
TS5505	Object-oriented Design and Development
TS5506 *	Graphics and Multimedia
TS5507	Network Technology
TS5508	Enterprise System Security
TS5509	Legal Considerations in Information Technology
TS5510	Ethical Considerations in Technology Applications
TS5511	Organizational Impacts to Technology Adoption
TS5512	Enterprise System Integration
TS5513 *	Advanced Programming Strategies
TS5514 *	Advanced Graphics and Multimedia
TS5515 *	Advanced Wireless and Mobile Development

TS5516	Client Server Architecture and Design
TS5517	Network Enterprise Architecture and Design
TS5518	Advanced Network Technology - Routing
TS5520	Operation System Theory and Application
TS5521	Advanced Network Technology - Switching
TS5522	Advanced Network Technology - Remote Access
TS5523	Advanced Network Technology - Troubleshooting
TS5524	Advanced Project Management
TS5525	Project Risk Management
TS5526	Leadership and Human Resource Management
TS5527	Procurement Management
TS5528	Project Integration Management
TS5529 *	Component Development - Java Framework
TS5530 *	Component Development - Microsoft Framework
TS5531	Security Management Practices
TS5532 *	Secure System Development and Cryptology
TS5540 *	Introduction to XML and Web Services
TS5590	Web Development and Networks
TS5591	Programming and Database Systems
TS5899	Special Topics in Technology OR

Choose two, two-credit intensive study courses in place of one four-credit elective course:

TS5230	Evolving Legal Issues for IT Professionals
TS5250	Overview of the eXtensible Markup Language (XML)
TS5270	Cyber Threats to Enterprise Security
TS5271	Network Security Solutions for the Enterprise
TS5280	Advanced Java Practicum

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

TS5990 Integrative Project

Total 48 quarter credits

Information Security

Information technology professionals need an in-depth knowledge of emerging security threats and solutions to ensure that networks and computer systems are secure. Today, they are responsible for developing information security and disaster recovery plans that proactively protect the enterprise. This specialization prepares technical leaders to identify, develop, and implement highly secure networks that will support organizational goals. It combines both technical and policy-level course work. The curriculum was designed around the leading security certification.

Twelve Required

Courses + Lab: 48 quarter credits

Core courses:

TS5004	Technical Communications
TS5005	Master's Learner Success Lab (non-credit)
TS5110	Enterprise System and Application Development OR
TS5111	Overview of Enterprise Applications
TS5120	Project Management for Technology Professionals
TS5130	System Development Theory and Practice
TS5140	System Usability Analysis and Design OR
TS5150	Enterprise Application Testing OR
TS5151	Quality Assurance
TS5160	Business Foundations

Specialization courses:

Choose five of the following courses AND the Integrative Project course:

TS5507	Network Technology
TS5508	Enterprise System Security
TS5509	Legal Considerations in Information Technology
TS5510	Ethical Considerations in Technology Applications
TS5520	Operating System Theory and Application
TS5525	Project Risk Management
TS5531	Security Management Practices
TS5532	Secure System Development and Cryptology
TS5899	Special Topics in Technology OR

Choose two, two-credit intensive study courses in place of one four-credit elective course:

TS5270	Cyber Threats to Enterprise Security
TS5271 *	Network Security Solutions for the Enterprise

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

TS5990 Integrative Project

Total 48 quarter credits

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

*Master's Specializations, continued***Network Architecture and Design**

Organizations need systems design and programming personnel, but without a secure and high performing network infrastructure, a business cannot be successful. Network professionals ensure that networks are designed and maintained to support the success of an organization. They are responsible for making the right connections for the Internet, intranets, and extranets, including designing and maintaining local area networks, and wide area networks. They are also responsible for developing and implementing the organizations information security plan and disaster recovery plan. The Network Architecture and Design specialization helps prepare technical leaders with the skills necessary to design and implement high quality networks that meet the needs of business.

Twelve Required**Courses + Lab: 48 quarter credits***Core courses:*

TS5004	Technical Communications
TS5005	Master's Learner Success Lab (non-credit)
TS5110	Enterprise System and Application Development OR
TS5111	Overview of Enterprise Applications
TS5120	Project Management for Technology Professionals
TS5130	System Development Theory and Practice
TS5140	System Usability Analysis and Design OR
TS5150	Enterprise Application Testing OR
TS5151	Quality Assurance
TS5160	Business Foundations

Specialization courses:

Choose five of the following courses AND the Integrative Project course:

TS5507	Network Technology
TS5508	Enterprise System Security
TS5509	Legal Considerations in Information Technology OR
TS5510	Ethical Considerations in Technology Applications
TS5516	Client Server Architecture and Design
TS5517	Network Enterprise Architecture and Design
TS5518	Advanced Network Technology - Routing
TS5521	Advanced Network Technology - Switching
TS5522	Advanced Network Technology - Remote Access
TS5523	Advanced Network Technology - Troubleshooting
TS5899	Special Topics in Technology OR

Choose two, two-credit intensive study courses in place of one four-credit elective course:

TS5270	Cyber Threats to Enterprise Security
TS5271 *	Network Security Solutions for the Enterprise

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

TS5990	Integrative Project
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Total 48 quarter credits**Project Management and Leadership**

Information technology professionals who will be in high demand by global enterprises and entrepreneurial start-ups must be able to master project management and risk management skills. These professionals need to understand the current state of technology, the key organizational and societal issues impacting technology, and how to effectively motivate individuals and teams. The Project Management and Leadership specialization helps prepare technical leaders and managers with the skills necessary to successfully lead multiple technology projects that span across dispersed geographical areas.

Twelve Required**Courses + Lab: 48 quarter credits***Core courses:*

TS5004	Technical Communications
TS5005	Master's Learner Success Lab (non-credit)
TS5110	Enterprise System and Application Development OR
TS5111	Overview of Enterprise Applications
TS5120	Project Management for Technology Professionals
TS5130	System Development Theory and Practice
TS5140	System Usability Analysis and Design OR
TS5150	Enterprise Application Testing OR
TS5151	Quality Assurance
TS5160	Business Foundations

Specialization courses:

Choose five of the following courses AND the Integrative Project course:

TS5500	Systems Analysis and Design
TS5508	Enterprise System Security
TS5509	Legal Considerations in Information Technology
TS5510	Ethical Considerations in Technology Applications
TS5511	Organizational Impacts to Technology Adoption
TS5512	Enterprise System Integration
TS5524	Advanced Project Management
TS5525	Project Risk Management
TS5526	Leadership and Human Resource Management
TS5527	Procurement Management
TS5528	Project Integration Management
TS5899	Special Topics in Technology OR

Choose two, two-credit intensive study courses in place of one, four-credit elective course:

TS5270	Cyber Threats to Enterprise Security
TS5230 *	Evolving Legal Issues for IT Professionals

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

TS5990	Integrative Project
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Total 48 quarter credits**System Design and Programming**

The Internet, Web and related technologies (XML, Web Services, Distributed Database Systems) have become an integral factor in today's business applications, creating higher demands on technical professionals. Many companies estimate that their greatest demand for information technology professionals will fall in the area of systems integration, information management, software engineering, software development and the management of development efforts locally and offshore. The System Design and Programming specialization helps prepare technical leaders with the skills necessary to design and implement high quality applications and to utilize the components involved in that effort most effectively to meet the needs of business.

Twelve Required**Courses + Lab: 48 quarter credits***Core courses:*

TS5004	Technical Communications
TS5005	Master's Learner Success Lab (non-credit)
TS5110	Enterprise System and Application Development OR
TS5111	Overview of Enterprise Applications
TS5120	Project Management for Technology Professionals
TS5130	System Development Theory and Practice
TS5140	System Usability Analysis and Design OR
TS5150	Enterprise Application Testing OR
TS5151	Quality Assurance
TS5160	Business Foundations

Specialization courses:

Choose five of the following courses AND the Integrative Project course:

TS5500	Systems Analysis and Design
TS5501	Database Analysis and Design
TS5502 *	Programming Strategies
TS5503 *	Advanced Enterprise System Development
TS5504	Wireless Web Design and Development
TS5505	Object-oriented Design and Development
TS5506 *	Graphics and Multimedia
TS5512	Enterprise System Integration
TS5513 *	Advanced Programming Strategies
TS5514 *	Advanced Graphics and Multimedia
TS5515 *	Advanced Wireless and Mobile Development
TS5520	Operating System Theory and Application
TS5529 *	Component Development - Java Framework
TS5530 *	Component Development - Microsoft Framework
TS5540 *	Introduction to XML and Web Services

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

School of Technology Degree Programs, continued

Master's Specializations, continued

TS5899	Special Topics in Technology OR
<i>Choose two, two-credit intensive study courses in place of one four-credit elective course:</i>	
TS5250	Overview of the eXtensible Markup Language (XML)
TS5280 *	Advanced Java Practicum
<i>The Integrative Project course should be taken during the learner's final quarter.</i>	
TS5990	Integrative Project
Total	48 quarter credits

Graduate Certificates

Professional Project Management

There is a significant need for professionals with a background in both enterprise technology and project management mastery in order to complete complex projects on time, on budget, and to specification. This program prepares learners, who have previously earned a bachelor's degree to manage larger projects utilizing methodology based on the Project Management Book of Knowledge (PMBOK) from the Project Management Institute. The program goes well beyond the certification in providing an opportunity to expand critical thinking skills and master project management principals through practice and interaction. This graduate certificate will develop the competencies associated with the Project Management Professional certification from The Project Management Institute.

Five Courses	20 quarter credits
TS5524	Advanced Project Management
TS5525	Project Risk Management
TS5526	Leadership and Human Resource Management
TS5527	Procurement Management
TS5528	Project Integration Management
Total	20 quarter credits

Information Security Professional

Technology professionals with a background in both information security technology and policy level management skills are in high demand in today's organizations and corporations. This program prepares learners, who have previously earned a bachelor's degree, to manage larger organization's enterprise security based on the ten domains of the Certified Information Systems Security Professional (CISSP) certification from International Information Systems Security Certification Consortium, Inc. (ISC)². The program moves beyond the certification by providing an opportunity to master information security principles through practice and interaction. This graduate certificate will expand learners' critical thinking skills and develop the competencies associated with the CISSP certification from (ISC)².

Five Courses	20 quarter credits
TS5507	Network Technology
TS5508	Enterprise System Security
TS5509	Legal Considerations in Information Technology OR
TS5510	Ethical Considerations in Technology Applications
TS5531	Security Management Practices
TS5532	Secure System Development and Cryptology
Total	20 quarter credits

Bachelor of Science (BS) in Technology Specializations

General

The information technology curriculum emphasizes applied uses of information technology. Learners can select a specialization in Graphics and Multimedia, Network Technology, Project Management, or Web Application Development. Learners may choose to obtain greater breadth in understanding IT topics by selecting the following general program.

Sixteen Required Courses + Lab **96 quarter credits**

Core courses:

TS3004	Communicating in New Media
TS3005	Undergraduate Learner Success Lab (non-credit)
TS3100	Fundamentals of Web Application Development
TS3110	Fundamentals of E-Business
TS3120	Fundamentals of Project Management
TS3130	Fundamentals of Database Systems
TS3140	Fundamentals of Software Development
TS3150	Fundamentals of Network Systems
TS3160	Ethical and Human Side of Information Technology

Specialization courses:

Choose six of the following courses AND both Integrated Action Learning courses:

TS4010 *	Presentation Layer: Client Side Programming
TS4012	Advanced Server Side Programming
TS4030	Project Estimation and Budgeting
TS4031	Risk Management in Information System Development
TS4032	Motivating IT Professionals
TS4040 *	Network Administration
TS4041 *	Advanced Network Administration
TS4042 *	Network Design
TS4050 *	Vector Graphics Animation
TS4051 *	Web Graphics Animation
TS4052 *	Image Processing
TS4801	Information Systems Analysis and Design
TS4802	System Assurance Quality and Testing
TS4803	System Assurance Security
TS4805	Programming Concepts and Practices
TS4806	Future of Information Technology
TS4807	Legal Issues in Information Technology
TS4808 *	Object-oriented Analysis, Design and Programming
TS4809	Data Warehousing and Data Mining
TS4810 *	Web Design
TS4811 *	Object-oriented Programming in Java
TS4812 *	Advanced Java Programming
TS4813	Operating Systems
TS4814 *	Wireless Web Programming
TS4815	Introduction to Telecommunications

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

Bachelor's Specializations, continued

TS4816 *	Mobile Device Programming
TS4817	Security Management Practices
TS4819	Application Layer: Server Side Programming
TS4899	Special Topics in Information Technology (special interest alternate)

To be taken in sequence during the learner's final two quarters:

TS4991	Integrated Action Learning I – Project Planning and Action Learning Plan
TS4992 *	Integrated Action Learning II – Project Completion and Final Report

Ten General**Education Courses 60 quarter credits**

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

Communication (two courses)
Ethical and Social Responsibility (one course)
Fine Arts and Humanities (two courses)

Mathematical and Logical Reasoning (one course)

Natural Sciences (two course)

Social Science (two courses)

Five Elective Courses
30 quarter credits

Five Elective Courses 30 quarter credits

Choose five undergraduate courses; we recommend that three be undergraduate technology courses.

Total 186 quarter credits

Graphics and Multimedia

As Web-enabled applications become more common, significant demand exists for technically proficient professionals who can design high quality, aesthetically pleasing graphic and multimedia content. Our specialization in Graphics and Multimedia can help learners build the skills necessary to develop graphic-intensive content that enhances the appeal and navigability of Web sites.

While pursuing this specialization, learners will be led by trained graphic artists and experts in Web-based design. Learners will engage in a collaborative, online community that lets them receive real-time feedback on work from a variety of learner and instructor perspectives. The specialization will leave learners with a sound knowledge of the latest professional tools used for vector graphics, vector graphics animation, and image processing.

Sixteen Required**Courses + Lab 96 quarter credits**

Core courses:

TS3004	Communicating in New Media
TS3005	Undergraduate Learner Success Lab (non-credit)

TS3100	Fundamentals of Web Application Development
TS3110	Fundamentals of E-Business
TS3120	Fundamentals of Project Management
TS3130	Fundamentals of Database Systems
TS3140	Fundamentals of Software Development
TS3150	Fundamentals of Network Systems
TS3160	Ethical and Human Side of Information Technology

Specialization courses:

Six courses AND both Integrated Action Learning courses.

TS4050 *	Vector Graphics Animation
TS4051 *	Web Graphics Production
TS4052 *	Image Processing
TS4801	Information Systems Analysis and Design
TS4802	System Assurance - Quality and Testing
TS4810 *	Web Design

To be taken in sequence during the learner's final two quarters:

TS4991	Integrated Action Learning I – Project Planning and Action Learning Plan
TS4992 *	Integrated Action Learning II – Project Completion and Final Report

Ten General**Education Courses 60 quarter credits**

Select ten courses as indicated from the categories listed below:

Communication (two courses)
Ethical and Social Responsibility (one course)
Fine Arts and Humanities (two courses)

Mathematical and Logical Reasoning (one course)

Natural Sciences (two course)

Social Science (two courses)

Five Elective Courses 30 quarter credits

Choose five undergraduate courses, at least three of which must be undergraduate technology courses.

Total 186 quarter credits

Network Technology

The specialization in Network Technology provides learners with the skills they need to take certification tests in the areas of network administration, network design, and network security from Microsoft, Cisco, CompTIA, and other leading technology organizations. Some key technologies will be introduced, including local and wide area networking, directory services, network security, authentication schemes, and various operating systems. Innovative software tools and Capella's advanced IT infrastructure

enable simulated hands-on learning in a flexible, online environment.

Equally important, as learners work toward various in-demand certifications, our program lets learners continue acquiring the broader critical thinking, strategic, and managerial skills that last a lifetime — and make the IT professional a valuable asset to every department within an organization.

Sixteen Required**Courses + Lab 96 quarter credits**

Core courses:

TS3004	Communicating in New Media
TS3005	Undergraduate Learner Success Lab (non-credit)
TS3100	Fundamentals of Web Application Development
TS3110	Fundamentals of E-Business
TS3120	Fundamentals of Project Management
TS3130	Fundamentals of Database Systems
TS3140	Fundamentals of Software Development
TS3150	Fundamentals of Network Systems
TS3160	Ethical and Human Side of Information Technology

Specialization courses:

Six courses AND both Integrated Action Learning courses.

TS4040 *	Network Administration
TS4041 *	Advanced Network Administration
TS4042 *	Network Design
TS4803	System Assurance Security
TS4813	Operating Systems
TS4815	Introduction to Telecommunications

To be taken in sequence during the learner's final two quarters:

TS4991	Integrated Action Learning I – Project Planning and Action Learning Plan
TS4992 *	Integrated Action Learning II – Project Completion and Final Report

Ten General**Education Courses 60 quarter credits**

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

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

Natural Sciences (two course)

Social Science (two courses)

Five Elective Courses 30 quarter credits

Choose five undergraduate courses, at least three of which must be undergraduate technology courses.

Total 186 quarter credits

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

School of Technology Degree Programs, continued

Bachelor's Specializations, continued

Project Management

The Project Management specialization focuses on developing skills that are required to effectively lead and manage a complex IT project. This specialization also allows learners to integrate information technologies, business, and human interaction skills.

Learners will also be introduced to a variety of topics including assessing product requirements; establishing configuration management; understanding the impact of evolving legal and regulatory issues on a project; understanding team dynamics; and using tools for project planning, estimation, budgeting and risk management. Learners will ultimately integrate IT fundamentals, professional practice, and project management specialization course work in an integrated action learning project.

Sixteen Required Courses + Lab **96 quarter credits**

Core courses:

TS3004	Communicating in New Media
TS3005	Undergraduate Learner Success Lab (non-credit)
TS3100	Fundamentals of Web Application Development
TS3110	Fundamentals of E-Business
TS3120	Fundamentals of Project Management
TS3130	Fundamentals of Database Systems
TS3140	Fundamentals of Software Development
TS3150	Fundamentals of Network Systems
TS3160	Ethical and Human Side of Information Technology

Specialization courses:

Six courses AND both Integrated Action Learning courses.

TS4030	Project Estimation and Budgeting
TS4031	Risk Management in Information System Development
TS4032	Motivating IT Professionals
TS4802	System Assurance Quality and Testing
TS4806	Future of Information Technology
TS4807	Legal Issues in Information Technology

To be taken in sequence during the learner's final two quarters:

TS4991	Integrated Action Learning I – Project Planning and Action Learning Plan
TS4992 *	Integrated Action Learning II – Project Completion and Final Report

Ten General Education Courses **60 quarter credits**

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

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

Five Elective Courses **30 quarter credits**

Choose five undergraduate courses, at least three of which must be undergraduate technology courses.

Total **186 quarter credits**

Web Application Development

The Web Application Development specialization is appropriate for those whose goal is to create professional, high-quality, Web-based applications. This specialization focuses on the enabling technologies, but also integrates an awareness of business and human realities. The key concepts of Web application development are emphasized so learners are prepared for the variety of development environments. Some key technologies will be introduced using the Virtual Lab Environment (VLE) including Enterprise Java-Beans, Common Object Request Broker Architecture (CORBA), Extensible Markup Language (XML), and Open Database Connectivity (ODBC)/Java Database Connectivity (JDBC), and Application Programming Interfaces (APIs). Learners will ultimately integrate IT fundamentals, professional practice, and Web application development specialization course work in an integrated action learning project.

Sixteen Required Courses + Lab **96 quarter credits**

Core courses:

TS3004	Communicating in New Media
TS3005	Undergraduate Learner Success Lab (non-credit)
TS3100	Fundamentals of Web Application Development
TS3110	Fundamentals of E-Business
TS3120	Fundamentals of Project Management
TS3130	Fundamentals of Database Systems
TS3140	Fundamentals of Software Development
TS3150	Fundamentals of Network Systems
TS3160	Ethical and Human Side of Information Technology

Specialization courses:

Six courses AND both Integrated Action Learning courses.

TS4010 *	Presentation Layer: Client Side Programming
TS4012	Advanced Server Side Programming
TS4802	System Assurance Quality and Testing
TS4811 *	Object-oriented Programming in Java
TS4819	Application Layer: Server Side Programming
TS4820 *	Server Side Programming ASP.NET

To be taken in sequence during the learner's final two quarters:

TS4991	Integrated Action Learning I – Project Planning and Action Learning Plan
TS4992 *	Integrated Action Learning II – Project Completion and Final Report

Ten General Education Courses **60 quarter credits**

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

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

Five Elective Courses **30 quarter credits**

Choose five undergraduate courses, at least three of which must be undergraduate technology courses.

Total **186 quarter credits**

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

Undergraduate Certificates

Foundations in Information Security

There is a tremendous need for information technology professionals who can understand and effectively apply security mechanisms within their organization's information systems and Web-based applications. These professionals will be especially valuable to the success of e-business initiatives when guarding against hackers and forms of viruses is paramount. These professionals must understand network systems, firewalls and gateways, authentication and encryption techniques, Web application development, programming and analysis. This certificate course work will develop the competencies associated with the CompTIA Security+ Certification and System Security Certified Practitioner (SSCP).

Five Courses + Lab		30 quarter credits
TS3004	Communicating in New Media	
TS3005	Undergraduate Learner Success Lab (non-credit)	
TS3150	Fundamentals of Network Systems	
TS4801	Information Systems Analysis and Design	
TS4803	Fundamentals in Network Security	
TS4817	Security Management Practices	
Total		30 quarter credits

Foundations in Information Technology

There is a growing need for many professionals in education, business, and government to become more knowledgeable about information technology. These professionals desire an understanding of the latest communication tools and techniques, Web site development, database development, Internet architecture, programming and system lifecycle development strategies, and basic network design and information security.

Five Courses + Lab		30 quarter credits
TS3004	Communicating in New Media	
TS3005	Undergraduate Learner Success Lab (non-credit)	
TS3100	Fundamentals of Web Application Development	
TS3130	Fundamentals of Database Systems	
TS3140	Fundamentals of Software Development	
TS3150	Fundamentals of Network Systems	
Total		30 quarter credits

Foundations in Network Technology

Organizations must continue to administer and upgrade their network infrastructure to ensure continued profitability. These upgrades and ongoing technical support require the expertise of numerous information technology professionals who understand how to design and administer networks. The certificate in Network Technology provides the technical professional with immediate skills in network administration, network design, and network security.

Five Courses + Lab		30 quarter credits
TS3004	Communicating in New Media	
TS3005	Undergraduate Learner Success Lab (non-credit)	
TS3150	Fundamentals of Network Systems	
TS4040	Network Administration	
TS4041	Advanced Network Administration <i>OR</i>	
TS4042	Network Design	
TS4803	System Assurance Security	
Total		30 quarter credits

Foundations in Project Management

The success of an IT project can be an important career-builder for an IT professional. The growth of information technology projects has created opportunities for managers and leaders who understand the technology as well as understand business and human considerations. The certificate is designed to familiarize learners with the skills to manage and lead complicated projects, manage risk, establish outsourcing requirements, and understand the latest tools and techniques. Learners will study incremental/iterative development skills necessary for effectively motivating IT professionals including strategies for improving recruiting and retention outcomes.

Five Courses + Lab		30 quarter credits
TS3004	Communicating in New Media	
TS3005	Undergraduate Learner Success Lab (non-credit)	
TS3120	Fundamentals of Project Management	
TS3160	Ethics and Human Side of Information Technology <i>OR</i>	
TS4032	Motivating IT Professionals	
TS4030	Project Estimation and Budgeting	
TS4031	Risk Management in Information System	
Total		30 quarter credits

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

Undergraduate Course Descriptions

in Numerical Order by School Prefix

The following course listing cites the most current offerings as of the time that this catalog was prepared. Capella University retains the right to withdraw, modify, or add courses to the existing list without prior notice. These general descriptions indicate the content and topics typically covered in each class. Capella and its faculty reserve the right to modify content based on the particular needs, interests, and abilities of the learner.

General Education Courses

COMMUNICATION

ENG1000 - English Composition (6 quarter credits).

This course provides an introduction to writing with an emphasis on exposition, including learning research techniques and writing in a variety of forms. Particular attention is given to increasing learners' effectiveness in organizing and developing topics, thinking critically, and revising for clarity of purpose, readability, and style.

SPC2000 - Intercultural Communication (6 quarter credits).

This course explores cultural differences and their implications for communication, including differences in values, norms, social interaction, and code systems.

ETHICAL AND SOCIAL RESPONSIBILITY

PHI2000 - Ethics (6 quarter credits). The course explores major philosophical approaches to evaluating moral actions and then applies them to contemporary issues. Learners will reflect on their own moral beliefs and the ways in which these beliefs influence and inform their moral judgments and behavior.

FINE ARTS AND HUMANITIES

ART2000 - Art History Survey (6 quarter credits). This course provides a survey of art of the Western world from prehistoric to modern times. Activities include exploration of museums or galleries, analysis of art and buildings, and examination of art in everyday life.

HUM1000 - Introduction to the Humanities (6 quarter credits). This course provides a broad-based introduction to the humanities, including topics within the various arts, philosophy, and religion. Emphasis will be placed on developing an understanding of the uniqueness as well as the interrelatedness of these fields how they significantly shape the cultures in which they are found; and how they reflect their culture's values and vision of the human condition.

PHI1000 - Introduction to Philosophy (6 quarter credits). An inquiry into the main problems of philosophical inquiry begins with an introduction to the nature of philosophy and a logical module, which includes basic logical concepts, syllogistic reasoning, Venn diagrams, deductive reasoning, inductive reasoning, and informal fallacies. The course further explores topics in philosophy such as religion, knowledge and perspectives on truth, rationality and cognitive relativism, philosophy of

mind issues including monism/dualism, personal identity and immortality, freedom of the will and determinism, theoretic and applied ethics, and the meaning of human existence.

MATHEMATICAL AND LOGICAL REASONING

MAT1000 - Applied Algebra (6 quarter credits).

This course introduces the concepts of linear, exponential, logarithmic, and other models with an emphasis on applications to the social and natural sciences, business, and everyday life.

MAT2000 - Introductory Statistics (6 quarter credits).

This course covers the basic concepts of elementary statistics, including descriptive statistics, methods of counting, probability distributions, approximations, estimation, and hypothesis testing. Emphasis will be placed on the application of these methods to real world problems.

NATURAL SCIENCE

BIO1000 - Human Biology (6 quarter credits).

This course provides an introduction to basic biological principles with a human perspective. Areas addressed include the molecular and cellular basis of life, genetics, organ systems, and human impact on the environment.

CHM1000 - Chemistry for Changing Times (6 quarter credits).

This course provides a broad introduction to basic chemistry and basic risk analysis. These concepts are applied to ecological, environmental, health, nuclear, and medical concerns, with an emphasis on understanding the impact of chemistry in society. There is no lab associated with the course.

NSC1000 - Natural Science Survey (6 quarter credits). This course provides a broad introduction to basic nature of science and some of the major concepts of biology, chemistry, earth science, and physics. Course work will address experimentation and measurement as a means of understanding natural phenomena and their applicability to our life and environment.

PHY1000 - Introduction to Astronomy (6 quarter credits). This course provides an overview of our solar system, stars, and galaxies. The development of scientific thought is traced from early civilization to the present day.

SOCIAL SCIENCE

ECO1000 - Principles of Economics (6 quarter credits). This course uses tools for thinking and decision making to consider the logic behind economizing behaviors (choice), production, and human interactions (exchange). The focus is on understanding how the actions of diverse individuals are coordinated through the market process, and the consequences of those actions. Microeconomic topics include trade, the demand and supply model of markets, competition and market power, the effects of public policy in markets, and externalities. Macroeconomic topics include the effects of money on economic systems, monetary and fiscal policy, the price level, employment, growth, and international exchange.

PSY1000 - Introduction to Psychology (6 quarter credits). This course provides an introduction to the basic principles of psychology and the scientific methods that psychologists employ. A variety of topics, including the brain, learning and memory, personality, social influence, child and lifespan development, and psychopathology will be addressed. The application of psychological concepts to everyday situations is emphasized.

SOC1000 - Introduction to Human Society (6 quarter credits). This course explores questions such as "What is society?" and "How does it make us who we are?" The manner in which sociology offers insights into discovering the world and one's place in it is discussed, with an emphasis on developing an understanding of culture, social structure, institutions, and our interactions with each other.

School of Business Courses

BUS3004 - Developing a Business Perspective (6 quarter credits).

Learners gain a business perspective of what higher education can do to prepare them for careers in a constantly changing workplace. In addition, learners investigate and practice thinking habits, the new business realities that business professionals must deal with in the 21st century, and develop the research and writing skills needed for success in the undergraduate program. Throughout the course, learners analyze, synthesize, and evaluate business concepts and current topics in light of their personal and professional experiences. This course encourages all learners to broaden their perspective, participate in building a learning community, and tap into the talents and resources of the class. BUS3004 and BUS3005 must be taken concurrently by bachelor's learners in their first quarter. **Cannot be fulfilled by transfer.**

BUS3005 - Undergraduate Learner Success Lab (non-credit). This lab is designed to provide new undergraduate learners with the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. Working with an academic advisor, learners will develop a degree completion plan. BUS3005 is an advisor-led course taken in the first quarter, in conjunction with BUS3004. **Cannot be fulfilled by transfer.**

BUS3010 - Fundamentals of Management and Leadership (6 quarter credits). This course examines the five primary forces that drive contemporary business. Learners discover the implications for organizational management and collaborative leadership within a changing business climate. Teams of learners interview businesses to gain insight into the real-world demands of contemporary management and leadership.

BUS3020 - Fundamentals of E-Business (6 quarter credits). This course presents an understanding of the fundamentals of e-business, the acquisition of hands-on experience with e-business technology, an evaluation of the primary management considerations in the development process of commercial e-business systems, an assessment of the implications of an e-business initiative, and the development of an e-business technological and management plan for an enterprise.

BUS3030 - Fundamentals of Marketing and Sales (6 quarter credits). This course examines the fundamentals of marketing and sales: market research and planning, product differentiation and positioning, marketing communications, differences between consumer and business markets, and relational marketing and sales strategy. Learners prepare a marketing and sales plan for a simple product offering and a corresponding marketing and sales strategy.

BUS3040 - Fundamentals of Human Resource Management (6 quarter credits). This course is designed to help learners develop an understanding of the fundamentals of human resource management, explore the human capital perspective of employees as the principal economic asset of the enterprise, examine human capital development, study how the human resource management function is evolving in different types of organizations and underscore the implications for human resource professionals. A case study to identify and understand the evolving talents, motivations, and needs of different types of employees from different generations, backgrounds, and personality types is assigned to learners.

BUS3050 - Fundamentals of Organizational Communication (6 quarter credits). This course assists learners to develop an understanding of the fundamentals of organizational communication, explore the interrelationship of organizational communication, symbols, culture, and performance, learn effective communications practices in relationships internal and external to the enterprise, and realize how they contribute to successful organizational performance. Through participation in a case study, learners experience how the interrelated organizational communication factors function in an enterprise.

BUS3060 - Fundamentals of Finance and Accounting (6 quarter credits). This course content enables learners to gain knowledge of the fundamentals of finance and accounting, understand and create the standard financial statements of a simple enterprise, and evaluate the financial condition of this simple enterprise, from the different perspectives of various financial institutions, using typical financial ratios and metrics. Learners practice reading and deciphering annual reports of more complex publicly traded enterprises to interpret explanatory footnotes, and to relate financial statements to the business performance of the enterprise.

BUS4011 - Virtual Team Collaboration (6 quarter credits). Practical communication and collaboration skills for effective participation in and leadership of teams in a virtual networked context are examined. Various forms of collaborative leadership will be examined and learners participate in collaborative leadership experiences in a virtual networked organizational setting. **Prerequisite(s): BUS3010.**

BUS4012 - Leadership in Organizations (6 quarter credits). The art and science of leadership in the networked enterprise at different organizational levels and perspectives are examined. Personal characteristics of effective leaders including coaching skills, personal integrity, trustworthiness, a courageous and generous heart, and an ability to engage the active participation of others in leadership are studied. **Prerequisite(s): BUS3010.**

BUS4013 - Organizational Structure, Learning, and Performance (6 quarter credits). Various types of organizational structures that influence organizational intelligence, learning ability, and practical performance of an enterprise are presented and studied. Special attention will focus on the adaptive and responsive organization and its relationship to enterprise stakeholders and environment. A collaborative case study to illustrate the interrelationship of organizational structure, learning, and performance is presented. **Prerequisite(s): BUS3010.**

BUS4014 - Operations Management for Competitive Advantage (6 quarter credits). This course surveys the field of operations management in both the service and manufacturing environments. Coverage flows from the overall strategic issues of designing products and services and making major capacity and location decisions, through the operating processes and control systems. Case studies are liberally used to demonstrate important concepts and decision-making tools. **Prerequisite(s): BUS3010.**

BUS4015 - Strategic Planning and Implementation (6 quarter credits). Learners develop an understanding of strategic planning and implementation by participating in case studies and simulations of various business planning processes. Learners examine the “unknowable” dimension of strategic business planning. Implementation to surprising unplanned developments will be addressed as an important part of real-world strategy. **Prerequisite(s): BUS3010.**

BUS4016 - Global Business Relationships (6 quarter credits). In this course learners develop a broad understanding of international business by participation in selected case studies, complemented by a theory and research framework on international business. Multiple dimensions of international business will be addressed, including: cultural; business structure; finance and trade; technology and communications; political; economic; and legal. **Prerequisite(s): BUS3010.**

BUS4021 - E-Business Technology Infrastructure (6 quarter credits). Key characteristics of the Internet and related technologies are explored for their implications to development of successful e-business enterprise models. The history and future possibilities of e-business technology to provide a context for management in an evolving field are examined. An e-business technology plan for an enterprise, including scenarios on the plausible future of e-business driven by technological change, is developed. **Prerequisite(s): BUS3020.**

BUS4022 - E-Business Sourcing, Marketing, and Sales (6 quarter credits). Through participation in a case study learners examine the integrated and interrelated factors involved in e-business sourcing, marketing, and sales for a new e-business initiative creating a new e-business enterprise model. E-business-enabled supply chain and logistics, marketing operations and strategy, and sales cycle and management are addressed. Learners prepare an e-business sourcing, marketing, and sales plan for an enterprise. **Prerequisite(s): BUS3020.**

BUS4023 - E-Business Project Implementation (6 quarter credits). This course will help learners identify the key factors for success in the implementation of e-business projects. Learners participate in a case study to illustrate the nature of the e-business technology development process, risk management issues, and the uncertainty and surprise-filled potential of the rapidly evolving field. Special attention is given to nurturing effective working relationships with diverse stakeholders and the e-business initiative. **Prerequisite(s): BUS3020.**

BUS4031 - Marketing, Sales, and Channel Management (6 quarter credits). An understanding of marketing, sales, and channel management as an integrated and interrelated process is developed. A case study that illustrates the mutual interdependencies of marketing, sales, and channel management for success in a new product launch helps learners explore both the strategic and operational aspects of marketing, sales, and channel functions. Learners prepare and present a plan for marketing, sales and channel management. **Prerequisite(s): BUS3030.**

BUS4032 - Customer Psychology and Marketing Research (6 quarter credits). In this course learners explore market research on the psychology of customers, including: Why do customers buy? What are the surface reasons of customers for buying? What are the deep needs customers are attempting to satisfy when they buy? What is the significance of customer trust and membership-in-community with the enterprise? The methodology and assumptions underlying the market research on customer psychology are examined. **Prerequisite(s): BUS3030.**

BUS4033 - Brand Identity and Marketing Communications (6 quarter credits). Learners explore multiple forms of marketing communications media and messages in this course, including the hidden power of word-of-

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mouth marketing and the expanding media of the Internet. The over-communicated nature of the marketplace is explored for the practical significance of focusing brand identity and selecting marketing communications.

Prerequisite(s): BUS3030.

BUS4034 - Marketing Strategy (6 quarter credits).

This course introduces and illustrates major concepts and strategies that help learners connect concepts to real world marketing strategy situations and problems. Learners analyze the kinds of marketing information available and learn about the tools and procedures used to gather and evaluate this information, and understand the growing role of the Internet in market opportunities. Advances in information technology are discussed and the role these advances play in impacting environmental, competitive, and customer information. **Prerequisite(s):** BUS3030.

BUS4035 - Marketing Across Borders (6 quarter credits).

This course presents an accurate picture of what is happening in the global marketplace without overreacting to events, including coverage of the dark side of global business, especially relevant to recent events in the world. The course progresses from how to market an existing product outside of the domestic market to how to develop a new product for specific local markets and then broadens the scope to discuss marketing and management topics from a global managerial perspective. Legal, regulatory, political, and cultural issues are discussed as appropriate throughout the course. **Prerequisite(s):** BUS3030.

BUS4043 - Compensation and Benefits

Management (6 quarter credits). This course content addresses the trends and evolution of compensation and benefits at both the strategic and operational dimensions. Evaluation of costs associated with various approaches to compensation and benefits is explored. Learners participate in a case study involving selected compensation and benefit issues and integrate their learning by preparing and presenting a compensation and benefits plan for an enterprise. **Prerequisite(s):** BUS3040.

BUS4044 - Legal Issues in Human Resource

Management (6 quarter credits). The primary orientation of the course is to enable learners to recognize the spirit and purpose of the legal framework of enterprise so that they can embrace compatible strategies and avoid cutting corners in the short-run, which can ultimately result in major disasters. Case studies illustrating how a minor legal issue can either be managed well or spiral into an unmanageable legal, financial, and public relations mess are studied. **Prerequisite(s):** BUS3040.

BUS4045 - Recruiting, Retention, and Development

(6 quarter credits). The primary focus of this course is on the characteristics and motivations of people of different backgrounds and the match between their needs and aspirations and the relevant characteristic of the employing enterprise. The practical operations of recruiting, retention, and

development of employees are examined. Special attention is paid to effective performance review processes and its relationship to coaching and mentoring. **Prerequisite(s):** BUS3040.

BUS4046 - Employee and Labor Relations

(6 quarter credits). This course presents employee and labor relations as a system for striking a balance between the employment relationship goals of efficiency, equity, and voice, and between the rights of labor and management. The course places the discussion of contemporary U.S. processes into the context of underlying themes — what are the goals of labor relations, are those goals being fulfilled, and are reforms needed. The course replaces the tired paradigm of "labor relations equals detailed work rules" with the dynamic paradigm of "employee and labor relations equals balancing workplace goals and rights." Labor law, union organizing, bargaining, dispute resolution, and contract administration are central topics, but these processes are not presented as self-evidently good. These topics are placed in the broader context of the goals of the employment relationship, conflicting rights, and the environment of the 21st Century.

Prerequisite(s): BUS3040.

BUS4047 - Employee Training and Development

(6 quarter credits). This course covers the most up-to-date developments in training and research and in practice, including the strategic role of training and the use of new technologies in training. The course presents a real balance between research and real company practices. The course provides learners with a solid background in the fundamentals of training and development — needs assessment, transfer of training, designing a learning environment, methods, and evaluation. In addition, the role of training is broadening due to its strategic nature, the changing nature of the workplace, and availability of technology. Current topics such as strategic training and development process, e-learning, blended learning, learning management systems, knowledge management, older workers, issues in work life balance and work life balance programs, and protean careers are discussed. **Prerequisite(s):** BUS3040.

BUS4048 - International HR Management Issues

(6 quarter credits). This course provides a broad guide on how to manage the process of internationalization, with a particular focus on the transnational firm. This course will discuss the "people implications" of traditional strategies for internationalization and how such strategies get executed through human resource management (HRM). They discuss such important topics as: how to manage expatriates from the parent country; how to go about adapting management practices to circumstances abroad; how to localize management; how to recognize and ultimately avoid obstacles in joint ventures; how to expand across borders through acquisitions; how to respond to the contradictory pressures of the transnational firm where HRM has a critical role to play in enabling managers to resolve these paradoxes in innovative ways; and how global

competition is changing the nature of management and organization even for firms operating in domestic markets. The course draws on practical examples from companies that have experienced the real challenges of international HRM.

Prerequisite(s): BUS3040.

BUS4070 - Foundations in Finance (6 quarter

credits). This course provides learners with an intuitive and conceptual understanding of the financial decision-making process rather than just introducing soon-forgotten formulas and calculations of finance. Course content explores the "big picture" and actual practice — i.e., financial decision-making rooted in current financial theory and in the current state of world economic conditions. **Prerequisite(s):** BUS3060.

BUS4071 - Financial Markets and Institutions

(6 quarter credits). This course describes financial markets and institutions by providing a conceptual framework to understand why markets exist and what their role is in the financial environment. Each type of financial market is described with a focus on its utilization by financial institutions, its internationalization, and recent events that have affected it. Each type of financial institution is described with a focus on its regulatory aspects, management, use of financial markets, and performance. **Prerequisite(s):** BUS4070.

BUS4072 - Analysis for Financial Management

(6 quarter credits). Because financial statements are the basis for a wide range of business analysis, managers, securities analysts, bankers, and consultants all use them to make business decisions. This course provides learners with an excellent framework for using financial statement data in a variety of business analysis and valuation contexts. **Prerequisite(s):** BUS4070.

BUS4073 - Investments and Portfolio Management

(6 quarter credits). The course provides learners with a survey of the important areas of investments: valuation, the marketplace, fixed income instruments and markets, equity instruments and markets, derivative instruments, and a cross-section of special topics such as international markets and mutual funds. The course establishes the appropriate theoretical base of investments, while at the same time applying this theory to real-world examples. **Prerequisite(s):** BUS4070.

BUS4074 - Entrepreneurial Finance (6 quarter

credits). This course provides learners with an overview of personal finance concepts, small business finance issues, and real estate financing and investments. Personal financial planning principles are discussed including investment planning, tax planning, estate planning, retirement planning, education planning, and risk management. Small business finance concepts such as sources of capital, payroll, taxation, and forecasting are examined and analyzed.

Prerequisite(s): BUS4070.

BUS4075 - Public and Non-Profit Finance

(6 quarter credits). This course is an overview of non-corporate finance practices, techniques, and concepts. Public finance principles at all governmental and municipal levels including governmental revenues and expenditures, intergovernmental fiscal relations, public debt, and fiscal policy are discussed and evaluated. Non-profit organization financial issues, including health care financing and non-profit financial statements, are presented. **Prerequisite(s): BUS4070.**

BUS4076 - Issues in International Finance

(6 quarter credits). The course covers the fundamentals of the environment of international financial management, explores the financial environment in which the multinational firm and its managers must function, and covers foreign exchange management and financial management in a multinational firm. The course emphasizes business strategy even more than accessibility so that learners are put in the role of the financial manager, making real-world decisions. Thorough information and follow-up on the effects of the Euro and Asian currency crises, as well as other special topics in international finance, are presented. **Prerequisite(s): BUS4070.**

BUS4077 - Risk Management Strategies (6 quarter credits).

This course provides learners a thorough and current introduction to risk management. It assists the learner in identifying, analyzing, and managing risk through insurance and alternative tools/techniques such as loss control, risk retention, and risk transfer. The course focuses on managing risk and covers insurance within this context. Concepts of risk management are presented as they apply to business and personal situations as well as international situations. **Prerequisite(s): BUS4070.**

BUS4078 - Financial Institution Management

(6 quarter credits). This course focuses on managing return and risk in modern financial institutions. The central theme is that the risks faced by financial institution managers and the methods and markets through which these risks are managed are becoming increasingly similar whether an institution is chartered as a commercial bank, a savings bank, an investment bank, or an insurance company. **Prerequisite(s): BUS4070.**

BUS4079 - Real Estate Finance (6 quarter credits).

This course includes a complete treatment of real estate partnerships, secondary mortgage markets, fixed and adjustable rate mortgages, and real estate construction and land development. Coverage of corporate real estate, including lease-versus-own analysis, sale and leaseback decisions, and the role of real estate in corporate restructuring is also presented. The course also covers the importance of understanding the underlying economic factors that ultimately affect the value of properties. **Prerequisite(s): BUS4070.**

BUS4801 - Ethics and Enterprise (6 quarter credits).

Learners develop the ability to recognize and exercise leadership in significant enterprise-wide ethical and human matters. Case examples and

projects highlight the ethical and human dimensions of enterprise. Special attention is given to studying how commitment to social and environmental ethical responsibility can be compatible and complementary with the economic success of the enterprise and satisfaction of enterprise stakeholders.

BUS4802 - Change Management (6 quarter credits).

In this course, learners gain an understanding of the knowledge and skills required to lead, facilitate, and support change management. Case studies to gain an understanding of the unfolding dynamics of planned and unplanned change in organizations are presented. Networked many-to-many communications and language change are addressed as primary resources for effective change management. Trust building, fear-containment, and broad participation in the change process receive special attention.

BUS4993 - Business Capstone Project (6 quarter credits).

The capstone project is the culminating experience of the bachelor's program. It allows each learner to demonstrate the technical and applied business knowledge gained in their field, as well as the critical thinking, diverse perspectives, and communication skills to help make them successful in their profession. The project demonstrates the learner's ability to identify an idea for a new product or service, create a vision, and develop a strategic plan to describe how the concept would be implemented. **To be taken during final quarter. Cannot be fulfilled by transfer.**

School of Technology Courses**TS3004 - Communicating in New Media (6 quarter credits).**

Learners gain an IT perspective of what higher education can do to prepare them for careers in a constantly changing workplace. In addition, learners investigate and practice thinking habits, research various IT perspectives or specializations, and practice writing skills needed for success in their program. A number of new media types are explored in this course, including collaborative and communication tools and techniques. Throughout the course, learners analyze, synthesize, and evaluate concepts and current topics in light of their personal and professional experiences. This course encourages all learners to broaden their perspective, participate in building a learning community, and tap into the talents and resources of the class. TS3004 and TS3005 must be taken concurrently by bachelor's and certificate learners in their first quarter. **Cannot be fulfilled by transfer or petition.**

TS3005 - Undergraduate Learner Success Lab

(non-credit). This lab is designed to provide new undergraduate learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. Learners build skills in

the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a Degree Completion Plan or a Certificate Completion Plan. TS3005 is an advisor-led course taken in the first quarter, in conjunction with TS3004, and carries no credit. **Cannot be fulfilled by transfer or petition.**

TS3100 - Fundamentals of Web Application Development (6 quarter credits).

This course emphasizes Web application development fundamentals and engages the learner with the intellectual and software tools necessary for developing professional Web applications. The learner gains experience with the professional process of planning and developing prototype Web applications. The learner develops a personal Web site that serves as an e-portfolio and resume of the learning performance at Capella University.

TS3110 - Fundamentals of E-Business (6 quarter credits).

This course provides an understanding of e-business strategies and technologies. Through readings, class discussions, and exercises, learners gain an understanding of the factors needed to launch and succeed in business in the electronic marketplace. Learners are introduced to the following topics: creating an online business concept; assessing markets, competition and customers; assessing technical infrastructure requirements; understanding security and data privacy risks; and understanding the importance of legal and regulatory issues. Learners apply this understanding when they develop an e-business plan.

TS3120 - Fundamentals of Project Management

(6 quarter credits). This course emphasizes the critical activities associated with managing and leading information technology projects. It includes vendor management, configuration management, project estimation, risk management, and managing cross-functional and multi-national teams. Case studies of information technology project successes and failures are explored. Learners build and apply a project plan during this course. Learners are also introduced to software management practices within the Software Engineering Institute's Capability Maturity Model.

TS3130 - Fundamentals of Database Systems

(6 quarter credits). This course introduces database analysis, database design, and N-tiered client-server database systems. Topics include database structures, data dictionaries, data analysis, and common database applications. Learners develop an application in a popular database system. Advanced discussion topics include database scripting (SQL), API interfaces, database connectivity technologies (ODBC/JDBC), and data warehousing multidimensional databases and data mining methods that extract useful information from the data warehousing. A problem-based approach using SQL is used in this course.

TS3140 - Fundamentals of Software Development

(6 quarter credits). This course covers the software engineering fundamentals necessary for good programming practice. Current techniques used

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in large-scale information system software development are introduced, including requirements analysis, functional specification, system design, implementation, testing, and maintenance. A problem-based approach using practical examples is used. Learners are also introduced to software engineering practices within the Software Engineering Institute's Capability Maturity Model.

TS3150 - Fundamentals of Network Systems (6 quarter credits). This course provides an introduction to computer networks, protocols, TCP/IP and the Internet. The course also introduces network performance analysis, security issues, firewalls, SSL, digital certificates, encryption techniques, and types of authentication (strong and weak). The learners apply their knowledge in a project that is designed to give them first-hand experience in building a networked application and/or analyzing and evaluating the performance of protocols and applications.

TS3160 - Ethical and Human Side of Information Technology (6 quarter credits). This course uses specific case examples and projects to explore the ethical and human dimensions of information technology within organizations and in relationships with customers, partners, and society. Learners develop the ability to recognize, to take seriously, and to exercise leadership in significant ethical and human matters related to information technology. **Cannot be fulfilled by transfer.**

TS4010 - Presentation Layer: Client Side Programming (6 quarter credits). This course focuses on advanced client side programming with a basic introduction to server side programming. It is an extension of TS3100 Fundamentals of Web Application Development. Topics include dynamic HTML, JavaScript, Java Applets, cascading style sheets, design templates, and principles of user-centered design. Learners are also introduced to multimedia and plug-in functionalities. The course includes a basic introduction to CGI programming and Server Side Includes (SSI). Learners apply their knowledge of client side programming as they enhance their personal e-portfolio Web site and construct a rudimentary e-business site. **Prerequisite(s): TS3100 and TS4805 or equivalent knowledge upon school approval.**

TS4012 - Advanced Server Side Programming (6 quarter credits). This course introduces the learner to non-Microsoft Web server technologies. In particular it focuses on JSP and XML/XSL as these are used in the term project. The course investigates how Extensible Markup Language (XML) is utilized by Internet agents to share information between diverse business units. It also introduces distributed object technology such as CORBA and Enterprise Java Beans (EJBs). Other topics include Perl/CGI, ODBC/JDBC, EDI, SOAP, and J2EE versus .NET. Learners are required to take TS4811 prior to taking this course, or have comparable job experience with Java. Learners are also required to take TS4011 prior to taking this course, or have comparable job experience with

basic Web server programming using SQL select statements. **Prerequisite(s): TS4811 or equivalent experience upon school approval and TS4819 or equivalent experience upon school approval.**

TS4030 - Project Estimation and Budgeting (6 quarter credits). This course focuses on the critical aspects of planning an information technology project including estimating the effort, schedule, cost, and required quality level of the resulting IT product. Using readings, online discussions, practical exercises, and computer-based tools, learners develop skills to systematically estimate the projects in which they are involved. **Prerequisite(s): TS3120 or equivalent experience upon school approval.**

TS4031 - Risk Management in Information System Development (6 quarter credits). This course provides an overview of proven risk management techniques that information technology project managers and project leaders use to better meet their project estimates. Using readings, online discussions, practical exercises, and computer-based tools, learners develop skills to systematically manage project risks. **Prerequisite(s): TS3120 or equivalent experience upon school approval.**

TS4032 - Motivating Information Technology Professionals (6 quarter credits). This course introduces strategies for improving job satisfaction, teamwork, and creativity within the team. Through readings, case study analysis, and online discussions, learners understand how to effectively motivate IT professionals. **Prerequisite(s): TS3120 or equivalent experience upon school approval.**

TS4040 - Network Administration (6 quarter credits). This course focuses on the latest network operating systems (NOS) concepts and tools to administer a local area network (LAN). Topics include planning, installing, configuring, optimizing, securing, printing, and troubleshooting networks. Upon completion, learners will have a solid understanding of network administration practices in a productive environment. In addition, learners will be able to take one of the industry certification exams after completing this course. **Prerequisite(s): TS3150 or equivalent experience upon school approval.**

TS4041 - Advanced Network Administration (6 quarter credits). This course is a continuation of TS4040 focusing on enterprise and wide area networks (WAN). Topics include advanced WAN concepts such as directory services, authentications, advanced connectivity issues, traffic, advanced security issues, remote access, remote management, advanced multi-protocol concepts, and monitoring network performance. Upon completion, learners will have a solid understanding of administering wide area networks. In addition, learners will be able to take one of the industry certification exams after completing this course. **Prerequisite(s): TS4040 or equivalent experience upon school approval.**

TS4042 - Network Design (6 quarter credits). This course focuses on the design and integration of multi-protocol networks (local area networks and wide area networks) forming an enterprise network. Designing intranets, virtual local area networks, firewalls using different Internet-working devices and media will be carefully studied based on different situations taking into consideration cost, compatibility, expandability, security, and future requirements. In addition, learners will be able to take one of the industry certification exams after completing this course. **Prerequisite(s): TS3150 or equivalent experience upon school approval.**

TS4050 - Vector Graphics Animation (6 quarter credits). The course will cover the basic functionality of Web animation and interactivity. Learners will learn to illustrate with Flash, using animation techniques and special effects. Flash files produce resizable compact full-screen navigation interfaces, technical illustrations, long-form animations, and other dazzling site effects. Flash enables Web designers to import artwork from their favorite bitmap or illustration programs, apply transparency, create morphing effects, add interactivity and sound, and animate them over time. Unlike bitmapped images that are optimized for a single resolution, vector images can adapt to multiple display sizes and resolutions. This is ideal for displaying Web sites uniformly on set-top boxes, hand-held computers, or PCs. You will learn how to embed exported Flash movies into HTML documents for play in a browser. **Prerequisite(s): TS3100 or equivalent experience upon school approval.**

TS4051 - Web Graphics Production (6 quarter credits). This course covers creating, editing, and animating Web graphics using bitmap and vector tools. Learners use export controls to optimize images, with advanced interactivity, and export them into Macromedia Dreamweaver and other HTML editors. Learners will be able to launch and edit Fireworks graphics from inside Dreamweaver or Macromedia Flash. Learners use tools to help them efficiently manage graphic layers, behaviors, and colors and improve Web page loading. **Prerequisite(s): TS3100 or equivalent experience upon school approval.**

TS4052 - Image Processing (6 quarter credits). This course is for Web designers who wish to create and have optimum control over the images used in a Web site. Learners will use Photoshop, the industry-standard program for image editing, Web site design, digital photography, collage, prepress production, and fine art. Learners will be able to use the traditional bitmap image editing features combined with a new vector feature which provides control when compositing photographic pixel-based images and crisp, resolution-independent type. While the bigger focus in this course is image processing for the Web, learners will be able to use the same image for high DPI print media, such as brochures and catalogs. It is suggested that learners have access to a scanner or digital camera. **Prerequisite(s): TS3100 or equivalent experience upon school approval.**

TS4801 - Information Systems Analysis and Design (6 quarter credits). This course examines the process of developing an information system from conception to implementation. Although the focus is upon the traditional system development methods, alternative methods are also described. These alternative methods include object-oriented, rapid application development, and joint applications development. Various systems analysis and design tools are used as part of the process.

TS4802 - System Assurance Quality and Testing (6 quarter credits). This course covers proven strategies for improving the quality of an information system through quality assurance and testing methods. Learners review system requirements for testability, participate in simulated design and code inspections, explore testing strategies, and prepare test plans. Learners are introduced to a common list of quality characteristics and methods to obtain them. Process improvement strategies and models are also discussed.

TS4803 - System Assurance Security (6 quarter credits). This course provides additional detail on network security and information systems. This course is geared for the network administrator who must implement security strategies to protect their organization from exposure to the Internet. It also helps network designers incorporate security-conscious designs. The course presents strategies to guard against hackers and forms of viruses, describes firewalls and gateways, and explores authentication and encryption techniques. The course also covers a list of the most often used methods for attacking a network system and ways to defend against them.

TS4805 - Programming Concepts and Practices (6 quarter credits). This course is designed to introduce the fundamental concepts and practices of computer programming to those with minimum previous programming experience. Microsoft's Visual Basic is the tool used to explore these programming concepts. Topics covered will include the programming development cycle, objects, events, numbers, strings, constants, variables, loops, input/output, functions, methods, procedures, and data types. Learners will also be exposed to SQL query language as they work to connect an application to a database. Learners will produce a course project using Visual Basic that demonstrates their competencies in fundamental programming concepts and practices.

TS4806 - Future of Information Technology (6 quarter credits). This course is intended to acquaint learners with the potential that information technology has to affect our lives in the future. The course will explore both positive and negative aspects of the future. Learners study the historical development of information technology to obtain a perspective for understanding legacy systems, for assessment of current trends, and for anticipating future possibilities. This course develops strategic skills to help learners anticipate and participate in the next wave of information technology.

TS4807 - Legal Issues in Information Technology (6 quarter credits). This course provides an analysis of rapidly evolving legal issues associated with information technology and e-business. Topics include intellectual property, privacy rules, encryption regulations, and current legislative activities. This course emphasizes the technical aspects associated with these legal issues so learners can prepare for the upcoming changes in their profession. New laws may impact the design of Web applications, e-business strategies, and many other IT activities.

TS4808 - Object Oriented Analysis, Design, and Programming (6 quarter credits). This course introduces object-oriented analysis and design concepts using the universal modeling language (UML) and the Java programming language. Sound practices for the design, construction, testing and debugging of object-oriented software applications are emphasized. This course also introduces patterns. A problem-based approach to object-oriented analysis and design concepts is used in this course. *Prerequisite(s): TS3140 or programming knowledge.*

TS4809 - Data Warehousing and Data Mining (6 quarter credits). This course introduces data warehousing and data mining concepts. Learners develop an understanding of the principles and techniques associated with storing large amounts of organizational data and using automatic data retrieval methods. This course also emphasizes the statistical techniques involved in data extraction.

TS4810 - Web Design (6 quarter credits). This course is for learners who already know the basic techniques of creating a Web page and want to improve the aesthetics, design, and usability of a Web site. This course specifically covers general design elements of page layout and typography as it relates to Web pages. It will be assumed that the learner knows something about optimum file size for graphics, safe colors, screen size resolution as it relates to page size, system platform differences, and browser differences. *Prerequisite(s): TS3100 or equivalent experience upon school approval.*

TS4811 - Object-Oriented Programming in Java (6 quarter credits). This is an intermediate level object-oriented programming course using Java. Focus of the course will be on developing applications using the Java Software Development Kit (SDK), with numerous example programs and a course project. The course will also explore how Java relates to various features of C, C++ and C#. *Prerequisite(s): TS4805 or equivalent knowledge upon school approval.*

TS4812 - Advanced Java Programming (6 quarter credits). This course extends the topics covered in TS4811 by covering several advanced features of Java programming. It is intended for learners who understand the fundamental Java programming concepts and who now want to explore some of the advanced Java programming topics. The primary focus of this course is on the advanced

features and libraries of the Java2 platform. *Prerequisite(s): TS4811 or equivalent programming knowledge/experience of either C or C++, Visual Basic, Smalltalk, or COBOL etc., upon school approval.*

TS4813 - Operating Systems (6 quarter credits). This course is an introduction to fundamental concepts in operating systems. Topics include main memory management, virtual memory, I/O and device drivers, and secondary storage management and file systems. Practical examples using the Unix operating system will be explored, including study of process, file structures, and inter-process communication. The course will explore how key concepts are implemented in Unix compared to other leading operating systems including Windows-based and Linux.

TS4814 - Wireless Web Programming (6 quarter credits). This course provides an overview of the evolving wireless technologies and the wireless application protocol (WAP). WAP is the de facto worldwide standard for providing Internet communications and advanced telephony services on digital mobile phones, pagers, personal digital assistants, and other wireless terminals. Learners will use simulation software to design and debug wireless Web applications using wireless markup language (WML) for Internet-enabled phones. This course will focus on the wireless application protocol (WAP), the standard currently prevalent in North America and Europe but will also touch on protocols and services used in other parts of the world. *Prerequisite(s): TS4812 or equivalent knowledge upon school approval.*

TS4815 - Introduction to Telecommunications (6 quarter credits). This course introduces basic concepts and structural components of the telephony and voice telecommunications industry. It will introduce and explore a telecommunications platform that includes switching, wiring, and networking, as well as facilities that provide and support telecommunications. PBX switching and telecommunications are covered. In addition, the course will survey the state of convergence of communications technologies.

TS4816 - Mobile Device Programming (6 quarter credits). This course provides an overview of the tools and languages used to program native applications for mobile devices such as personal digital assistants and mobile phones. Unlike wireless Web applications, native applications run directly on the device hardware and do not require wireless connectivity to operate. Examples include productivity applications such as digital forms, collaboration applications such as instant messaging and database synchronization, and entertainment applications such as games and audio/video players. While the tools used for native applications are based on the tools used for traditional programming, the differences in technical architecture and user interface design are significant. This course will cover the fundamentals of designing and building applications for mobile devices. *Prerequisite(s): TS4805 and TS4811 or equivalent knowledge upon school approval.*

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TS4817 - Security Management Practices (6 quarter credits). This course covers hands-on security management practices through the study of access controls; administration, audit, and monitoring; risk, response, and recovery; cryptography; data communications; and malicious code. The focus of the course is built around the SSCP seven domains. After completing this course, a learner will be prepared to take the System Security Certified Practitioner (SSCP) certification exam.

TS4819 - Application Layer: Server Side Programming (6 quarter credits). This course provides the learner with the skills to build a Web application, which interfaces to an existing database. It builds upon the knowledge gained from TS3100, TS3130, TS4805, and TS4010. In this course learners will install a basic Web server on a PC and create simple Web pages that display data from a small database residing on their PCs. Learners will learn how to upload those pages to a remote Web server, and run them using a remote SQL server database. Throughout the course learners will refresh and reinforce their SQL skills and become proficient connecting a Web page to a database and using SQL SELECT statements to create dynamic Web pages. Learners will also learn how to use a tool on the PC to manage a remote SQL database. The final course project will expand the business Web site created in TS4010 by interfacing it to a SQL server database. The project will result in a Web store that can display data from existing customer and product and order tables. This course is intended for learners who have little or no previous experience with Web server programming, or who are weak in database skills. It uses ASP.NET, VB.NET and ADO.NET as the technology. **Prerequisite(s): TS4010 and TS3130 or equivalent experience upon school approval.**

TS4820 - Server Side Programming ASP.NET (6 quarter credits). This course provides the learner with advanced skills to build a professional Web application using .NET technology. It builds upon the knowledge and skills gained from TS4819. Learners will learn how to develop administrative Web pages that can add/delete/update records in a remote database table. Learners will refresh their knowledge of SQL JOINS, and use it to create more complicated Web pages. They will extend their Web store to allow customers to register and create their own accounts and to accept customer orders and implement a full check-out sequence. Learners will learn more advanced ASP.NET techniques including session state and two different kinds of authentication. Learners must have taken TS4819, or have equivalent job experience with ASP.NET, VB.NET and ADO.NET and SQL. **Prerequisite(s): TS4819 or equivalent experience upon school approval.**

TS4899 - Special Topics in Information Technology (special interest alternate) (6 quarter credits). This course enables learners to propose and conduct a study of special topics of interest related to information technology. Appropriate course topics address an area of study that complements the learner's past experience and learning objectives. The course typically involves learners, working on individual learning plans, in the context of a learning community. **Special permission is required for registration.**

TS4991 - Integrated Action Learning I – Project Planning and Action Learning Plan (6 quarter credits). This course initiates the integrated action learning project proposed by learners. Learners prepare a project plan that includes details of their project, deliverables, dates when they will be completed, and the associated learning that will be exhibited. Note: Learners should not plan to take this course until their second to last quarter. **Cannot be fulfilled by transfer.**

TS4992 - Integrated Action Learning II – Project Completion and Final Report (6 quarter credits). This course completes the integrated action learning project proposed by learners. Learners implement their plan and record weekly status on their Web sites of their progress, issues, decisions, and learning. At the conclusion of the course, learners complete their projects and summarize their results in a final report. **Prerequisite(s): TS4991. Cannot be fulfilled by transfer.**

Graduate Course Descriptions

in Numerical Order by School Prefix

The following course listing cites the most current offerings as of the time that this catalog was prepared. Capella University retains the right to withdraw, modify, or add courses to the existing list without prior notice. These general descriptions indicate the content and topics typically covered in each class. Capella and its faculty reserve the right to modify content based on the particular needs, interests, and abilities of the learner.

[See addendum for course changes in the School of Education.](#)

School of Education Courses

ED502 - Survey of Human Resource Development Research (4 quarter credits). In this course, learners will explore the values, purposes, methods, and processes of Human Resource Development (HRD) research. The focus will be on identifying how theory and research can be practical tools to solve HRD challenges that practitioners face on a daily basis. This course is only applicable to learners enrolled in the School of Education Professional Development's Training and Development Specialization.

ED722 - Interface Design (4 quarter credits). Almost all communication in online learning is visual. For this communication to be effective, the instructional designer must consider both functionality and appeal. This includes issues such as screen layout, color, navigation, and the use of graphics and video. This course also deals with the non-visual interfaces of sound, and user input via keyboard, mouse, voice, and touch. This course provides practical guidance for designing all interfaces to be effective and attractive.

ED724 - Project Management for Multimedia Development (4 quarter credits). The design and development of online multimedia courses require the coordination of a variety of people doing very different tasks. Each member of the project team has to produce what is required in a timely fashion within a prescribed budget. This course deals with a wide range of issues in project management, including budgeting and final roll out. The course provides insights and tools that will help the new instructional designer effectively manage a project.

ED812 - The Governance of Educational Institutions (4 quarter credits). This course examines models of the governance of educational institutions, including formal and informal settings as well as traditional and non-traditional models.

ED814 - Evaluating the Effectiveness of the Educational Process (4 quarter credits). This course explores a variety of evaluation techniques to examine individual educational programs or entire educational systems. It also provides theoretical frameworks upon which evaluations are based.

ED815 - The Future of Educational Institutions: Topics and Trends (4 quarter credits). Based on an examination of the formative ideas which have shaped educational institutions, this course explores both the theory and practice of changing educational institutions to meet future needs. An understanding of the philosophy of American

education, as well as a knowledge of institutional change, will be necessary in this course.

ED818 - The Future of Teaching and Learning: Issues for the Educational Leader (4 quarter credits). To develop and exercise stewardship of a vision that will lead an educational institution into the future, the school leader must be aware of the rapidly increasing body of research about teaching and learning. Recent technological advances have made possible new research about the brain and how people learn. This course will examine current brain research and implications for instruction, the use of technology in the classroom, and new thinking about educational reform.

ED820 - Principles of Educational Administration (4 quarter credits). This course offers an examination of the basic principles of administrative theory and practice. Models of administration from business and public administration, as well as theoretical constructs from various disciplines are explored.

ED822 - The Funding of Educational Institutions (4 quarter credits). This course examines the many issues surrounding the funding of public education. The focus is on present and future funding patterns.

ED823 - Education and the Law (4 quarter credits). This course explores constitutional, statutory, and case law as related to primary and secondary school settings. Both federal and state legislation are examined.

ED825 - Curriculum Development (4 quarter credits). This course explores implementation and assessment of curricula based on historical and theoretical perspectives. Learners may examine curricula from any educational setting.

ED828 - Intellectual Development and Learning Styles across the Lifespan (4 quarter credits). This course covers the major theories of development and learning styles and is meant as a complement to the Human Development and Behavior Foundation course. Various learning and motivation theories and how they apply to the different developmental stages are explored.

ED829 - Theory and Methods of Educating Adults (4 quarter credits). The purpose of this course is to apply adult development theory in order to develop an understanding of the roles of the facilitator and the learner in adult education and to become skillful in the selection and use of appropriate methods, techniques and materials for achieving particular learning objectives.

ED830 - Coaching for High Performance (4 quarter credits). In this course, participants learn to effectively guide individuals to improved learning, decision making, and performance. Topics to be covered include the role of coaching in organizational performance systems; several theoretical approaches and models for coaching; essential knowledge, skills, and attitudes for effective coaching; assessment of client needs; and communication skills and techniques for supporting the client through personal and professional

change. Through extensive work on both theory and practice, participants will become confident and effective mediators of people seeking to improve the quality of their personal or professional lives.

ED834 - Higher Education and the Law (4 quarter credits). This course explores constitutional, statutory, and case law as related to higher education school settings. Both federal and state legislation are reviewed, along with implications for both public and private higher education institutions.

ED836 - The Collaborative Nature of Adult Education (4 quarter credits). The successful education of adults is a collaborative effort between the learner and the facilitator. This course explores such areas as the theoretical and practical changes necessary to place adult education in a collaborative mode, a partnership of learning between colleagues.

ED837 - Funding and Managing Education Enterprises (4 quarter credits). Private and public funding patterns are examined and learners explore practical fund-raising plans. Also considered is the management function which includes personnel matters as well as marketing and evaluation. Evaluation methods to assure quality and accountability are also explored.

ED838 - Teaching and Learning with Diverse Populations (4 quarter credits). This course explores teaching and learning principles and practices as applied to diverse, multicultural populations.

ED839 - International Aspects of Adult Education (4 quarter credits). This course explores adult education from an international perspective. Emphasis is on the comparative analysis of adult educational systems in terms of individual philosophy, goals and methods.

ED840 - The Politics of Higher Education (4 quarter credits). This course involves an examination of the differing and changing perceptions of the role of higher education in America. The politics of competition for resources, the expectations of consumers and providers, and the role of state and local government are examined.

ED841 - The History of Higher Education (4 quarter credits). This course examines the history of colleges, universities, and other postsecondary institutions from colonial times to the present. The focus is on the major trends in postsecondary education which reflect the needs and provide leadership in the social structure.

ED846 - Instructional Design for Distance Education (4 quarter credits). This course introduces learners to the increasing societal demands to deliver education in new and innovative ways. The course will enable learners to design instructional applications in a distance education setting. *Prerequisite(s): ED851.*

ED851 - Principles of Learning and Instructional Design (4 quarter credits). This course provides an introduction to instructional design from a theory-

Graduate Course Descriptions, continued

based treatment of the instructional design process, including the design of instructional strategies.

ED852 - Ethics and Social Responsibility in Distance Education (4 quarter credits). This course analyzes, from both conceptual and applied points of views, the interaction between education and society. Through an examination of basic assumptions, attitudes, and values, learners build an ethical foundation for understanding the issues and policies related to distance education.

ED853 - Elementary School Administration (4 quarter credits). This standards-based introductory course in elementary school administration considers current theories, principles, and practices needed for effective elementary and middle school administration. The key role of the administrator in the success of all students and the continuous improvement of staff and programs will be a central focus of the course. Standards for school leaders form a framework for the course, which examines relevant issues including governance, leadership, curriculum and instruction, staff development, community engagement, technology, use of data, and school improvement.

ED854 - Secondary School Administration (4 quarter credits). This standards-based introductory course in secondary school administration considers current theories, competencies, skills, and practices needed for the effective administration of secondary schools. The key role of the administrator in the success of all students and the continuous improvement of staff and programs will be a central focus of the course. In addition to literature specific to high school reform, issues of governance, shared leadership, organizational structures, curriculum, planning, scheduling, school improvement, use of data, staff development, technology, and community engagement will be examined and discussed.

ED855 - Higher Education Administration (4 quarter credits). Analysis of theory, policies, and procedures involved in administering institutions of higher education.

ED857 - Personnel Administration (4 quarter credits). This course will address staffing, assignment, policy making, salary negotiation, grievance procedures, records, supervision, and evaluation of professional and non-professional employees.

ED5004 - Societal and Cultural Change (4 quarter credits). Understanding the impact of social and cultural differences, diversity, and change is a fundamental competency of educators. This is a foundation course for master's learners that will introduce themes that persist throughout the degree program. Societal and Cultural Change prepares learners to lead in the field of education by addressing theories of change and strategies of the change agent. A broad array of theories and readings will cover the spectrum of social change and its affect on education. As a result, learners will understand the complexity of a diverse classroom population and the impact of social movements. Assessment of learning will consist of evaluation of

the ability to analyze and synthesize course materials and demonstrate critical thinking. **Cannot be fulfilled by transfer.**

ED5005 - Master's Learner Success Lab (non-credit). This lab is designed to provide new master's learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a Degree Completion Plan. ED5005 is an advisor-led course taken in the first quarter, in conjunction with ED5004, and carries no credit. **Cannot be fulfilled by transfer.**

ED5006 - Survey of Research Methodology (4 quarter credits). This course presents an overview of the general approaches to research methodology at the graduate level. It deals with the quantitative and qualitative approaches to rigorous scholarly inquiry and the major research methodologies. This course is aimed primarily at master's-level learners, although PhD learners may take it as an elective.

ED5110 - Child and Adolescent Development (4 quarter credits). This course will provide an exploration of child and adolescent development based on research findings, theory, and applications. The physical, cognitive, social, and emotional aspects of development will be critically examined, as will issues surrounding individual differences and diversity. Learners will apply course content to research and practice roles in education, framed around the activities of schools, agencies, and other settings that are directly related to the daily lives of children.

ED5990 - Integrative Project (4 quarter credits). Master's learners demonstrate proficiency in integrating learning from required, specialization, and elective courses by completing an analysis of an organization or system, or the design of a new application in their professional field. This course is intended for School of Education learners. The integrative project is taken following completion of required coursework.

ED7002 - Advanced Writing Concepts (4 quarter credits). The four distinguishing characteristics that define quality writing are organization, readability, effectiveness, and elegance. This course concentrates on the last two. Effectiveness refers to the tone of the language: passionate, but not emotional. How strongly the writer makes the argument is important. Elegance implies writing with simplicity and grace, eliminating wordiness and meaningless words, with clear and concise expression as the goal. Through discussion and written exercises, learners will develop skills in these two areas.

ED7004 - Graduate Writing for ESL/EFL Learners (4 quarter credits). This course introduces non-native speakers of English to graduate-level academic writing. Learners will develop an understanding of the assumptions and intentions

that underlie advanced academic writing as it is done in the United States. Learners will develop skills in producing effective advanced academic writing, including skills in combining facts and opinions from multiple sources. Learners will develop linguistic and content editing skills so that they will be able to continue to improve their own academic writing after they complete the course.

ED7006 - Research and Writing for Graduate Learners (4 quarter credits). This course is designed to prepare graduate learners for the rigors of academic writing. Academic writing requires a series of related critical thinking and writing skills, including: understanding the nature of academic research; developing strong arguments based on primary and secondary research; evaluating, summarizing, paraphrasing, and citing sources; drafting, revising, and editing multiple drafts of major projects; and producing clear, accurate, and error-free prose. Because this is a writing course, learners should expect to write a lot: the course includes weekly writing assignments, several short writing projects, and one long writing project. Learners will submit a final portfolio at the end of the course.

ED7210 - The Delivery of Distance Education (4 quarter credits). This course will provide discussions and experiences leading to an understanding of current delivery systems for distance education including interactive television, satellite dissemination, and wireless networking.

ED7211 - Designing Online Instruction. (4 quarter credits). This course teaches the learner how to create instructorless (or self-paced) programs which are often multimedia courses or segments, usually found on CD-ROM or on Web sites. In this course attention will be paid to four areas: design, factors affecting learning, communication, and project management. In addition, the course provides a detailed examination of common instructional methodologies, such as tutorials and simulations. **Prerequisite(s): ED851.**

ED7212 - Administration and Leadership of Distance Education Programs (4 quarter credits). This course provides an overview of the skills and competencies needed for the administration, management, and leadership of distance education programs. Discussions include the management of existing distance education programs, the design and implementation of new distance education programs, and the transformation of existing distance education programs for more efficient and effective delivery.

ED7400 - Technology Strategies for Brain-Based Learning (4 quarter credits). This course focuses research on brain-based learning and provides applications for a technology-based curriculum. Course activities are presented in a project-based learning model that provides authentic experiences in brain-based learning with a discussion on specific applications for grade-level and content-specific curriculum development. Course activities include a study of assessment strategies to meet the needs of diverse learners and technology-

resource planning for the design and development of a brain-based learning environment.

ED7491 - Instructional Design for Health Care Programs (4 quarter credits). This course explores various instructional design methods that can be used in health care programs. Theoretical frameworks upon which the instructional design methods are based will be addressed. *Directed study, PhD only.*

ED7493 - Internships for Instructional Design for Online Learning (4 quarter credits). Internships offer experiential opportunities for learners in the area of instructional design for online learners. A plan of action, field supervision, and written documentation are required components of the internship. *Directed study, PhD only.*

ED7495 - Research Strategies and Methodologies for Online Learning (4 quarter credits). This course provides opportunities for dissertation research in the practice and delivery of online learning. Through discussion and analysis of current research studies, learners will formulate models and methodologies that may guide their own study. Quantitative and qualitative studies will be included for discussion and analysis. *Directed study, PhD only.*

ED7496 - Advanced Instructional Design (4 quarter credits). Through discussion and analysis of current practice and theory, this course will examine emerging advancements in instructional design with specific adaptations for online learning. *Prerequisite(s): ED851 or ED7211. Directed study, PhD only.*

ED7497 - Storyboarding for Instructional Design (4 quarter credits). This course provides an opportunity for detailed examination and practice with storyboarding, a mechanism for capturing plans for the media, and methods for content delivery typically used in instructorless settings. *Prerequisite(s): ED7211. Directed study, PhD only.*

ED7499 - Needs Analysis for Instructional Design (4 quarter credits). This course provides practice with approaches to needs analysis, setting the requirements and boundaries for a set of instruction, especially as it relates to instructorless settings. *Prerequisite(s): ED851 or ED7211. Directed study, PhD only.*

ED7503 - Instructional Media Tools (4 quarter credits). Many software programs now offer instructional designers opportunities to create innovative Web-based courses. This course will provide hands-on experiences in the preview of current software with direct application of instructional media to instructional design.

ED7504 - Leadership for Instructional Design (4 quarter credits). This course will provide opportunities for instructional designers to examine the leadership and management skills necessary for effective design and delivery of Web-based instruction. Through the development of a professional portfolio, instructional designers will participate in assessments that evaluate collaborative team planning, decision making, problem solving and change management.

ED7505 - Evaluation and Assessment of Instructional Design (4 quarter credits). This course will provide specific guidelines and formats for the evaluation and assessment of learning environments in a Web-based format. Course activities will also provide instruction in creating effective assessment for online learning programs. *Prerequisite(s): ED851 or ED7211.*

ED7540 - Leadership in Higher Education (4 quarter credits). This course provides an overview of leadership philosophies and theories as related to higher education administration with the overall goal of preparing professionals to develop decision-making structures.

ED7541 - Teacher Supervision and Evaluation (4 quarter credits). The call for higher standards and greater accountability demands a framework for teacher supervision and evaluation system that focuses on professional development and student outcomes, while ensuring quality instruction. The development of effective systems of teacher supervision and evaluation should follow a process that includes the perspectives of all stakeholders, and provides differentiated paths for evaluation.

ED7542 - The Politics of K-12 Education (4 quarter credits). The Politics of Education is an introduction to the basic analytical categories of political science as they apply to education, including the influence of federal, state, and local governments in school policy-making, school and community relations, decentralization, school finance, desegregation, affirmative action, bilingual education, technology, privatization and choice, as well as teacher empowerment.

ED7543 - The Superintendency (4 quarter credits). School superintendents have complex leadership responsibilities. Those who hold the position must be among our best and brightest. Their vision and performance must focus on creating quality schools that inspire our children to become successful, caring Americans, capable of becoming contributing citizens of the world. The superintendency requires courage, creativity, energy, vision, and adaptability to a myriad of issues ranging from social change, diverse student populations, demands for equity, and new technologies.

ED7544 - Introduction to School Business Administration (4 quarter credits). The course provides an introduction to school business administration, providing an overview of accounting, budgeting, information technology, facilities planning and construction, purchasing and warehousing, risk management, nutrition services, maintenance/operations and transportation. Legal requirements, organization and staffing for each area are addressed.

ED7545 - Special Education Administration (4 quarter credits). For personnel administering special educational services; responsibilities of superintendents, principals, supervisors, and directors for special education, student personnel, and other special programs.

ED7560 - Innovative Leadership (4 quarter credits). To successfully improve school performance, the K-12 leader must engage in a continuous process of change and transformation. Understanding the processes of change and its impact on faculty, parents, students, and community is a challenge. Through study of change and behavioral theories, leadership principles, and case studies, school leaders will build skills as effective change agents.

ED7580 - Theory and Development of Multiple Intelligences (4 quarter credits). This course uses Howard Gardner's theory of multiple intelligences as a framework to better understand creative thinking and to explore and develop teaching strategies and techniques to teach to all of the intelligences. Teachers and administrators will learn how to be more effective in working with the differences and potentials in learners.

ED7590 - Critical Thinking in Adult Education (4 quarter credits). This course provides a framework for critical inquiry and reflection in issues related to the education of adults such as andragogy, transformation, learning, self-direction, and distance education.

ED7620 - Theoretical Basis of Instructional Design (4 quarter credits). This course surveys the major instructional design theories that are applicable to training and education, delivered in a variety of ways. This provides a solid foundation for the rest of the technology-related curriculum.

ED7631 - Introduction to Training and Performance Systems (4 quarter credits). This course provides learners with an overview of the history and evolution of training systems in business and industry. Learners will develop an understanding of the important role played by traditional training programs and other supporting and critical services such as performance management, coaching, and career and organizational development. The course takes a macro or systems view of developing people and organizations. Included are numerous structured learning exercises, application activities, discussions, and a final project.

ED7641 - Needs Assessment: Models and Procedures (4 quarter credits). This course surveys a variety of needs assessment models and procedures that practitioners may use to diagnose the causes of workplace performance problems. As key outcomes, learners will be able to design and develop needs assessment instruments, collect, and then diagnose data in order to differentiate between a workplace performance issue that requires training solutions as opposed to one that requires another, more appropriate, non-training intervention.

ED7652 - Evaluating Training and Performance Improvement Systems (4 quarter credits). As an often neglected process, evaluation is essential for two reasons: so that courses or performance solutions can be improved and so that it can be clearly shown how a particular training intervention can improve both personal and organizational performance. This course provides

Graduate Course Descriptions, continued

learners with an understanding of measurement and evaluation theory, principles, and procedures. Topics will include quantitative and qualitative measures, performance objectives, Kirkpatrick's four levels, and reporting strategies. Learners will analyze case studies and strategies for "back home" applications.

ED7662 - Designing Training and Performance Solutions (4 quarter credits). The design of training and performance solutions is both a systematic and an artful process. Alternative solutions are often possible. In this context, design is informed by multiple factors: the needs of the learner, the circumstances, the organization, and the experience and savvy of the designer. In this course, learners will be exposed to learning theories, several instructional and performance design models and case studies. Learners will design performance solutions by diagnosing the results of needs assessments, specifying objectives and applying the principles and procedures of learning solution design, selecting appropriate methods, and continuous evaluation.

ED7672 - Delivery Systems for Training and Performance Improvement (4 quarter credits). Today, the classroom is only one of many places where formal and informal learning takes place. This course provides learners with an overview of the operating principles and pros and cons of major instructional delivery systems, including the classroom, multi-media, computer-based instruction, distance learning, and emerging systems like knowledge management, action learning and the learning organization. Using an understanding of instructional theory and application guidelines, learners will critique several intact delivery systems and develop appropriate implementation strategies.

ED7673 - The Future of Corporate and Technical Training: Issues and Trends (4 quarter credits). With the continuing rapid changes in technology, global competition and business strategies, the field of training and performance improvement must also respond in a nimble and timely manner. This course explores those forces that are most dramatically shaping the evolution of corporate and technical training, including the recent transition to more emphasis on performance improvement methodologies.

ED7674 - Managing Training and Performance Improvement (4 quarter credits). Internet-based learning and the emergence of performance management in the field of human resource development have added importance, complexity, and increased accountability to the training manager role. Participants in this course will become more prepared to meet these challenges by learning to determine priorities, assess needs, create a mission and goals, develop a budget and a marketing strategy, plan programs and performance interventions, conduct evaluations, hire and manage personnel, and provide leadership.

ED7690 - Critical Skills for Facilitating Online Learning (4 quarter credits). The educator's/trainer's role in online learning differs markedly from the traditional classroom or corporate training room, yet many of the same hallmarks of success still apply. Participants will examine online learning from a variety of perspectives to enhance technical skills, improve success, and facilitate learning.

ED7692 - Strategies for Building Online Learning Communities (4 quarter credits). The virtual classroom benefits from interaction among learners. In this course, learners will develop facilitation strategies and tactics designed to nurture interaction and collaboration among online learners and guide learners in the development of effective personal learning strategies.

ED7693 - Curriculum Development for Online Learning (4 quarter credits). This course is designed for instructors and those who develop curriculum for online instructor-led and hybrid courses. Course study will include contemporary models of curriculum design, teaching models, and learning theory. As a project-based course, curriculum development activities will include the development of a course syllabus, content, assignments and activities.

ED7699 - Practical Applications for Online Teaching and Training (4 quarter credits). Participants will apply skills, strategies and tactics from earlier courses, and create a collaborative learning environment. This course is the final requirement. It is recommended that learners complete all specialization courses prior to enrolling in this course.

ED7700 - Learning Theory and the Educational Process (4 quarter credits). This course explores major learning theories (behaviorism, social learning theory, and constructivism) as well as associated concepts, including memory and motivation. Applications of these theories and concepts focus on the educational setting.

ED7701 - Educational Philosophy and Change (4 quarter credits). This course examines the philosophical foundations, ideologies, and theories that have influenced the development of American educational philosophy and practices. Learners examine, articulate, clarify, and refine their basic assumptions, and beliefs underlying their personal educational philosophy and practice.

ED7703 - Student Development, Challenges, and Successes (4 quarter credits). This course briefly explores human development and correlated concepts as they relate to students. Course emphasis is on issues and challenges which have potential to impact student academic success.

ED7704 - Reflective Leadership Planning and Action Research (4 quarter credits). This course focuses on a reflective process leading to an understanding of action research and the development of a Web-based performance portfolio. Teachers engage in self-assessment of technology skills and design a strategic plan to accomplish stated technology goals. Course activities are presented in a project-based learning

model that provides authentic experiences in understanding a changing theoretical basis for the use of technology in curriculum and instruction. **Prerequisite(s): ED7704 is a prerequisite for ED7705, ED7706, ED7707, and ED7708. Reserved for learners in Curriculum and Instruction. Cannot be fulfilled by transfer.**

ED7705 - Curriculum Design with Technology (4 quarter credits). This course focuses on a technology-based curriculum design for the improvement of student learning. Teachers engage in grade-level and content-specific curriculum design that is responsive to current theoretical theory. Course activities are presented in a project-based learning model that provides authentic experiences in the application of technology-based curriculum for diverse learners and for the enhancement of creativity and higher-order thinking skills. Through collaborative reflection, teachers recognize the need for leadership to promote effective technology-based curriculum design in schools. **Prerequisite(s): ED7704, ED7704, and ED7705 must be taken in sequence. Reserved for learners in Curriculum and Instruction. Cannot be fulfilled by transfer.**

ED7706 - Multimedia for Teaching and Learning (4 quarter credits). This course focuses on multimedia for technology-based curriculum and instruction. Course activities are presented in a project-based learning model that provides authentic experiences in the development of an interactive multimedia curriculum. Course projects include strategic planning for the management of technology resources to meet the needs of diverse learners and an examination of the ethical use of technology. **Prerequisite(s): ED7704 and ED7705. Reserved for learners in Curriculum and Instruction.**

ED7707 - Instructional Models and Assessment Strategies (4 quarter credits). This course focuses on the improvement of student learning through innovative instructional models and assessment strategies based on current theory and practice. Course activities are presented in a project-based learning model that includes the design of classroom management plans and assessment programs that meet the needs of diverse learners. Course activities include the application and management of technology resources for the implementation of instructional models and assessment strategies. **Prerequisite(s): ED7704 and ED7705. Reserved for learners in Curriculum and Instruction.**

ED7708 - The Internet for Teaching and Learning (4 quarter credits). This course focuses on the Internet for technology-based curriculum and instruction. Course activities are presented in a project-based learning model that provides authentic experiences in Web design and development for enhancing student learning. Course projects include a study of assistive technology to meet the needs of diverse learners, strategic planning for equitable access of Internet resources, and evaluation criteria for the use of the Internet in education. **Prerequisite(s): ED7704 and ED7705. Reserved for learners in Curriculum and Instruction.**

ED7711 - Course Design and Development (4 quarter credits). This course explores elements of course design as applicable to the comprehensive community college. Various models of course (instructional) design and guides for design are included. Course preparation material, instructional techniques, and forms of evaluation constitute the final units of the course.

ED7712 - Classroom Assessment in Education (4 quarter credits). The primary focus of the course is classroom assessment of individual student achievement, including alternative assessment techniques. This topic is treated as a key component of student-centered education, identifying the importance of initial and ongoing assessment of student needs, skills, and progress. A secondary focus of this course is that of classroom assessment techniques designed to collect ongoing, formative feedback for instructors to better facilitate the learning environment in their classroom.

ED7713 - Student Advising and Retention (4 quarter credits). This course examines the process of advising and retaining students including faculty role and institutional support. Various advising models, screening methods, and approaches to orientation are explored to assist with retention and success of students.

ED7716 - Faculty Leadership (4 quarter credits). This course explores the role of educator as leader from both a personal and organizational perspective. In addition, concepts of effective leadership and followership will be reviewed and discussed. The focus will be on educational leadership as it applies to teaching and learning in any educational setting in higher education.

ED7819 - Grantsmanship (4 quarter credits). This course focuses on methods and practices of obtaining funding from governments, research and philanthropic institutions, and other private sources.

ED7901 - Internship for Educational Administration I (4 quarter credits). Internship in Educational Administration I is the first of two consecutive courses that provide learners the academic and field experiences that are prerequisites to principal licensure in most states. In this internship, learners will create, sign, and begin to fulfill a contract with a site supervisor based on Capella's Leadership for K-12 Programs outcomes and competencies. To earn credit for ED7901, learners must also successfully complete ED7902 the following quarter. The courses must be taken back-to-back. If learners take ED7901 this quarter, they must register for ED7902 next quarter. Because this is a single 320-hour internship taken over two quarters, learners will receive an IP grade (in progress) if they successfully complete their work in ED7901. The instructor will convert the IP to a letter grade and also assign a letter grade for work in ED7902 at the conclusion of that course. Learners will receive the same grade for each quarter. That is, when they've completed both ED7901 and ED7902, their transcript will show two identical four-credit grades.

ED7902 - Internship for Educational Administration II (4 quarter credits). Internship in Educational Administration II is the conclusion of the two-quarter principal internship. In this four-credit course learners will complete their log of hours, their portfolio, and their competency-based internship contract. Learners must take ED7901 the quarter immediately prior to the quarter in which they take ED7902. If learners successfully complete ED7901, the instructor will assign a grade of IP (in progress). At the completion of ED7902, the instructor will convert that IP to a grade identical to that being assigned to work in ED7901. This is a single 320-hour internship experience, so the instructor and field experience site supervisor look at the learner's performance in total, rather than quarter by quarter. Thus, the learner's transcript will show two identical four-credit quarter course grades which reflect their assessment of the total internship experience. **Prerequisite(s): ED7901.**

ED7903 - Internship for the Superintendency I (4 quarter credits). Internship for the Superintendency I is the first of two consecutive courses that provide learners with the academic and field experiences that are prerequisites to superintendent licensure in most states. In this internship, learners will create, sign, and begin to fulfill a contract with a site supervisor based on Capella's Leadership for K-12 Programs outcomes and competencies. To earn credit for ED7903, learners must also successfully complete ED7904 the following quarter. The courses must be taken back-to-back. If learners take ED7903 this quarter, they must register for ED7904 next quarter. Because this is a single 320-hour internship taken over two quarters, learners will receive an IP grade (in progress) if they successfully complete their work in ED7903. The instructor will convert the IP to a letter grade and also assign a letter grade for work in ED7904 at the conclusion of that course. Learners will receive the same grade for each quarter. That is, when they've completed both ED7903 and ED7904, their transcript will show two identical four-credit grades.

ED7904 - Internship for the Superintendency II (4 quarter credits). Internship for the Superintendency II is the conclusion of the two-quarter superintendent internship. In this four-credit course learners will complete their log of hours, their portfolio, and their competency-based internship contract. Learners must take ED7903 the quarter immediately prior to the quarter in which they take ED7904. If learners successfully complete ED7903, the instructor will assign a grade of IP (in progress). At the completion of ED7904, the instructor will convert the IP to a grade identical to that being assigned to their work in ED7903. This is a single 320-hour internship experience, so the instructor and field experience site supervisor look at the learner's performance in total, rather than quarter by quarter. Thus, the learner's transcript will show two identical four-credit quarter course grades which reflect their assessment of their total internship experience. **Prerequisite(s): ED7903.**

ED8004 - Societal and Cultural Change (4 quarter credits). Understanding the impact of social and cultural differences, diversity, and change is a fundamental competency of educators. This is a foundation course for doctoral learners that will introduce themes that persist throughout the degree program. Societal and Cultural Change prepares learners to lead in the field of education by addressing theories of change and strategies of the change agent. A broad array of theories and readings will cover the spectrum of social change and its affect on education. As a result, learners will understand the complexity of a diverse classroom population and the impact of social movements. Assessment of learning will consist of the evaluation of the depth of ability to analyze, synthesize, and think critically in relation to course content and interpretation of research material. Learners will also demonstrate the ability to conceptualize original thought in relation to course content. ED8004 and ED8005 must be taken concurrently by PhD learners in their first quarter. **Cannot be fulfilled by transfer.**

ED8005 - Doctoral Learner Success Lab (non-credit). This lab is designed to provide new doctoral learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. It is specifically designed to provide doctoral learners the tools they will need to successfully complete their program and dissertation. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a Degree Completion Plan. ED8005 is an advisor-led course taken in the first quarter in conjunction with ED8004. Available online only. **Cannot be fulfilled by transfer.**

ED8111 - The Historical and Social Foundations of Education (4 quarter credits). This course explores the ways in which educational institutions have emerged and developed, particularly in relation to societal functions and expectations. The study of the historical and social foundations of education provides us with an awareness of and context for the evolving practices of education. This course will help develop specific knowledge, skills, and attitudes necessary for looking at education historically and understanding the socio-cultural forces that have made American education what it is today.

ED8113 - Advanced Study in Research Methods (4 quarter credits). This course focuses on research methods applicable to disciplines relevant to the School of Education and to professional development. Learners analyze the relevance and appropriateness of specific research methodologies in preparation for use in the dissertation. **Cannot be fulfilled by transfer.**

ED8910 - The Minnesota Superintendency (4 quarter credits). This course prepares learners aspiring to licensure as Minnesota superintendents. Minnesota's superintendents are licensed on the

Graduate Course Descriptions, continued

basis of eight competencies spelled out in statute, and the course touches on each. In addition, the course addresses issues such as law and finance that are unique to Minnesota superintendents.

Cannot be fulfilled by transfer.

ED8911 - The Minnesota K-12 Principalship (4 quarter credits). This course prepares learners aspiring to licensure as Minnesota principals. Minnesota's licensure is K-12, thus the course touches on the critical aspects of the principalship at the elementary, middle and senior high levels. The course addresses the state's 21 principal competencies, especially those (such as law and finance) that are unique to Minnesota. **Cannot be fulfilled by transfer.**

ED8921 - Internship in Minnesota Educational Administration I (4 quarter credits). The Internship in Minnesota Educational Administration I is the first of two consecutive courses that provide learners with the academic and field experiences that are prerequisites to Minnesota principal licensure. The competencies addressed by this course will be available in the Media Center and are specified in Minnesota law. To earn credit for ED8921, learners must also successfully complete ED8922 the following quarter. The courses need to be taken back-to-back. Learners who take ED8921 this quarter must register for ED8922 next quarter. Because Minnesota requires a single 320-hour internship, a portfolio of the entire internship experience, and a site supervisor's evaluation of the entire internship experience, learners will receive an IP (in progress) if they successfully complete the work for ED8921. The instructor will convert the IP to a letter grade and also assign a letter grade for work completed for ED8922 at the conclusion of that course. Because this experience is a single internship but two courses in length, learners will receive the same grade for each quarter. That is, when both ED8921 and ED8922 have been completed, the transcript will show two identical four-credit grades.

ED8922 - Internship in Minnesota Educational Administration II (4 quarter credits). The Internship in Minnesota Educational Administration II is the conclusion of the two-quarter Minnesota principal internship. In this four-credit course learners will complete their log of hours, their portfolio, and their competency-based internship contract. Learners must take ED8921 the quarter immediately prior to the quarter in which they take ED8922. If learners successfully complete ED8921, the instructor will assign a grade of IP (in progress). At the completion of ED8922, the instructor will convert the IP to a grade identical to that being assigned to work in ED8922. Minnesota's is a single 320-hour internship experience, so the instructor and field experience site supervisor look at the learner's performance in total, rather than quarter by quarter. Thus, the transcript will show two identical four-credit quarter course grades which reflect their assessment of the total internship experience. **Prerequisite(s): ED8921.**

ED8923 - Internship in the Minnesota Superintendency I (4 quarter credits). Internship in the Minnesota Superintendency I is the first of two consecutive courses that provide learners with the academic and field experiences that are prerequisites to Minnesota superintendent licensure. The competencies addressed will be available in the Media Center and are specified in Minnesota law. To earn credit for ED8923, learners must also successfully complete ED8924 the following quarter. The courses must be taken back-to-back. If learners take ED8923 this quarter, they must register for ED8924 next quarter. Because Minnesota requires a single 320-hour internship, a portfolio of the entire internship experience, and a site supervisor's evaluation of the entire internship experience, learners will receive an IP grade (in progress) after successfully completing ED8923. The instructor will convert the IP to a letter grade and also assign a letter grade for work in ED8924 at the conclusion of that course. Because this single internship is two courses in length, learners will receive the same grade for each quarter. That is, when ED8923 and ED8924 are successfully completed, the transcript will show two identical four-credit grades.

ED8924 - Internship in the Minnesota Superintendency II (4 quarter credits). Internship in Minnesota Educational Administration II is the conclusion of the two-quarter Minnesota superintendent internship. In this four-credit course, learners will complete their log of hours, their portfolio, and their competency-based internship contract. Learners must take ED8923 the quarter immediately prior to the quarter in which they take ED8924. If learners successfully complete ED8923, the instructor will assign a grade of IP (in progress). At the completion of this course, ED8924, the instructor will convert the IP to a grade identical to that being assigned to work in ED8923. Minnesota's is a single 320-hour internship experience, so the instructor and field experience site supervisor look at the learner's performance in total, rather than quarter by quarter. Thus, the transcript will show two identical four-credit quarter course grades which reflect the field supervisor and instructor's assessment of the total internship experience. **Prerequisite(s): ED8923.**

ED9050 - Special Topics in Leadership for K-12 Programs (4 quarter credits). This course provides learners an opportunity to study specific or innovative areas of interest within the Leadership for K-12 Programs specialization. Learners propose then develop appropriate course topics not covered in the specialization's elective offerings. **Directed Study, PhD only.**

ED9051 - Special Topics in Leadership for Higher Education (4 quarter credits). This course provides learners an opportunity to study specific or innovative areas of interest within the Leadership in Higher Education specialization. Learners propose then develop appropriate topics not covered in the specialization's elective offerings. **Directed Study, PhD only.**

ED9052 - Special Topics in Professional Studies in Education (4 quarter credits). This course provides learners an opportunity to study specific or innovative areas of interest within the Professional Studies in Education Specialization. **Directed Study, PhD only.**

ED9053 - Special Topics in Advanced K-12 Teaching (4 quarter credits). This course provides learners an opportunity to study specific or innovative areas of interest within the Advanced K-12 Teaching Specialization. **Directed Study, PhD only.**

ED9054 - Special Topics in Postsecondary and Adult Education (4 quarter credits). This course provides learners an opportunity to study specific or innovative areas of interest within the Postsecondary and Adult Education specialization. **Directed Study, PhD only.**

ED9055 - Special Topics in Teaching Online (4 quarter credits). This course provides learners an opportunity to study specific or innovative areas of interest within the Teaching Online specialization. **Directed Study, PhD only.**

ED9056 - Special Topics in Training and Performance Improvement (4 quarter credits). This course provides learners an opportunity to study specific or innovative areas of interest within the area of training and performance improvement. Learners propose appropriate course topics that are not covered in any of the electives. **Directed Study, PhD only.**

ED9058 - Special Topics in Instructional Design for Online Learning (4 quarter credits). This course provides learners an opportunity to study specific or innovative areas of interest within the area of instructional design for online learning. Learners propose appropriate course topics that are not covered in any of the electives. **Directed Study, PhD only.**

ED9994 - Doctoral Comprehensive Examination I (4 quarter credits). This course is intended for learners who have completed all required and elective courses. It is designed to assist learners in the development and successful completion of their comprehensive examination by supporting them as they gain approval of the comprehensive examination committee, formulate and submit ten topics, and write and submit comprehensive examination papers to the committee.

Prerequisite(s): Completion of all other required course work. Cannot be fulfilled by transfer.

ED9995 - Doctoral Comprehensive Examination II (4 quarter credits). This course is intended for learners who have partially completed the comprehensive examination process. It is designed to assist them as they continue to write and submit comprehensive examination papers to the committee. **Prerequisite(s): ED9994. Cannot be fulfilled by transfer.**

ED9996 - Dissertation Research I (4 quarter credits). This course is intended for learners who have completed all required and elective courses and the comprehensive examination. This course is the first of a series of four courses designed to assist learners in the development and successful

completion of the dissertation. The purpose of this first course is to support learners in gaining approval of the dissertation committee and to create a preliminary draft of the dissertation proposal that can be approved by the learner's faculty mentor, who also serves as the chair of the learner's dissertation committee. **Prerequisite(s): ED9995. Cannot be fulfilled by transfer.**

ED9997 - Dissertation Research II (4 quarter credits). This course is intended for learners who have completed a preliminary draft of their dissertation proposal. It will support them as they prepare and submit the IRB application, conduct field tests as required and approved by the committee, and complete development of the final proposal. To complete this course learners will schedule and pass the proposal completion conference with the mentor and committee. **Prerequisite(s): ED9996. Cannot be fulfilled by transfer.**

ED9998 - Dissertation Research III (4 quarter credits). This course is intended for learners who have successfully passed their proposal completion conference. It will provide support as they conduct a research project that is consistent with the terms and conditions of the approved proposal. To complete this course, learners will complete the collection and analysis of data and be ready to start the final writing of your dissertation chapters. **Prerequisite(s): ED9997. Cannot be fulfilled by transfer.**

ED9999 - Dissertation Research IV (4 quarter credits). Once learners have completed their research project, this course will provide support as they revise earlier chapters of the dissertation (Chapters 1 -3) and prepare Chapters 4 and 5 for review and approval by the committee. A required milestone of this course will be the successful completion of the dissertation completion conference with the mentor and committee. Once the dissertation completion conference is successfully passed, this course guides learners through the final stages of preparing the dissertation for publication. Through a step-by-step process, learners work with a facilitator to produce a professional-looking final manuscript that reflects the quality of the research effort expended and presents the learner, the committee, the school, and Capella University in the best possible light to the scholarly community. **Prerequisite(s): ED9998. Cannot be fulfilled by transfer.**

School of Human Services Courses

HS812 - Cognitive-Affective Bases of Behavior (4 quarter credits). This course is an introduction to the normal and psychopathological factors of cognitive and emotional functions on behavior. These include learning, perception, imagining, language, memory, reasoning, and judging. The course examines the organization of the perceptual world into a unified and hierarchical pattern of belief, attitudes, and expectancies. These dynamics will be applied to contemporary issues and problems within human services.

HS813 - Social Influences of Behavior (4 quarter credits). This course is an overview of behavior that is influenced by the presence of others, or behavior that is under the control of society. Culture and society, large and small group behavior, cross-cultural factors, and interpersonal relationships will be considered. The social psychology of decision making, attitude formation, and social attribution will be reviewed and applied to contemporary issues.

HS814 - Theories of Personality (4 quarter credits). An examination of the assumptions, constructs, and processes of personality as these are expressed in the major theoretical writings. Reviewed are the psychodynamic, behavioral, structuralist, humanistic/ existential, social, feminist, and cognitive theories of personality. Research on normal and abnormal constructs of personality is reviewed. Contemporary issues and problems in personality theory and types are addressed.

HS815 - Professional and Scientific Ethics (4 quarter credits). This course examines the historical origins of professional ethics, including issues affecting education, psychotherapy, law, and institutional guidelines for protecting human subjects in research. Attention is given to identifying effective methods for addressing ethical dilemmas and to current ethical issues in the human services.

HS817 - Social Systems (4 quarter credits). This course is designed to review basic features and factors of social systems theory as it applies to groups, families, agencies, institutions or corporations, and government entities. It addresses problems inherent in the operation of these systems, as well as suggesting resolution of these problems from a systemic viewpoint. Additionally, the course covers issues of social policy-making and decision-making that will affect conditions of social change.

HS818 - Scope of Human Services (4 quarter credits). The human services movement is in its fourth decade of development and emphasis has been on educating learners and professionals to serve a wide variety of client populations with a wide array of services. Problems encountered by human services professionals include crime and delinquency, chemical abuse and addiction, poverty, education, job training and employment, aging, mental illness, health care, physical and sexual abuse, homelessness, and issues involving marriage and the family. This course addresses problem analysis and problem-solving strategies for many of these issues.

HS821 - Mental Health Counseling (4 quarter credits). This course reviews the basic skills, methods, and practices related to mental health counseling. Topics included are basic counseling skills, treatment planning, special issues in working with diverse populations, and various methods of therapeutic interventions. The course applies current theory and research to clinical practice.

HS823 - Philosophy of Social Work (4 quarter credits). This course reviews the history and development, philosophical tenets, and intervention methods of contemporary social work. Learners examine issues related to community development, social policy analysis, intermediate care systems, and improvement of social conditions.

HS825 - Human Sexuality (4 quarter credits). This course provides investigation of sexuality within the larger context of human experience. Emphasis is placed on physical and psychosexual development, frequency and significance of various types of sexual behavior, and health related issues. Issues addressed are treatment of sexual problems and concerns of special and diverse populations.

HS827 - Juvenile Delinquency (4 quarter credits). This course presents investigation into the etiology, nature and extent, and treatment of juvenile delinquency in contemporary society. Various theories are reviewed, and current theory and research are applied to understanding the dynamics of juvenile delinquency and current methods of intervention.

HS831 - Psychopathology: Assessment and Treatment (4 quarter credits). This course examines the assessment and treatment of various forms of psychopathology, current methods of psychological assessment, research on psychodynamics, and existing treatment methods. The politics of mental disorders, emerging diagnoses, and other contemporary issues are addressed.

HS834 - Ethnic and Cultural Awareness (4 quarter credits). This course involves examination of ethnic and cultural issues that influence the etiology, perception, and treatment of mental illness. Topics reviewed are: needs for specialized training, needs of various special populations, the impact of racial identity on self-perception, and specialized methods of treatment.

HS836 - Utilization of Community Resources (4 quarter credits). This course investigates influences of larger social systems on human behavior and the various methods of organizing and utilizing community resources to address a variety of human service needs. Specific topics addressed are theories of social organization, community organizing, self-help organizations, use of volunteers and the use of social policy to influence human behavior.

HS837 - Counseling and Guidance in Diverse Populations (4 quarter credits). This course examines substantive and theoretical issues concerning guidance and counseling in a variety of culturally diverse populations. Issues addressed are: the role of culture specific programming, special issues and needs of cultural subgroups, and therapeutic approaches to working with culture-specific issues. Current theory and research are applied to specific clinical issues.

Graduate Course Descriptions, continued

HS838 - The Counselor as Scientist-Practitioner (4 quarter credits). This course presents a theoretical and practical review of ways in which counselors can demonstrate accountability in a broad range of settings. The application of scientific methods to problems of human behavior is demonstrated. Topics considered are methods of field research, program evaluation, the role of empirical validation of treatment methods, the efficacy of psychotherapeutic methods and the strengths and limitations of various methods of inquiry.

HS839 - Theories of Psychotherapy (4 quarter credits). This course provides an examination of major psychotherapy theories, procedures, and techniques. The course reviews various schools of therapeutic intervention, their philosophical tenets, and therapeutic skills. Emphasis is placed on applying current theory, research and techniques to a variety of clinical problems.

HS840 - Counseling and Guidance with Children (4 quarter credits). This course presents a review of current theories, research and methods of counseling and guidance of children. Special attention is given to addressing the family relationships and their impact on the child, childhood abuse and trauma, methods of parent education, and specialized techniques for working with challenging children.

HS841 - Group Counseling and Psychotherapy (4 quarter credits). This course reviews the historical development, major theories, current research and clinical procedures of group counseling and psychotherapy. Course content also includes the role of the leader and leadership styles, mechanics of co-therapy, designing special function groups, and handling of critical incidents within groups.

HS845 - Grief and Bereavement Counseling (4 quarter credits). This course investigates research on death and dying. Students examine psychological stages of dying common to all losses, symptomatology of grief, death trajectory, hospice model of treatment, and dealing with death in the family. Case consultations with dying children and parents are featured utilizing techniques of drawing therapy and storytelling which elicit, respectively, psychological material in the form of unfinished business and techniques for coping with losses of all types.

HS847 - Applied/Clinical Sociology (4 quarter credits). Clinical Sociology provides a solid grounding in sociological practice, including the application of sociological knowledge, research, and theory to intentional intervention. Whether the sociological practitioner or clinician is working with individuals or families, designing and executing interventions to improve productivity and performance of public and private organizations, or helping to design and implement policy which could affect an entire nation, the focus in clinical sociology is important to the overall field of human services.

HS849 - Health Advocacy in the Community (4 quarter credits). A major goal in human services is to develop effective change agents in communities. Health care is an extremely important issue for communities in our society. Issues such as the purity of drinking water, waste disposal, clean air, health education and public safety, public and private health care plans, effects of HMOs and managed care, and Medicare and Medicaid are all issues which involve health advocacy. This course addresses many of these issues.

HS850 - Mind/Body Healing Practices (4 quarter credits). This course describes the crucial role the mind plays in health and healing. It analyzes the mind/body connection in illness and wellness, investigates the concept of holistic healing, and explores alternative approaches to the promotion of a healthy mind and body. The commonly used word "holistic" refers to that approach which attempts to heal the whole person, acknowledging the importance of subjective as well as objective elements in health care. Consequently, holistic practitioners often bring many treatment strategies to bear, from the traditional to the alternative, on the health problems of their patients or clients.

HS852 - Introspective and Personal Growth Seminar (4 quarter credits). This experiential course is intended to elucidate various aspects of the learner's history and personality which are relevant to professional clinical work. The course employs a variety of methods to assist the introspective process including journaling, personal psychotherapy, self-expressive artwork, dream work, and specialized readings. Emphasis is placed on identifying personal strengths and limitations and how they may influence clinical effectiveness.

HS853 - Prevention and Causes of Child Abuse (4 quarter credits). This course explores the recognition of child abuse as a sociological problem in the United States. The social, psychological and familial causes are considered and the current prevention approaches and treatment programs are reviewed.

HS854 - Child and Adolescent Counseling (4 quarter credits). This course presents an overview of major theories and current research in the area of adolescent and child development. Biological and psychosocial factors are examined. Topics considered are normal development, the influence of trauma on development, family factors, and the influence of community and societal factors on development.

HS858 - Mental Health and Aging (4 quarter credits). The dramatic increase in the population of older persons has focused attention on the well-being of older persons — their mental and physical health. This course examines mental health and aging as major psychosocial phenomena integrating biological, psychological, social and environmental perspectives and factors. Contemporary research in these areas of the mental health of the older population is explored as a function of many aspects of modern society:

family life, caregivers, community and institutional care, ethnic and sociocultural differences, and urbanization.

HS862 - Clinical Supervision (4 quarter credits). This course provides an overview of the theory, basic functions, and methods of clinical supervision. Some of the topics covered are the supervisory contract and relationship, the various styles of supervision, the legal and ethical issues related to clinical supervision, methods of supervision including case consultation, video supervision, live supervision and co-therapy as supervision.

HS864 - Contemporary Issues in Compulsive and Addictive Behavior Treatment (4 quarter credits). This course reviews current development, research and trends within the addiction field. Emphasis is placed on gaining a current understanding of substantive issues in the field. Possible topics considered include developments in psychopharmacologic treatment of addictions, the influences of managed care on treatment, ethics and managed care, the use of Internet resources in the field, the changing role of the counselor, emerging treatment approaches, and the development of new treatments.

HS865 - Group Therapy and Compulsive and Addictive Behavior (4 quarter credits). Students in this course review a variety of theoretical orientations, relevant research findings and develop and practice a number of practical clinical skills based on a thorough understanding of group process. Topics include group development, styles of leadership, and critical incidents in group therapy including member "acting out" (e.g., relapsing to some form of addictive or compulsive behaviors) — inter-group conflict, group transference with leaders and premature exit from the group by a member.

HS866 - Compulsive Behavior and the Disturbance of the Self: Alternatives to the Addiction Model (4 quarter credits). This course defines the nature of addictive and compulsive behavior problems, discusses the development of the addiction model and its tenets, and reviews the literature on the validity and efficacy of treatment approaches based on the addiction model. Alternatives to the addiction model are discussed, including cognitive behavior therapy. An understanding of the compulsive behavior model, a psycho-dynamically oriented model, is developed and covered in detail.

HS867 - Intervention with Compulsive and Addictive Behaviors (4 quarter credits). This course reviews traditional and nontraditional approaches to treatment. Topics covered are in- and out-patient treatment programming, self-help groups, utilization of community resources and alternative treatment approaches, and the use of individual, group, and family psychotherapy. Current trends in service delivery are considered, particularly in light of ongoing changes in the health care delivery system.

HS869 - Families, Systems, and Health Care (4 quarter credits). This course examines consequences of adequate or inadequate health care upon the family system in America. Today's families, composed of parents, grandparents, and children as well as extended family members who live in or out of the home all operate as subsystems of families where each member affects and is affected by every other family member. When health crises occur in families, then, the health care system becomes a subsystem of those families which affects each and every part of the family. This course explores information on functional and dysfunctional features of public and private health care and how they contribute to family health or dysfunction.

HS870 - Transpersonal Counseling and Psychotherapy (4 quarter credits). This course covers material that emanates from the growth of humanism to spirituality, and the impact that this movement has on therapeutic change. Topics included are the role of spirituality in counseling, and the use of yoga, meditation, and prayer in counseling. Emphasis is placed upon how these theories and practices may be used to help the growing population of spiritually-oriented clients.

HS871 - Marriage and Family Systems (4 quarter credits). Families are studied as systems from a theoretical, clinical and research perspective. Emphasis is placed on family development, transitions, assessment and intervention. Systems-oriented assessment models are explored. Strategies for initial interviews, hypothesis formulation, designing a strategy for intervention, and the process of termination are covered.

HS872 - Marriage and Marital Therapy (4 quarter credits). This course is an overview of theory and research on marriage and the couple relationship in contemporary society. Topics covered include relationship development, maintenance, and termination; conflict-resolution skills; communication styles and skills; marital adjustment and assessment of interpersonal relationships; cultural variations; and issues related to gender. Major approaches to marital therapy are reviewed.

HS876 - Methods of Family Research (4 quarter credits). This course provides an introduction to measurement of family variables, complexities of family research design, data collection and analysis. Topics include scales of measurement, validity, and reliability, experimental and non-experimental designs, and approaches to integrating clinical research and practice. Special attention is given to the unique factors in family research.

HS877 - Family Therapy Theory and Methods (4 quarter credits). This course provides a comparative study of the prominent schools of thought within the field of marriage and family therapy, their tenets, therapeutic strategies, and techniques. Structural, strategic, transgenerational, behavioral, communication, and analytical approaches to marriage and family therapy are discussed.

HS878 - The Family in Social Context (4 quarter credits). An exploration of the dynamics within families, and the systems that influence the family such as the larger society, church, school, and other societal organizations. Topics include family development, cross cultural perspectives on the family, roles and functions of the family, alternative forms of the family, and influences of social policy on the family.

HS879 - Life Planning and Career Developments (4 quarter credits). This course provides theory, research, and opportunities for application appropriate for counselors working with individuals responding to life transitions. Included are theory and research related to career and life development, improvement, and transition.

HS880 - Contexts and Models of Health (4 quarter credits). This course explores the models of health and their contexts as utilized in the contemporary health industry. This is an extraordinary time in health care from aspects of policy with the devolution of power from the federal level to the states and private sectors. Learners examine the impact of changes in the new era on models of health care within the context of health delivery systems. Implications for health service administration are also addressed.

HS881 - Health in the Workplace (4 quarter credits). This course explores emerging problems and issues facing employees in government service or private business who are burdened by increasing demands for productivity coupled with decreasing health and welfare in the workplace. The current downturn in federal employment, downsizing in industry, and rightsizing of corporations have led to increased employee complaints of discrimination, disenfranchisement, and disgruntled feelings which cause alcohol and drug usage at work, marital problems, and violence in the workplace. This course reviews the growth of employee assistance programs (EAP) as a method to solve these types of problems.

HS883 - Adult Criminal Justice System (4 quarter credits). This course examines the adult criminal justice system, its processes and methods. Current research and theory on criminality and its treatment are reviewed. Issues such as the assessment of criminal behavior, alcohol and drug use and their relationship to criminal behavior, incarceration of the "psychopathic personality," and the treatment of the chronic, violent offender are included.

HS884 - Stress Management in Organizations (4 quarter credits). This course studies the role and management of stress in the workplace. Emphasis is placed on the management of distress and the utilization of stress management techniques to enhance performance, particularly in high stress situations. Topics covered include the psychological and physical effects of stress, methods of stress reduction and individual and organizational strategies for preventing high levels of stress.

HS885 - Managed Care and Health Services (4 quarter credits). This course provides a broad overview of managed care and is designed to examine the variety of techniques employed by this new main-stream health system in its attempt to provide quality care in an efficient and affordable manner. The learner focuses on the various delivery systems and utilization and quality management practices employed by a wide variety of organizations. Regulatory, legal, and ethical issues are also explored. The course also allows the learner to consider the future of our health care system and how the world of our providers, receivers, and payors may continue to change in the evolution of American medicine.

HS886 - Health Care Communication: Providers and Receivers (4 quarter credits). Effective communication is central to every aspect of the health care delivery process. This course provides a broad overview of health communication and is designed to examine current theoretical models. The material presented allows the learner to develop strategies to enhance communication between professionals, allied health personnel, patients and their families in both interpersonal and group settings, and to enable the communication process to be more functional and therapeutic.

HS889 - Role and Function of Boards and CEOs (4 quarter credits). This course addresses the roles of boards of directors in public and private sectors, including policy-making, representing the public, and promoting the organization. It reviews functions of boards as they establish contracts and hire executives and general managers. The course also reviews the roles and functions of CEOs, who are commissioned to represent the organization and implement board policy while carrying out administrative decisions and policies. Boards of public and private companies are represented in the analysis, which includes legal liabilities and responsibilities.

HS899 - Special Topics in Human Services (4 quarter credits). This course allows the learner to designate an area of study within Human Services and work with a faculty member to study that area in depth.

HS901 - Practicum: Short-Term Supervised Field Experience (4 quarter credits). This is an intensely supervised, hands-on experience during which the learner practices specific and clearly agreed upon organizational or counseling skills in interviewing, assessment, intervention, documentation and consultation in a specific setting(s) relevant to the learner's chosen professional role. Includes readings, monthly reports, final evaluation from site supervisor, and a reflective paper. The four (4) quarter credits include up to 600 hours of experience, including, but not limited to, 12 hours of face-to-face site supervisor feedback for the learner. *Prerequisite(s): HS815 and faculty approval. Contact the School of Human Services six months prior to registration for application materials.*

Graduate Course Descriptions, continued

HS5004 - Survey of Research in Human Development and Behavior (4 quarter credits).

This course reviews the major theories of human development and behavior across the entire lifecycle. The developing person is the focus of inquiry and connects such areas of study as psychology, anthropology, and biology. Some of the research will approach human development from the point of view of personality theory, developmental tasks, or moral development. HS5004 and HS5005 must be taken concurrently by master's learners in their first quarter. **Cannot be fulfilled by transfer.**

HS5005 - Master's Learner Success Lab (non-credit).

This lab is designed to provide new master's learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a Degree Completion Plan. HS5005 is an advisor-led course taken in the first quarter in conjunction with HS5004. **Cannot be fulfilled by transfer.**

HS5006 - Survey of Research Methodology (4 quarter credits).

This course presents an overview of the general approaches to research methodology at the graduate level. It deals with the quantitative and qualitative approaches to rigorous scholarly inquiry and the major research methodologies. This course is aimed primarily at master's-level learners although PhD learners may take it as an elective.

HS5100 - Health Care Management (4 quarter credits).

This course presents the foundation principles and dynamics of health care management, the health care system, and basic concepts and skills in administration. The institutional, social, and political forces in the field of health care are analyzed. Topics include fundamentals of management in health care, trends in health care financing, and contemporary issues.

HS5101 - Health Care Finance (4 quarter credits).

This course addresses financial management concepts and practices and the basic economic models in health care organizations through principles of accounting and finance that have particular relevance to the health care manager. Topics include basic accounting, financial statements and ratios, evaluation of project investment decisions, break-even analysis, budgeting, cost allocation, and reimbursement methodologies. Health care specific topics are reimbursement mechanisms, managed care, capitation, per-case or per-diagnosis payment, how these are packaged by third-party payors, and the effects reimbursement types have on health care provider organizations. Issues of working capital, capital budgeting, and investment in relation to net present value and value added to the organization, health care organizations' ratio analysis, cost

analysis, and other financial management techniques of primary importance to health care organizations are discussed.

HS5102 - Non-Profit Organization and Management (4 quarter credits).

This course examines the origins, history, and societal role of non-profit organizations in the United States, including their social, political, economic, cultural, and ideological importance in American society. The magnitude, scope, and functions of the non-profit sector and its relationships with business and government are presented. Theories, general concepts and principles of organization management, governance and leadership in non-profit organizations are explored. A wide range of external forces and internal dynamics that affect non-profit organizations are presented. The life and growth cycles of organizations are applied to non-profits. Current trends in non-profits and projections for the future are analyzed.

HS5103 - Strategic Planning for Non-Profit Organizations (4 quarter credits).

Non-profit operations are viewed from a strategic perspective. The role of strategic thinking and planning in enhancing organizational effectiveness in the context of increased competition for scarce resources and the wide range of challenging issues requiring solutions is examined. Organizational missions and goals, governance, program development and structure, operational and fiscal controls, information systems and monitoring, and evaluation are analyzed.

HS5104 - Accounting and Economics for the Non-Profit Manager (4 quarter credits).

This course introduces the basic language, underlying concepts, and reporting methods of accounting and financial analysis which pertain to non-profit organizations. The underlying foundation is the comprehension, analysis, and interpretation of non-profit organizational financial statements, rather than producing them. Topics include basic accounting principles, financial statements composition, cost accounting concepts, budgeting, discounted cash flow analysis, and ratio analysis. Additionally, economic thinking and the economist's tools, elasticity, public goods and the role of non-profit organizations in a market economy, cross-subsidization and competition, and cost-benefit analysis are presented.

HS5105 - Human Resources and Volunteer Management in Non-Profits (4 quarter credits).

This course addresses the theories, concepts, practices, and strategies of human resource management in the non-profit organization. Basic human resource management issues such as strategic workforce planning, hiring, training, personnel evaluation, and compensation are examined from the perspective of the non-profit organizations with their mix of paid staff and volunteers. Additionally, the impact of human resource management on the board, executive director, staff interface, volunteerism, and productivity is evaluated. Particular attention is paid to the legal responsibilities of the organization

in human resource management and to the role of the board.

HS5106 - Assessment, Tests, and Measures (4 quarter credits).

This course examines the assessment process and the use of tests and measures to engage in assessment activities. Theory and content of assessment, testing and measurement applicable to the counselor role are provided including history of assessment methods, principles of test construction and standardization, interpretation of assessment measures, and strategies for use of assessment measures.

HS5107 - Principles of Psychopathology: Diagnosis and Treatment (4 quarter credits).

This course examines the theory, research, and application of principles of psychopathology. Included in the course are etiology of psychopathology, current methods of assessment, use of the DSM-IV-TR to diagnose mental disorders, application of psychopathology assessment to individuals, couples, families, and groups, and intervention strategies. Contemporary issues associated with assessment and treatment of mental disorders are incorporated into the course.

HS5108 - Foundations of Addictive and Compulsive Behavior (4 quarter credits).

This course examines theory and research that guide treatment for addictive and compulsive behavior disorders. Traditional and non-traditional interventions are reviewed as applied to inpatient, outpatient, and community-based treatment methods for individuals, families, and groups. Assessment, diagnosis, treatment planning and evaluation, as well as emerging issues in the field, are considered.

HS5500 - Multicultural Issues in Health Care (4 quarter credits).

The course explores culture-specific variations as they affect health care administration and the health care delivery system. Strategies sensitive to cultural diversity and the respective positions of professional associations, regulatory agencies, and health care systems are explored and analyzed. Additionally, the processes by which culturally sensitive and linguistically specific information are incorporated into administrative policies and health outreach programs are examined.

HS5501 - Health Informatics (4 quarter credits).

This course provides a management perspective of information technology and how health care administrators can use information technology to maximize organizational performance. Topics include fundamental principles of information technology and data management and their implications for health care administrators. The use of technology, data bases, and other analytical tools to structure, analyze, and present information related to health care management and problem solving are explored. Strategic information systems planning, systems analysis, system design, evaluation, and selection are also explored. Current applications, such as patient care, administrative and strategic decision support, managed health, health information networks, and the Internet will be examined to determine how they may be used to

meet the challenges facing health care administrators today and in the future. The course also focuses on the regulatory and legal requirements for acquiring and managing health information; related technology; patient rights and the release of health information under state law, federal law, and the Health Insurance Portability and Accountability Act.

HS5502 - Non-Profit Entrepreneurship (4 quarter credits). Entrepreneurship lies at the foundation of the non-profit sector. This course provides an introduction to the theory and practice of entrepreneurship in the non-profit sector. The course focuses both on the creation of an innovative mission-based organization and the establishment of an innovative program or activity within an existing organization to meet a societal need. Areas of social innovation as diverse as business, environment, education, human services, and government are explored. Topics include practical information about how to identify potential opportunities, necessary skills development, and competencies for creating, developing, and implementing entrepreneurship ideas and ways of measuring the success of the entrepreneurial activity.

HS5900 - Counselor Education Pre-Practicum Course I (4 quarter credits). This online course should be taken with HS-R5900 - Counselor Education Pre-Practicum Laboratory I. The twelve-week online course reinforces laboratory skills development including academic assignments and online discussion. This course emphasizes therapeutic relationship skills, therapeutic assessment, therapeutic intervention, and ethical and legal standards. It integrates effective theories and practices of individual and family systems counseling methods relevant to mental health counselors and marital, couple, and family counselors/therapists. **Prerequisite(s):** *Mental Health and Marital, Couple, and Family Counseling/Therapy learners must have completed or be progressing in the following courses: HS5004, HS5005, HS834, HS814, HS877, HS815, HS5107, HS5106, HS821, HS841, and HS871. Cannot be fulfilled by transfer.*

HS5901 - Counselor Education Pre-Practicum Course II (4 quarter credits). This online course should be taken with HS-R5901: Counselor Education Pre-Practicum Laboratory II. The twelve-week online course reinforces laboratory skills development including academic assignments and online discussion. The course focuses on advanced therapeutic relationships and special applications of individual psychotherapy for Axis-I behaviorally disordered clients, techniques for group psychotherapy for unrelated individuals, and systemically oriented therapies for couples and family groups. It integrates effective theories and practices of individual and family systems counseling relevant to mental health counselors and marital, couple, and family counselors/therapists. **Prerequisite(s):** *HS-R5900 and HS5900. Cannot be fulfilled by transfer.*

HS5990 - Integrative Project for Human Services Learners (4 quarter credits). Master's learners demonstrate proficiency in integrating learning from required, specialization, and elective courses by completing an analysis of an organization or system, or the design of a new application in their professional field. This course is intended for School of Human Services learners.

HS5992 - Integrative Project for Human Services Learners (2 quarter credits). The integrative project represents the culminating academic activity for the online master's degree learner. The project incorporates elements of knowledge mastery, the ability to critique literature and/or research, synthesis of a diverse body of information, and application to an area or topic of particular interest to the learner. The integrative project is taken following completion of required course work.

HS7002 - Advanced Writing Concepts (4 quarter credits). The four distinguishing characteristics that define quality writing are organization, readability, effectiveness, and elegance. This course concentrates on the last two. Effectiveness refers to the tone of the language: passionate, but not emotional. How strongly the writer makes the argument is important. Elegance implies writing with simplicity and grace, eliminating wordiness and meaningless words, with clear and concise expression as the goal. Through discussion and written exercises, learners will develop skills in these two areas.

HS7004 - Graduate Writing for ESL/EFL Learners (4 quarter credits). This course introduces non-native speakers of English to graduate-level academic writing. Learners will develop an understanding of the assumptions and intentions that underlie advanced academic writing as it is done in the United States. Learners will develop skills in producing effective advanced academic writing including skills in combining facts and opinions from multiple sources. Learners will develop linguistic and content editing skills so that they will be able to continue to improve their own academic writing after they complete the course.

HS7006 - Research and Writing for Graduate Learners (4 quarter credits). This course is designed to prepare graduate learners for the rigors of academic writing. Academic writing requires a series of related critical thinking and writing skills, including: understanding the nature of academic research; developing strong arguments based on primary and secondary research; evaluating, summarizing, paraphrasing, and citing sources; drafting, revising, and editing multiple drafts of major projects; and producing clear, accurate, and error-free prose. Because this is a writing course, learners should expect to write a lot: the course includes weekly writing assignments, several short writing projects, and one long writing project. Learners will submit a final portfolio at the end of the course.

HS7500 - Quality Improvement and Organizational Performance in Health Care (4 quarter credits). This course analyzes the concept of quality and its

application in a variety of health care arenas. Methods for measuring, benchmarking, and assessing organizational performance along dimensions such as financial results, clinical services, utilization, productivity, and the health of the community are examined. Additionally, public and private quality review mechanisms, including the joint Commission on Accreditation of Health Care Organizations, Professional Review Organizations, and Accreditation Council for Graduate Medical Education, and quality control mechanisms in managed care plans, including the National Committee for Quality Assurance and others are evaluated.

HS7501 - Fundraising Strategies for Non-Profit Organizations (4 quarter credits). This course examines a variety of strategies for securing resources for a non-profit organization such as donor research, annual giving, endowment and capital campaigns, major gifts, planned giving, social enterprise, and special events. The key practices, principles, and processes of fundraising are also analyzed to enable the non-profit executive to create, participate in, and manage fund development programs and staff.

HS7502 - Grant Proposal Development and Administration (4 quarter credits). Grant funding is one of the major keys to the financial survival of non-profit organizations. This course provides insights into the success strategies for grant-seeking such as effective research, compelling prose, and constructive relationships, and for grant-making perspectives such as effective writing and proposal preparation. A comprehensive overview of private and corporate philanthropies is examined along with other research resources including the Internet.

HS8004 - Advanced Research in Adult Human Development and Behavior (4 quarter credits). This course critically analyzes theory and research in adult development and behavior with an emphasis on contemporary research and application issues. Adult development is studied from the biological, psychological, social, and multicultural perspectives. Application to the human services professions of principles of adult development is central to this course. HS8004 and HS8005 must be taken concurrently by PhD learners in their first quarter. **Cannot be fulfilled by transfer.**

HS8005 - Doctoral Learner Success Lab (non-credit). This lab is designed to provide new doctoral learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. It is specifically designed to provide doctoral learners the tools they will need to successfully complete their program and dissertation. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a Degree Completion Plan. HS8005 is an advisor-led course taken in the first quarter, in conjunction with HS8004, and carries no credit. **Cannot be fulfilled by transfer. Available online only.**

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HS8100 - Fundamentals of Social Science Research (4 quarter credits). This course introduces learners to social science research, particularly in the context of human services. The overall goals of the course are two-fold. First, the course will assist learners in becoming educated consumers of research; that is, to be able to critically evaluate published research and utilize research findings in practice. Second, the course will also prepare learners to design research studies in their fields of interest. Therefore, major concepts and techniques of social science research will be examined, including problem formulation, identification of variables, literature review, research design, sampling, definition and measurement of study variables, instrument construction, and data collection and analysis. **Prerequisite(s): HS8106. Cannot be fulfilled by transfer.**

HS8101 - Social Change and Public Policy (4 quarter credits). This course provides an introduction to social welfare policies and programs that are designed to improve the well-being and the quality of people's lives. The process of development and implementation of programs targeted to poverty, mental illness, children and families, elderly, ethnic minorities, HIV/ AIDS, and other social problems and groups will be examined. Learners will also begin to acquire policy and program formation, change, and evaluation skills. Finally, the course will set the stage for how social welfare policies affect the direct practice of human service professionals and social workers. The professional role of affecting change at the public policy level and policy at the agency level will be explored.

HS8102 - History of Social Welfare (4 quarter credits). This course is an advanced historical survey of social services, public policies, social welfare, and the profession of social work in the United States from the colonial era to the present. The course follows a general chronological approach of the emergence of the American welfare state and professional social services. It provides learners with a broad understanding of the historical evolution of America's response to social need, as well as an understanding of the historical emergence of social work as a helping profession. The course explores the historical social welfare experience of different groups, including women, Asian-Americans, African-Americans, Native Americans, Hispanics, citizens with disabilities, gays or lesbians, and others in the United States. Comparisons will be made to some other social welfare systems, particularly those of England, which greatly influenced early U.S. "poor laws." However, the bulk of the course emphasizes social welfare issues in the United States.

HS8103 - Principles and Practices of Social Work (4 quarter credits). This course provides learners an overview of principles, methods, and practice models for intervention and social change through work with groups and communities. It examines theoretical perspectives of group and community organizing as well as advocacy models, grassroots participation, and the empowerment of disadvantaged groups. Learners will also explore

theories and methods of present-day social work practices with individuals, families, and organizations.

HS8106 - Epistemology of Practice Knowledge (4 quarter credits). This course examines theories that guide the acquisition of knowledge within the human services professions. The methods used to develop theory within the social sciences are critically analyzed and evaluated as precursors to understanding and using the scientific method. Included in the course is the study of how theory is derived, how research methods are linked to theory, and finally, how scholar-practitioners apply scientific method.

HS8107 - Marketing and Public Relations for Non-Profits (4 quarter credits). The importance of establishing an integrated marketing system and the specialized aspects of marketing strategies in non-profit organizations are examined. Topics include segmentation, complementary positioning, membership recruitment, products and services, the supply chain, and promoting intangible products whose benefits are often indirect. The roles of public relations, advertising and persuasive communication with target markets are also explored. Disciplines such as fundraising, volunteer management, and media relations are viewed from a marketing perspective, with attention given to the integration of their various techniques into compelling marketing positioning strategies for the organization.

HS8108 - Financial Analysis and Reporting for Non-Profit Executives (4 quarter credits). Techniques and principles of financial analysis and management, including budgeting, finance and investment decision making, revenue management, internal control, and cost management for the non-profit organization are presented. Current economic thinking about the role of non-profit organizations in a market economy, cross-subsidization and competition, and cost-benefit analysis are also considered. Additionally, timely financial issues, transactions, and trends in non-profit finance are analyzed. These include innovative financing techniques, complicated organizational structures, mergers, and bankruptcy. Database and spreadsheet scenarios and sensitivity analysis of finance topics, through the use of analytical models, are used to create effective tools for financial decision making. Prior knowledge in the areas of accounting, finance, and familiarity with financial statements is expected.

HS8109 - Non-Profit Public Policy and Advocacy (4 quarter credits). This course provides a comprehensive view of the current advocacy strategies utilized by non-profit executives and advocates to advance their organizations' missions and to inform public policies and attitudes. These strategies include advocacy organizing, public education, litigation, mobilization, demonstrations, polling, research, lobbying, and working with the media. Emphasis is also placed on the ways non-profit advocates can advance their goals in the public policy process.

HS8111 - Quantitative Research Methods in the Human Services (4 quarter credits). This course emphasizes the application of research methods and designs to specific social problems encountered in human service disciplines. Topics include human subjects protection, and issues associated with measurement, development of instruments, data collection, data management, and initial phases of data analysis. SPSS (Statistical Package for the Social Sciences) will be introduced, and learners will learn how to set up an SPSS database, create variables, enter data, and perform basic descriptive statistical analysis. Methodological adaptations are considered when conducting research with special populations and in diverse human service contexts. **Prerequisite(s): HS8100. Cannot be fulfilled by transfer.**

HS8112 - Advanced Qualitative Research Methods (4 quarter credits). This course examines qualitative designs used in research, including in-depth interviewing, case studies, participant-observations, focus groups, ethnographies, and document analysis. Specific attention will focus on the development of skills in question development, interviewing, observation, selection of sampling strategy, verification of data, and recording of data. Learners will examine the philosophical assumptions, the political and ethical issues involved in qualitative research. Qualitative software programs will be introduced, and learners will gain experience in entering data and extracting themes. Scholarly presentation and writing of qualitative findings will also be reviewed. **Prerequisite(s): HS8111. Cannot be fulfilled by transfer.**

HS8113 - Advanced Study in Research Methods (4 quarter credits). This course focuses on research methods applicable to disciplines relevant to the School of Human Services. Learners analyze the relevance and appropriateness of specific research methodologies in preparation for use in the dissertation. **Cannot be fulfilled by transfer.**

HS8114 - Operations in Health Care Systems (4 quarter credits). This course applies principles from the field of operations management science to the complex health care industry. Topics examined include formulating a competitive strategy and key management science decision area, including strategic planning, process design, quality control, and service delivery. Organizational technology and structure as well as operations and various models for organizing work, such as the matrix structure, are examined and assessed. Tools of Continuous Quality Improvement (CQI) and selected quantitative techniques used in the efficient management of health care delivery such as forecasting, queuing, inventory analysis, and linear programming are explored.

HS8115 - Managing Human Capital in Health Care Environments (4 quarter credits). This course addresses the complex theories, concepts, practices, and strategies in the management of human resources in health care organizations. Strategic workforce planning, hiring, training, personnel evaluation, and compensation are

examined from the perspective of health care management as carried out from the unit level through the executive level. Topics include recruitment, interviewing and selection; retention (including compensation and benefits); diversity; performance management; and career development. Also examined are the laws and regulations that frame human resource management including employment law and OSHA; fair employment practices; wrongful termination and privacy; National Labor Relations Act (and unions); and strikes and boycotts.

HS8116 - Financial Analysis in Health Care Systems (4 quarter credits). This course focuses on the knowledge and skills required to conduct advanced strategic financial analyses of an organization's external environment, mergers and acquisitions, capital budgeting and sources of capital, and debt and investment are examined. High-uncertainty, high-impact trends and events of importance to health care organizations are analyzed. Current issues in fraud and abuse in the health care environment are addressed. Frameworks for conducting advanced strategic financial analyses and making innovative organizational recommendations on the basis of these are presented. Scenarios of possible futures, assessing different outcomes of trends and events and identifying possible management responses are examined.

HS8117 - Strategic Management of Health Care Reimbursement Systems (4 quarter credits). This course is an in-depth examination and analysis of the current health care reimbursement policies including the full spectrum of insurances, from conventional catastrophic insurance (with or without a medical savings account), through PPOS, to strictly managed health maintenance organizations, and post-retirement health benefits are examined. Proposed legislative changes in these reimbursement policies such as tax financing for public insurance are also explored. Strategic issues are considered for meeting government regulations for Medicare and managed care. Contracting and policy decisions are examined with regard to revenue impact. Decision making strategies are explored which maximize revenues while providing excellent quality care to patients.

HS8118 - Health Policies Analysis and Strategy (4 quarter credits). This course analyzes selected existing and proposed health policies from the perspectives of economic, sociological, and political theory, methodology, and models. Health care executives must be able to participate effectively in the development and analysis of policy and in the political processes within which they take place. Health care issues, strategies, and programs that are the subject of comparative analysis for public and quasi public sector decision making are evaluated. Alternative methods of policy analysis including matrix analysis, decision trees, and cost-benefit analysis are examined. Additionally, the ethical dilemmas that arise in policy making and analysis are included.

HS8210 - Issues in Police-Community Relations (4 quarter credits). This course is a study of issues in police communication and their impact on society in the context of police-community relations. The course will cover a variety of law enforcement structures in large and small communities, urban and rural areas, and suburban districts. Learners will examine resident expectations of police, sheriff, and legal systems in their local communities, particularly focusing upon disparities between relationships with the police in mainstream versus racial minority resident areas.

HS8211 - Practices of Probation, Parole, and Community Corrections (4 quarter credits). This course is an investigation of the historical and current practices of non-institutional correctional practices. The course will cover education and training requirements for the community correctional officials, caseload assignments, the ratio of correction officers to released offenders, as well as policies that govern release from institutional custody to the community. It will focus upon an examination of the release of sexual offenders to local communities.

HS8212 - History of the Juvenile Criminal Justice System (4 quarter credits). This course offers an intensive study of the juvenile criminal justice system and process. Theories of causation and innovative intervention approaches, such as "drug courts," will be examined. The course will review the dramatic increase of juvenile violence and crime in American culture over the last quarter century. It will focus upon the debate between "root causes" for juvenile violence and crime versus the survivability of the children's court system.

HS8300 - Diversity in the Workplace (4 quarter credits). All CEOs, managers, supervisors, training professionals, and educators must be able to effectively recruit, train, manage, and promote a culturally diverse workforce. Unfortunately, too few managers and directors have been adequately trained to accomplish these tasks. The Hudson Institute's demographic study called WORKFORCE 2000 determined that due to increased U.S. immigration quotas and increased birthrates among minorities, workplace diversity will be an inevitable fact in twenty-first century America. While the demographics make an appreciation of workforce diversity a requirement, its effective management is seen as good business. It takes communication, conflict resolution, and the creation of an inclusive organizational structure for diversity in the workplace to succeed. This course helps administrators to better understand the problems to be faced and the solutions to be planned.

HS8370 - The Criminal Mind (4 quarter credits). Lifestyles, practices, and motivations of serial killers, robbers, and those who assault citizens in our communities are examined continually in the media, television, and cinema. Virtually a new sub-culture has arisen to follow the lives and habits of these perpetrators of harm and violence. This course is a review of psychosocial theories that

analyze and evaluate deviant human behavior and the environment that precipitates repetitive criminal conduct. The course also is an introduction into profiling criminals and predicting criminal behavior.

HS8371 - Race/Culture in Criminal Justice (4 quarter credits). As our communities become more diverse, there is a heightened need to understand and address racial and cultural pluralism in human behavior. The criminal justice system, like the larger society, must reflect such a change in social attitudes. Law enforcement agents, in particular, are being monitored for their relationships with those who come from diverse backgrounds. Similarly, disproportionate rates and lengths of incarceration between racial and ethnic groups are being evaluated. This course will examine these and other issues in correctional practice and the criminal justice system.

HS8372 - Criminal Behavior: A Sociological Primus (4 quarter credits). It has become increasingly apparent in the twenty-first century that the traditional "get tough" policy of the past century toward crime remains less than completely effective in finding a way to deal with those who continue criminal behavior. One reason for this failure is that all too often little attention is paid to the social causes of crime. Crime rates differ both geographically and sociographically. Race, gender, social class, and age contribute to the pattern of criminal behavior and victimization. Society's response to crime is often reflected in public opinion via the news media, stronger policing, prosecution, and finally, punishment. However, in order to reduce the crime rate, crime must not only be addressed as a problem manifested in the behavior of the individual, but also as a problem of society, since it is also social structure and process that impacts this outcome. Succinctly, the root causes of criminal behavior in the U.S. may lie with the way society itself is organized. Therefore, a different strategy must be imposed to understand such a seemingly intransigent problem.

HS8373 - Understanding Criminology (4 quarter credits). This course is for learners who are interested in understanding crime as it relates to the field of criminology. It focuses on the central issue of defining crime. While many people would be content to accept a clinical definition of crime, that is, "behavior that violates the law," such a definition would only necessitate changing the individual's crime calculus in reducing such behavior. Modern criminologists have come to believe that crime is a more complex enterprise, since they are acutely aware that what is considered a crime may also be a product outside of the individual's control. Yet, both issues are important factors in developing a better understanding of (1) why people break the law; (2) how society responds to offenders; and (3) how criminologists define crime and conceptualize these affects relative to that of the criminal. Therefore, it is important for learners in those fields of study dealing with crime to have better understanding to the how and why or "root cause"

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of such a trenchant issue as criminal behavior. This course is designed for learners in the fields of criminology, criminal justice, and sociology.

HS8374 - Current Research on Violent Behavior (4 quarter credits). The course has been designed to help learners develop a thorough understanding and extensive accounting in explaining “violent” behavior. It draws upon sociological and psychological perspectives as part of a coherent approach relating to those violent acts which have caused public concern. The course also focuses on the ways in which violence is defined by the criminal justice system. Definitions of the main violent offenses, including violent sexual offenses are discussed and an indication of the levels of sentencing in particular cases is provided. Finally, the course focuses on techniques used to confront offenders of violent behavior within the criminal justice system. This course is designed for learners in the fields of criminology, criminal justice, sociology, and psychology.

HS8375 - Deviance: The Interactionist Perspective (4 quarter credits). This course advances a new sociology of deviance by focusing on the issues that relate to how people stereotype one another with regard to their interest in crime. Relationships between individuals based on such stereotypes identify an important link between “crime in the streets” and “crime in the suites” and the differences between the two in eluding punishment and its consequences. Use of this perspective helps the learner to understand the interactionist approach to the course and distinctions between deviance and crime by examining deviance as a social phenomenon that consists of a set of interpretations and social reactions. This course is designed for learners in the fields of criminology, criminal justice, and sociology.

HS8376 - Correlates of Crime (4 quarter credits). One of the most perplexing problems faced by any person with a basic knowledge of statistics is the confusion of correlation with cause. Criminologists often speculate that correlation does not equal a deeper examination but requires the crucial step of observing correlates and interpreting them with the help of methodological theory. It is only by building and testing theories that criminologists can begin to make sense of such correlates. This course examines social class, race, sex, and gender as correlates of crime to determine if any patterns exist for understanding their development. This course is designed for learners in the fields of criminology, criminal justice, and sociology.

HS8377 - The Penal System: Its Role in the U.S. Society (4 quarter credits). This course provides an in-depth examination of the social and historical foundation of the American correctional institution. Issues relating to structure and social processes of institutions of confinement in relation to problems of treatment and rehabilitation are its primary focus. The course includes a systemic evaluation of recidivism, general and specific deterrence, rehabilitation, incapacitation, and retribution in relation to the American correctional system. Emphasis will be placed on philosophies of

punishment, sentencing strategies, the prison community, alternatives to incarceration, and various reform efforts. Critical issues facing corrections will be examined. This course is designed for learners in the fields of criminology, criminal justice, and sociology.

HS8400 - School-Community Relations (4 quarter credits). As the diversity in American K-12 classrooms has grown, it has become more difficult for classroom teachers to single-handedly meet the complex and disparate needs of the children with whom they work. As a result, community and parent involvement is becoming central to the achievement of desired educational outcomes for learners, teachers, and schools. This course will explore rationales or such involvement and provide specific strategies for successfully engaging parents and a broad range of other community members in the educational process.

HS8402 - Teacher-Student Behavior Management (4 quarter credits). “Discipline is a double-edged sword” was an axiom examined twenty years ago in a course on classroom discipline for teachers of problem students. True then as it is today, most educators and parents still believe that in order to discipline a child the adult must possess and practice good discipline skills. This course reviews a general overall model of disciplinary philosophies, from the behavioral to the humanistic, as well as in-depth evaluations of the effectiveness of several classroom discipline techniques.

HS8403 - Social Skills for At-Risk Students (4 quarter credits). This course is designed for educators, parents, and those in the helping professions. It reviews theories from various schools of thought on the applicability of social-skills education as well as an evaluation of specific techniques for social-skills instruction. Some major issues discussed in this course could involve mainstreaming and inclusion strategies, disabled and culturally diverse students, and curriculum adaptations for special students. Learners may expect a broad philosophical inquiry coupled with case-by-case applications and techniques.

HS8500 - Advanced Theory and Research in Counseling Studies (4 quarter credits). Theory and research in the counseling professions reflects standards of practice, advances made in the social sciences, and emerging trends in identified needs of consumers. This course analyzes research methods applicable to building theory in the counseling professions, explores theory building and application, and provides opportunity for in-depth critical examination of emerging research needs. Development of critical research analytic skills, as well as research design methods, are integral elements of this advanced theory and research course.

HS8501 - Contemporary Issues in Counseling Studies (4 quarter credits). The counseling professions are increasingly faced with the need to advance understanding of the role of the counselor in contemporary society and to devise research-based methods of practice that can meet existing and emerging consumer needs. This course

analyzes and evaluates contemporary issues that are impacting the counseling professions such as ethical issues, compassion fatigue and burnout, the impaired professional, Internet counseling applications, multiculturalism and diversity challenges, and the role of the biological sciences on counselor role development.

HS8502 - Health Care Strategic Planning and Management (4 quarter credits). This course strategically analyzes the mission and goals of the institution, its governance, services, operational and fiscal components, market, and clients. These elements are evaluated within a strategic management framework that links planning to operations. The role of strategic thinking and planning in enhancing organizational effectiveness in the context of increased competition for health care dollars and the wide range of challenging issues requiring solutions is examined.

HS8503 - Health Systems Analysis and Evaluation (4 quarter credits). This course analyzes the structure, function, financing, and management of health care systems in the United States at both micro and macro levels. It focuses on the critical issues facing the United States with emphasis on the relationships among providers, payors, and patients. The course is designed to evaluate the impact of the myriad of interdependent actors within the health care systems and the widespread consequences of decisions in the clinical, policy, and management arenas. Related evaluation measurement issues are addressed and evaluative research on health care systems and services are analyzed.

HS8504 - Law and Health Care Administration (4 quarter credits). The course analyzes the impact of law on the way health care is delivered in the U.S. The major legal principles and issues relevant to health care administration are examined such as those that affect the operational decisions of health care providers, payors, and managers, and others that impact development of markets for health care products and services. Topics addressed include legal and regulatory constraints imposed on the health care industry, the liability of health care providers, the rights of patients, labor relations, and administrative law for health care organizations. Legal issues relating to admission and discharge, emergency treatment, medical records and mental health treatment are also covered.

HS8505 - Ethics and Decision Making in Health Care (4 quarter credits). This course discusses substantive ethical principles and procedural methodologies by which managers can understand, analyze, and resolve ethical problems. Issues in medical ethics are explored with an emphasis on their impact on administrative policies in health care delivery organizations, including the personal and moral dilemmas they may raise for administrators. Topics include business ethics versus health care ethics, organizational philosophy and mission statements, professional codes of ethics, conflicts of interest, ethical committees, the allocation of scarce resources, informed consent, confidentiality,

human experimentation, determination of death, euthanasia, suicide, abortion, the ethics of managed care, and HIV disease.

HS8506 - Leading Organizational Change in Health Care Systems (4 quarter credits). This course presents a comprehensive examination of the complex, dynamic, rapidly changing health care system in the United States. The health care system's major components and their characteristics are identified with an emphasis on current policy issues, performance challenges, and program solutions. Social, economic, and political forces that have shaped and continue to influence the health care system are traced. Policy innovations designed to address performance gaps are analyzed for federal, state, and private sector programs. Potential lessons from international health care systems are explored. Prospects for the future of U.S. health care are also discussed.

HS8507 - Management of Marketing in Health Care (4 quarter credits). This course focuses on strategic and tactical marketing issues facing health care systems, physicians, and other providers. Topics include marketing tools (such as pricing, promotion channels, consumer behavior, brand equity, and segmentation) and how to use them. Emphasis is placed on understanding branding, service line marketing, measuring marketing effectiveness, patient retention, patient satisfaction, fraud and abuse restrictions, Internet marketing, and marketing tactics. Additional topics considered are market failures in health insurance; the market power of health professionals; horizontal and vertical integration of providers; tax policy, and medical savings accounts; myths and realities regarding the behavior of for-profit and not-for-profit organizations; and the theory and practice of managed competition.

HS8508 - Ethics for Non-Profit Executives (4 quarter credits). This course examines the ethical principles and methodologies by which non-profit executives can understand, analyze, and resolve ethical issues. Both conceptual and practical ethical questions and value dilemmas encountered by executives in various types of contemporary non-profit organizations are examined. Topics include personal codes of ethics, organizational philosophy and goals, conflicts of interest, ethics committees of the board, and allocation of scarce resources.

HS8509 - Law and Non-Profit Organizations (4 quarter credits). This course provides an overview of the laws and regulations governing the establishment and operations of non-profit organizations. Specifically, the laws governing incorporation and tax-exempt status of non-profit organizations, and the implications of laws and statutes are explored. Additionally, the efforts of non-profit organizations to influence legislative and rule-making processes are examined.

HS8510 - Integration of Community Outreach and Non-Profit Programming (4 quarter credits). This course examines the complexities between the internal and external environments of non-profit organizations and their services. Interrelationships

such as alliances, joint ventures, and mergers are becoming more frequent among non-profit organizations as well as with public and for-profit organizations. The course focuses on these interactions within non-profit coalitions and the business and government sectors.

HS8511 - Resource Management in Non-Profit Organizations (4 quarter credits). The theoretical and conceptual economic models fundamental to all non-profit organizations are analyzed. Topics include resource allocation, price formation, production and costs, and economic impact analysis. Trade-offs faced by non-profits and methods for evaluating them are explored. The economic impact of non-profit organizations on the people and communities that they serve is critically analyzed.

HS8512 - Organizational Assessment and Program Evaluation in Non-Profit Organizations (4 quarter credits). This course critically analyzes the principles and techniques that non-profit managers use to assess and measure organizational effectiveness. The need for accountability is intensified for funders, major stakeholders, and the public at large. Activities that provide justification for the use of the financial and human resources is evaluated to ensure that non-profits gain sophistication in assessment and program evaluation techniques. The course examines how non-profit managers can use the results of assessment processes to enhance the organization's mission.

HS8800 - Long Term Care (4 quarter credits). In this course learners will examine how their profession relates to long-term care and the management of personal, social, and medical services needed by people who can no longer care for themselves due to a physical or mental chronic illness or disability. While areas of home care and assisted living facilities will be explored the primary focus of the course will be on skilled nursing facilities and the crisis facing this industry today. Subjects to be explored will include the changing long-term care scene, institutional vs. non-institutional care, system financing, public reimbursement, balancing cost and quality, staffing, licensure, certification, inspection and review, and the levels of care through the role of hospice. The learner will acquire a basic understanding of both the social and medical models along this continuum of care.

HS8801 - Health Care and the Law (4 quarter credits). In this course learners will examine how their profession relates to American health care law regulating financial, bioethical, patient care, and informational access issues. At the level of the patient-physician relationship, subjects such as malpractice, informed consent, duty to treat and right to die will be explored. Within the patient-state relationship, public health laws, reproductive rights, bioethics, and genetics will be examined. At the level of provider institutions and the state, areas of managed care, individual and institutional licensure, anti-trust, cost containment, staffing, fraud, mental health law, Medicare, Medicaid, and health care reform will be reviewed. The learner

will acquire a basic understanding of how health care law and regulation applies to the world of providers, receivers, and payors.

HS8900 - Non-Profit Program Development and Implementation (4 quarter credits). This course examines the theories and issues of planning, developing and implementing programs consistent with mission and goals of the non-profit organization. Topics include conducting and interpreting needs assessments, evaluating the organization and its programs, and making operational the organization's philosophy and goals.

HS8901 - International and Comparative Perspective of the Non-Profit Sector (4 quarter credits). This course explores international and comparative perspectives of the non-profit sector in civil societies outside of the U.S. Topics include theoretical frameworks, operations, management tools, criteria of definition, and principles of action in specific environments and cultural settings. The political and social significance of grassroots, international non-profit organizations is analyzed. Principles of action applicable to civil society are discussed in relation to specific societal contexts.

HS8902 - Research Methods For the Non-Profit Sector (4 quarter credits). This course gives learners an advanced knowledge base of data analysis, statistical concepts, the use of computer-assisted programs, and complex research designs for non-profit program planning and evaluation, and quantitative techniques for problem solving.

HS9002 - Clinical Practicum (100 hours) (4 quarter credits). This clinical practicum is required for all learners specializing in Mental Health Counseling and Marital, Couple, and Family Counseling/Therapy who seek licensure as a part of their academic program. This is an online-directed and intensely supervised, one-quarter field experience during which the learner receives supervised practice in specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to the learner's chosen field of counseling or marriage and family therapy. Field supervision contracts are negotiated, agreed upon, and monitored by the online instructor of record. Actual field supervision is conducted and evaluated by university assigned licensed supervisors in specific locations throughout the country. Learners are expected to meet face-to-face with field supervisors in monthly scheduled meetings during this one-quarter course that includes 100 hours of clinical field experience and no less than 15 hours of face-to-face contact with field supervisors. **Prerequisite(s): Learners must complete or be progressing in the following courses: HS5900, HS5901.**

HS9031 - Clinical Internship I (4 quarter credits). This is the first course in a sequence of three clinical internship courses in the Mental Health Counseling and Marital, Couple, and Family Counseling/Therapy specializations in the School of Human Services. This internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation and

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consultation in a field setting relevant to the learner's chosen field of counseling or therapy. This course provides 300 contact hours. **Prerequisite(s): HS5900 and HS5901 and all degree course work.**

HS9032 - Clinical Internship II (4 quarter credits).

This is the second course in a sequence of the three clinical internship courses. It provides 300 additional hours of clinical field experience.

Prerequisite(s): HS9031.

HS9033 - Clinical Internship Section III (4 quarter credits).

This is the third course in the sequence of three clinical internship courses. It provides 300 additional hours of clinical field experience.

Prerequisite(s): HS9032.

HS9050 - Special Topics Criminal Justice (4 quarter credits).

This course provides an opportunity to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the Criminal Justice curriculum. Using the special topics course format, each element of a directed study course focuses on the specific subject matter identified by the learner and approved by the course tutor. The course guide template is used to construct the course.

HS9051 - Special Topics in Health Care Administration (4 quarter credits).

This course provides an opportunity to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the Health Care Administration curriculum. Using the special topics course format, each element of a directed study course focuses on specific subject matter identified by the learner and approved by the course tutor. The course guide template is used to construct the course.

HS9052 - Special Topics in General Human Services (4 quarter credits).

This course provides an opportunity to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the General Human Services curriculum. Using the special topics course format, each element of a directed study course focuses on the specific subject matter identified by the learner and approved by the course tutor. The course guide template is used to construct the course.

HS9053 - Special Topics in Counseling Studies (4 quarter credits).

This course provides an opportunity to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the Counseling Studies curriculum. Using the special topics course format, each element of a directed study course focuses on specific subject matter identified by the learner and approved by the course tutor. The course guide template is used to construct the course.

HS9054 - Special Topics in Management of Non-Profit Agencies (4 quarter credits).

This course provides an opportunity to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the Management of Non-Profit Agencies curriculum. Using the special topics course format, each element of a directed study course focuses on

specific subject matter identified by the learner and approved by the course tutor. The course guide template is used to construct the course.

HS9055 - Special Topics in Social Work and Community Services (4 quarter credits).

This course provides an opportunity to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the Social Work and Community Services curriculum. Using the special topics course format, each element of a directed study course focuses on specific subject matter identified by the learner and approved by the course tutor. The course guide template is used to construct the course.

HS9994 - Doctoral Comprehensive Examination I (4 quarter credits).

This course is intended for learners who have completed all required and elective courses. It is designed to assist learners in the development and successful completion of their comprehensive examination by supporting them as they gain approval of the comprehensive examination committee, formulate, and submit ten topics, and write and submit comprehensive examination papers to the committee.

Prerequisite(s): Completion of all other required course work. Cannot be fulfilled by transfer.

HS9995 - Doctoral Comprehensive Examination II (4 quarter credits).

This course is intended for learners who have partially completed the comprehensive examination process. It is designed to assist them as they continue to write and submit comprehensive examination papers to the committee. **Prerequisite(s): HS9994. Cannot be fulfilled by transfer.**

HS9996 - Dissertation Research I (4 quarter credits).

This course is intended for learners who have completed all required and elective courses and the comprehensive examination. This course is the first of a series of four courses designed to assist learners in the development and successful completion of the dissertation. The purpose of this first course is to support learners in gaining approval of the dissertation committee and to create a preliminary draft of the dissertation proposal that can be approved by the learner's faculty mentor, who also serves as the chair of the learner's dissertation committee. **Prerequisite(s): HS9995. Cannot be fulfilled by transfer.**

HS9997 - Dissertation Research II (4 quarter credits).

This course is intended for learners who have completed a preliminary draft of their dissertation proposal. It will support them as they prepare and submit the IRB application, conduct field tests as required and approved by the committee, and complete development of the final proposal. To complete this course learners will schedule and pass the proposal completion conference with the mentor and committee. **Prerequisite(s): HS9996. Cannot be fulfilled by transfer.**

HS9998 - Dissertation Research III (4 quarter credits).

This course is intended for learners who have successfully passed their proposal completion conference. It will provide support as they conduct

a research project that is consistent with the terms and conditions of the approved proposal. To complete this course, learners will complete the collection and analysis of data and be ready to start the final writing of their dissertation chapters.

Prerequisite(s): HS9997. Cannot be fulfilled by transfer.

HS9999 - Dissertation Research IV (4 quarter credits).

Once learners have completed their research project, this course will provide support as they revise earlier chapters of the dissertation (Chapters 1-3) and prepare Chapters 4 and 5 for review and approval by the committee. A required milestone of this course will be the successful completion of the dissertation completion conference with the mentor and committee. Once the dissertation completion conference is successfully passed, this course guides learners through the final stages of preparing the dissertation for publication. Through a step-by-step process, learners work with a facilitator to produce a professional-looking final manuscript that reflects the quality of the research effort expended and presents the learner, the committee, the school, and Capella University in the best possible light to the scholarly community. **Cannot be fulfilled by transfer.**

School of Human Services - Residency Courses

HS-R5900 - Counselor Education Pre-Practicum Laboratory.

This first pre-practicum residency focuses on initial development of counselor education clinical proficiencies: therapeutic relationship skills, therapeutic assessment, therapeutic intervention, and ethical and legal standards. It integrates effective theories and practices of individual and family systems counseling methods relevant to mental health counselors and marital, couple, and family counselors/therapists. **Prerequisite(s): HS5004 and HS5005, HS834, HS814, HS877, HS815, HS5107, HS5106, HS821, HS841, and HS871. The pre-practicum residency has a companion academic online course, HS5900.**

HS-R5901 - Counselor Education Pre-Practicum Laboratory II.

This residency focuses on advanced development of counselor education clinical proficiencies: therapeutic relationship skills, therapeutic assessment, therapeutic intervention, ethical and legal standards, and program evaluation and supervision. It integrates effective theories and practices of individual and family systems counseling relevant to mental health counselors, and marital, couple, and family counselors/therapists. **Prerequisite(s): HS5900: Counselor Education Pre-Practicum Course I. The pre-practicum residency has a companion academic online course, HS5901.**

School of Business - MBA Courses

MBA9010 - Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits). In this course learners identify and prioritize their professional development goals. In turn this will help learners strategize about how to effectively manage their MBA experience so that they can stretch themselves, have a positive impact on their job, and reposition themselves for greater responsibility and influence within their organization.

This course is the first component of the Professional Effectiveness CoachingSM process. The course offers various assessments that can help learners identify and articulate their management skills, values, purpose, and vision. With this information in hand, learners will be in a better position to establish the goals that may help them achieve their vision. More specifically, learners will use the experiences in the course to clarify what is truly essential in their life (values), what they want their life to be about (purpose), and what they want to achieve in their life (vision). When values, purpose, and vision are aligned, it is easier to make decisions and set goals that are congruent. Prerequisite for all other 15 MBA required courses. **Cannot be fulfilled by transfer.**

MBA9020 - Leading for Results (3 quarter credits). In this course learners gain knowledge of and apply the practices of leadership effectiveness to analyze and understand their personal leadership style, as well as the different styles of leadership in their organization. The focus of this course is how leaders mobilize others in their organizations to get extraordinary things done. Learners analyze their own leadership skills in terms of current strengths and areas for improvement. Learners develop measurable goals and plans for applying new behaviors in the context of a "personal best project" within their organization. Learners will also be assessing their organization's context for leadership.

The framework for leadership effectiveness established in this course forms a foundation for the business core and the professional effectiveness core courses. Prerequisite for the remaining 14 required courses. **Cannot be fulfilled by transfer.**

MBA9110 - Marketing and Brand Management (3 quarter credits). This course presents a comprehensive approach to marketing and brand management including: marketing strategy and competitive differentiation; segmentation and targeting; the positioning levers of product, price, promotion, and distribution; and creation and management of brand.

In this course learners analyze the major decisions that marketers must make in their efforts to effectively use company resources to meet marketplace needs. Learners use commonly accepted criteria to evaluate those decisions in making sound, productive judgments. Learners are asked to analyze how the environmental variables with their unique attributes impact marketing, and how marketers must anticipate and respond to

evolving changes in these variables. The course assignments and discussions are designed to challenge the learner to think strategically about the marketing process, determine how to evaluate the success or failure of the overall marketing strategy, and how to leverage learning from the course to their work environment.

MBA9112 - Market Research (3 quarter credits). This course addresses survey research techniques, research design, secondary/primary data collection, data analysis, and ethical implications of marketing research activities. Learners examine methods for gathering and analyzing data and learn how to apply techniques to contemporary marketing problems, market research projects, and effective decision making. **Prerequisite(s): MBA9110.**

MBA9114 - Consumer Behavior (3 quarter credits). This course explores critical contemporary issues related to consumer buying behavior and perceptions, consumer motivation, market behavior and product reaction, and socio-cultural influences that affect consumer behavior and the consumer decision process. Learners discuss the ethical implications of decisions related to consumer behavior and decisions and examine how economic, psychological, and socio-cultural influences impact managerial decisions. **Prerequisite(s): MBA9110 and MBA9112.**

MBA9116 - New Product Design and Development (3 quarter credits). This course presents a framework for product planning, implementation and evaluation, and new product introductions. The course addresses the new product development process — from idea generation to commercialization. Learners are introduced to basic concepts and tools to help them understand this process from a managerial perspective. Emphasis is placed on the process as it relates to the manager in his or her role as a product manager. **Prerequisite(s): MBA9110.**

MBA9118 - International Marketing (3 quarter credits). This course addresses the marketing challenges related to selling products or services in foreign markets. Topics include the impact of cultural differences; variations in market structure; methods of distribution; and issues related to the adaptation of products, pricing, and communications strategy. Learners examine the ethical implications of decisions, identify and synthesize the forces that shape the global business/marketing environment, examine the unique challenges of marketing products and services internationally, and identify issues in their own organization or industry. **Prerequisite(s): MBA9110.**

MBA9120 - Sales and Customer Relationship Management (3 quarter credits). This course covers the theory and practice of strategic consultative selling, including relationship selling, solution selling, and strategic account management. Learners explore topics in sales force management, including alignment of the field organization, the use of resellers, and compensation.

The course is structured according to the five steps of consultative selling which are presented in detail: development of a personal selling philosophy and the subsequent creation of a strategy for the relationship, product, customer and sales presentation. Learners also will explore various customer relationship management software applications and topics. Various roles in the selling process, such as the buyer, the sales manager, and of course the salesperson, will be investigated.

MBA9130 - Operations and Process Management (3 quarter credits). This course presents tools and techniques for effective process and supply chain selection, design, planning, and control. Today's organizations are constantly challenged by ever changing strategic issues and directions. Competitive organizations look for ways to succeed in the 21st century by using new technologies to improve products and services. Effective operations and process management systems are essential to achieving continuity and success. This course helps learners apply the principles and techniques of process-based management as a foundation for continuous improvement. Learners explore how to design, develop and manage effective operations management tools that are required to detect and fix problems quickly. Learners identify, discuss and practice how to apply measures of operational performance that support organizational growth, innovation, and market leadership. As a result, learners are better prepared to respond to changes in market demand.

MBA9140 - Financial Management (3 quarter credits). This course will provide basic theories and techniques related to the acquisition of, accounting for, and allocation of an organization's financial resources. Financial management represents a critical business function within all organizations. In today's fast-paced global environment, employees need to recognize and understand key financial and risk-management systems to ensure alignment with long-term strategic directions. Along with a comprehensive overview of these processes, learners identify and apply basic financial management theories and techniques to support the effective acquisition and allocation of their organization's financial resources, and how to apply their knowledge of finance management practices to real-world business concerns and issues within their work environment.

MBA9142 - Advanced Finance (3 quarter credits). This course extends the competencies developed in MBA9140, which focuses on the basic theories and techniques related to the acquisition of, accounting for, and allocation of an organization's financial resources. This course takes a deeper look at existing theories and emerging topics in the field. Learners gain additional insights and techniques for examining financial risk, return and the capital asset pricing model; dividend policy; financing flexibility; valuation of securities; derivatives and risk management; and capital

Graduate Course Descriptions, continued

structure. Learners apply their knowledge to real-world business concerns and issues within their work environment. **Prerequisite(s): MBA9140.**

MBA9144 - International Financial Management (3 quarter credits). This course exposes learners to international financial management and reporting techniques. It emphasizes international financial statement analysis (an overview) and detailed case analysis and interpretation. Learners examine a multinational capital budgeting process and review cost of capital and long-term financing strategies, including an assessment of financial markets used by international firms. Topics covered include exchange rate systems, methods of government interventions, direct foreign investment, country risk analysis, and global strategy in the context of international finance. Learners apply their knowledge in realistic business situations and synthesize relevant techniques into sound recommendations and conclusions.

Prerequisite(s): MBA9140.

MBA9146 - Investment and Portfolio Management (3 quarter credits). This course examines the securities market, the various types of investment securities, and the risk-return characteristic of each. Emphasis is on tools used by professional money managers for managing investment alternatives, including global opportunities. Learners apply investment theories to the management of corporate portfolios; evaluate corporate investment and portfolio management strategies; analyze and evaluate methods of portfolio construction; and analyze current theories, strategies, and methods for their application to global opportunities.

Prerequisite(s): MBA9140.

MBA9148 - Corporate Finance Analysis and Decisions (3 quarter credits). This course examines the principles of financial administration, with applications to problems of financial analysis and control, and planning by firms under changing economic conditions. Learners conduct financial analyses, evaluate a corporation's financial planning and control functions, and assess the ability of corporations to create wealth. Learners discuss the impact of financing decisions on real asset valuation; managerial incentives; and corporate strategy including mergers/acquisitions, corporate restructuring, real options, and the use of derivatives and other financing tools, on deal structure. **Prerequisite(s): MBA9140.**

MBA9150 - Strategy (3 quarter credits). This course will cover tools and techniques for competitive analysis, strategic planning, and strategy implementation. Organizations that thrive in today's competitive environment are led by managers who develop a strategy that shapes how their companies conduct business and generate profits. A company's strategy provides a roadmap for competitive advantage by outlining how the organization will establish a market position, allocate resources and conduct business, and generate and serve customers. A carefully developed business strategy guides decisions and actions that take place throughout a company and build it into a cohesive unit that competes

successfully. In this course learners gain knowledge of the tools and concepts needed to develop a business strategy, including macro environmental scanning, industry and competitive analysis, value chain analysis, SWOT analysis, identification of critical success factors and driving forces, and development of strategic alternatives and recommendations. Throughout the course learners apply these tools and concepts as they develop a strategic profile for a company that is described in a detailed case study.

MBA9160 - Managing Information Assets and Technology (3 quarter credits). This course will address the use of information, knowledge, and technology as a strategic asset. In today's competitive business environment an organization's strategic adeptness and responsiveness are strengthened by its ability to effectively manage information assets and leading edge technology. Conducting business effectively is increasingly intertwined with current and emerging communication technologies. In this course, learners gain knowledge in how to proactively manage information as a strategic asset, and recognize how to use appropriate technologies by applying new skills and knowledge. Learners will understand the importance of monitoring and adjusting their organization's communication processes and principles. Overall, this course is about learning how to leverage available information technology and communication assets to the realization of an organization's business goals.

MBA9170 - Regulatory and Ethical Environment of Business (3 quarter credits). In this course, learners examine the key components of the business environment, and about ethical choices with regard to corporate decisions. In today's business world, legal and regulatory environments directly impact an organization's strategic operation and performance. Environmental controls reflect a series of ever changing issues that are frequently reviewed, revised or eliminated. Successful leaders understand the need to regularly monitor these issues and their business implications. The emphasis in this course is on current regulatory environments and their impact on organizational directions. Learners analyze and discuss how current trends in business ethics can help them make socially responsible and strategically sound decisions.

MBA9210 - Building Relationships (3 quarter credits). This course presents tools and techniques to help the learner influence others, build relationships, inspire trust, and manage conflict. We are more persuasive when people trust our credibility. In addition to using business and technical skills, one of the most effective ways to achieve personal and organizational goals is by understanding how to work effectively with others. By building positive relationships, leaders develop and sustain strategic alignments within the organization. In this course, learners examine various tools and techniques to motivate and inspire others. They will gain knowledge in how to recognize and use important interpersonal skills to expand their circle of influence and manage conflict.

MBA9220 - Developing and Coaching Others (3 quarter credits). In this course learners examine how to effectively match people's talents to jobs and coach, develop, and grow strengths of others. A critical part of the leader's role is to ensure that an organization is capitalizing on the collective capacity of its intellectual capital. To that end, the leader must coach and develop talent to ensure that followers are aligned with the vision, values, and strategy of the organization. From an organizational perspective, coaching and developing is about mobilizing talent. The effective leader is able to articulate vision, establish and communicate strategic objectives, and identify the individual and collective capabilities needed to drive toward results. To mobilize talent effectively, the leader uses coaching and development skills to obtain and retain the right employees, recognize the strengths and developmental needs of others, and provide development opportunities, while encouraging responsibility for self-development.

MBA9230 - Leading Teams (3 quarter credits). In this course learners gain knowledge of techniques and models for building and leading effective teams. Through reading, discussion, participation, research, and analysis, learners develop a consistent conceptual grounding in team dynamics theory and application and examine what makes teams effective at the individual, group, and organizational levels. The development of team collaboration skills is a critical aspect of this course. Learners are asked to synthesize their understanding of team theory and practice by completing assigned readings and discussion questions. Learners apply their understanding of teams by assessing their organization's use of teams and the overall effectiveness of team support systems. Learners are asked to accept the personal challenge to research and recommend strategies and best practices to better align a critical team organizational support system in their organization. Learners practice important team processes of problem-solving, decision-making, project management, and conflict management in a virtual environment by completing specific course assignments.

MBA9240 - Facilitating Change (3 quarter credits). This course presents theories and models for leading and facilitating organizational change. Maintaining a competitive advantage in today's global economy requires an ongoing commitment to change and innovation. New demands accelerate the need to assume different roles, responsibilities, and attitudes to achieve organizational goals. In this course, learners recognize how to translate theory into practice by identifying and applying effective change management techniques. Learners develop collaborative processes that support forward movement within their work environment. By using these processes, learners will help themselves and their employees make important transitions more effectively for the organization.

MBA9250 - Leveraging Workplace Diversity (3 quarter credits). In this course, learners explore the models and tools for creating an effective and respectful work environment. Different perspectives increase an organization's ability to respond creatively. Individual and cultural diversity within today's workplace ensures a continuing source of fresh ideas and insights. A diverse workforce represents multiple opportunities to leverage differences into strengths. This course emphasizes the importance of encouraging the expression of diverse people and their ideas. Learners gain knowledge in how to use models and tools to promote ethical and respectful interpersonal relationships that support the free flow of ideas. Learners develop practical skills and hands-on techniques to effectively support and manage diversity, recognize the importance of organizational diversity and why it is inextricably linked to business success, and establish a framework to promote an ongoing and respectful exchange of information.

MBA9260 - Negotiating for Results (3 quarter credits). In this course learners gain insight into how to create effective negotiations with employees, customers, and partners. The purpose of this course is to help learners understand the theories and processes of negotiation so that they can negotiate successfully in a variety of settings. The course offers a practical exploration of the major concepts and theories of bargaining and negotiation and examines the dynamics of interpersonal and inter-group conflict and its resolution. The course is designed to be relevant to the broad spectrum of problems faced by managers and professionals.

Learners will have a chance to understand more about their own negotiating preferences and the consequences of the choices they make. In addition, learners will be asked to accept and offer feedback on the negotiation behavior that they demonstrate and observe. Equally important will be opportunities for learners to formulate their own perspectives about negotiation and extract insights from their own experiences to guide them in future negotiations.

MBA9300 - MBA Capstone: Judgment, Planning, and Action (3 quarter credits). This course is a capstone MBA impact project. It will focus on the implementation of a project that incorporates the skills necessary for analyzing issues, thinking creatively and strategically, using sound judgment, and establishing and executing plans.
Prerequisite(s): Completion of all required MBA courses. Cannot be fulfilled by transfer.

MBA9310 - Marketing Capstone: Judgment, Planning, and Action (3 quarter credits). This is an integrative course for learners completing the MBA Marketing specialization. The outcome is for learners to synthesize and integrate the learning experiences acquired in marketing and to evaluate the research and current topics relative to this specialization. It will focus on the implementation of a project that incorporates the skills necessary for analyzing issues, thinking creatively and

strategically, using sound judgment, and establishing plans. Techniques used to accomplish these goals may vary. **Prerequisite(s): Completion of all MBA required courses and Marketing specialization electives. Cannot be fulfilled by transfer.**

MBA9340 - Finance Capstone: Judgment, Planning, and Action (3 quarter credits). This is an integrative course for learners completing the MBA Finance specialization. The outcome is for learners to synthesize and integrate the learning experiences acquired in finance and to evaluate the research and current topics relative to this specialization. It will focus on the implementation of a project that incorporates the skills necessary for analyzing issues, thinking creatively and strategically, using sound judgment, and establishing plans. Techniques used to accomplish these goals may vary. **Prerequisite(s): Completion of all MBA required courses and Finance specialization electives. Cannot be fulfilled by transfer.**

School of Business - Organization and Management Courses

OM5004 - People at Work (4 quarter credits). This course covers a broad array of topics relating to managing and organizing "people at work." Learners will evaluate and discuss classic theories of organizational behavior, including theories of power and politics, leadership and power, interpersonal behavior, group and team dynamics, as well as touch on the implications of diversity and multiculturalism. OM5004 and OM5005 must be taken concurrently by master's learners in their first quarter. **Cannot be fulfilled by transfer.**

OM5005 - Master's Learner Success Lab (non-credit). This lab is designed to provide new master's learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a degree completion plan. OM5005 is an advisor-led course taken in the first quarter in conjunction with OM5004. **Cannot be fulfilled by transfer.**

OM5015 - Marketing (4 quarter credits). This course investigates a multitude of factors related to marketing in firms that produce both goods and services. The 4Ps of marketing are discussed as they relate to the development of marketing plans and strategies.

OM5025 - Accounting and Finance in Organizations (4 quarter credits). This course is a survey of the elements of financial accounting and how the activities of organizations are influenced by accounting measurement. The emphasis of the course is on becoming good consumers, rather than producers, of financial information. Current events will be used to reinforce and demonstrate the implications of accounting choices.

OM5030 - Corporate Social Responsibility and Managerial Ethics (4 quarter credits). This course investigates the orientation of the firm in the context of today's complex social and business environments. Specific issues related to social responsibility and corporate ethics are addressed. The course focuses on identifying relevant issues and using theory to make informed and responsible decisions.

OM5035 - Data Analysis and Decision-Making for Managers (4 quarter credits). This course examines a variety of quantitative tools that are useful in making organizational decisions. Rather than requiring learners to complete complex calculations, this course focuses on identifying problem solving situations, selecting appropriate quantitative tools, and interpreting analytical results.

OM5040 - Strategic Planning (4 quarter credits). This course examines practices, methodology and theories of business strategy. It reviews theoretical models and the development of plans for assessing strategic capabilities.

OM5112 - Leadership (4 quarter credits). This course provides a broad overview of leadership strategies and practices in a variety of organizational settings. Leadership theories, processes, and best practices are analyzed and applied.

OM5114 - Organization Structure and Design (4 quarter credits). This course focuses on developing skills in analyzing, designing, maintaining, and changing organizational structures. A variety of organizations are evaluated with respect to vision, strategy, efficiency, impact on culture, financial health, competitive advantage, and other factors.
Prerequisite(s): OM5112.

OM5116 - Personal Leadership Development (4 quarter credits). This course examines the learners' personal leadership attributes, characteristics, and behaviors. Personal leadership skills are examined in the context of the type and level of the organization. A variety of leadership practices and their applications are evaluated.
Prerequisite(s): OM5112.

OM5118 - Leading Organizational Change (4 quarter credits). This course provides an overview of the theory and practice of leading effective organizational change. Organizational strategies for motivating change and effective communication, and establishing commitment are examined in depth. Leaders' behaviors in the context of their responsiveness to environmental complexity and change are also analyzed.
Prerequisite(s): OM5112.

OM5120 - Leading and Building Teams (4 quarter credits). This course focuses on the theory and practice of building and leading effective teams. The emphasis in this course is on building and maintaining high-performance teams and the processes necessary to support them.
Prerequisite(s): OM5112.

Graduate Course Descriptions, continued

OM5122 - Leading and Coaching Others (4 quarter credits). This course analyzes the leader's role as coach in the organization. The focus is on providing the theory and models for helping leaders build relationships and develop talent in others.
Prerequisite(s): OM5112.

OM5199 - Special Topics in Leadership (4 quarter credits). This unique course provides MS learners an opportunity to pursue in-depth study within specific areas of leadership. Alternative course delivery approaches may be utilized. Course may be repeated for credit.
Prerequisite(s): OM5112.

OM5210 - Human Resource Management (4 quarter credits). This course provides a broad overview of human resource management strategies and processes. Topics include the strategic and operational aspects of human resource management functions, roles, and practices.

OM5212 - Managing Diversity and Inclusion in Organizations (4 quarter credits). This course explores the issues of corporate culture and inclusion and how these affect the understanding and appreciation of diversity practices within an organization. The course will include an analysis of prejudices and discrimination as they exist in contemporary organizations. Interventions are formulated and implemented to champion diversity in the workplace and in the community.
Prerequisite(s): OM5210.

OM5214 - Employment Law: Legal Structures, Compliance, and Reporting (4 quarter credits). This course provides a basic knowledge of the legal environment in which organizations operate. Learners review legal considerations and how employment law affects management/employee relations and demonstrates the legal ramifications of human resource decisions.
Prerequisite(s): OM5210.

OM5216 - Conflict Management and Employee Dispute Resolution (4 quarter credits). This course explores current theories and techniques for conflict management and resolution. Learners evaluate interpersonal, group, and systems conflict and negotiation theories appropriate to the workplace. The course critically evaluates alternative dispute resolution processes and procedures that help parties to a business dispute participate in a non-adversarial, collaborative search for mutually beneficial outcomes. The focus is on litigation avoidance and the alternative methods utilized in common disputes in a variety of industries.
Prerequisite(s): OM5210.

OM5218 - Managing Compensation, Benefits, and Reward Systems (4 quarter credits). This course examines the goals of the organization in its employment of human resources and its use of compensation, benefits, and reward systems in the motivation of goal-oriented behavior. This course focuses on the complex variety of pay structures within an organization and the relationship of those pay structures to organizational performance. Theory and practice relating organizational characteristics to compensation-system strategy, design, and administration are covered.
Prerequisite(s): OM5210.

OM5220 - Recruitment, Selection, and Assessment (4 quarter credits). This course provides an in-depth examination of the talent acquisition process from workforce planning through recruitment to final selection in both the public and private sectors. This course also provides an overview of the theory and practice of assessment of job applicants and how to conduct proper analysis of skills, abilities, interests, and aptitudes.
Prerequisite(s): OM5210.

OM5222 - Training, Development, and Succession Planning (4 quarter credits). This course provides an intensive study of employee training and development within organizations. Emphasis is placed on the identification of training needs, program design, choice of development methods, and evaluation of results. This course also addresses effective succession planning processes.
Prerequisite(s): OM5210.

OM5299 - Special Topics in Human Resource Management (4 quarter credits). This unique course provides MS learners an opportunity to pursue in-depth study within specific areas of human resource management. Alternative course delivery approaches may be utilized. Course may be repeated for credit.
Prerequisite(s): OM5210.

OM5310 - Strategic Information Technology Management (4 quarter credits). This course investigates competitive alignment, core competencies, and information systems from a strategic perspective. Factors and processes that affect the successful use of information technology to support the organization's strategy are examined.

OM5312 - Advances in Information Technology (4 quarter credits). This course examines emerging information technologies, their potential impact on the organization, and strategies for planning and managing them. Topics include new programming paradigms, universal networking, advanced computer architectures, new generation database management systems, and self-repairing systems.
Prerequisite(s): OM5310.

OM5314 - System Planning and Delivery (4 quarter credits). This course addresses the management of the end-to-end process of aligning IT with organizational goals, planning IT initiatives, and delivering infrastructure and application systems to support those goals. Topics may include strategic information system planning, development of programs to implement the strategic plan, and specific approaches to delivering system integration programs.
Prerequisite(s): OM5310.

OM5316 - Project Planning, Management, and Financial Control (4 quarter credits). This course covers the skills needed to manage large, complex IT projects and programs. It addresses stakeholder analysis; building partnerships with user constituencies; project and program organization; planning, estimation, and budgeting; monitoring, control, and problem resolution; change management; and financial analysis and reporting.
Prerequisite(s): OM5310.

OM5318 - Managing IT Professionals (4 quarter credits). This course examines the particular issues of managing information technology professionals including analysts, developers, technical specialists, and infrastructure support personnel. This course covers contemporary management practices and techniques regarding IT staff acquisition, development, motivation, retention, and assessment. It examines the challenges of organizing effective virtual work teams.
Prerequisite(s): OM5310.

OM5320 - Software Engineering Management (4 quarter credits). The course covers methods and models for managing the development process of software systems. Topics include quantitative models of the software lifecycle; cost effectiveness; uncertainty and risk analysis; planning and modeling a software project; software cost estimation; software engineering metrics; and software project documentation. The course prepares learners to operate as a strategic thought-leader in today's complex, global business environment.
Prerequisite(s): OM5310.

OM5399 - Special Topics in IT Management (4 quarter credits). This unique course provides MS learners an opportunity to pursue in-depth study within specific areas of information technology management. Alternative course delivery approaches may be utilized. Course may be repeated for credit.
Prerequisite(s): OM5310.

OM5990 - Integrative Project: Organizational Leadership and Change Management (4 quarter credits). The Integrative Project is designed to apply learning from the program to a professional setting. Learners work with course faculty to develop and implement a comprehensive integrative project in their field of study.
Prerequisite(s): Completion of all required master's course work. Cannot be fulfilled by transfer.

OM7002 - Advanced Writing Concepts (4 quarter credits). The four distinguishing characteristics that define quality writing are organization, readability, effectiveness, and elegance. This course concentrates on the last two. Effectiveness refers to the tone of the language: passionate, but not emotional. How strongly the writer makes the argument is important. Elegance implies writing with simplicity and grace, eliminating wordiness and meaningless words, with clear and concise expression as the goal. Through discussion and written exercises, learners will develop skills in these two areas.

OM7004 - Graduate Writing for ESL/EFL Learners (4 quarter credits). This course introduces non-native speakers of English to graduate-level academic writing. Learners will develop an understanding of the assumptions and intentions that underlie advanced academic writing as it is done in the United States. Learners will develop skills in producing effective advanced academic writing including skills in combining facts and opinions from multiple sources. Learners will develop linguistic and content editing skills so that they will be able to continue to improve their own academic writing after they leave the course.

OM7006 - Research and Writing for Graduate Learners (4 quarter credits). This course is designed to prepare graduate learners for the rigors of academic writing. Academic writing requires a series of related critical thinking and writing skills, including: understanding the nature of academic research; developing strong arguments based on primary and secondary research; evaluating, summarizing, paraphrasing, and citing sources; drafting, revising, and editing multiple drafts of major projects; and producing clear, accurate, and error-free prose. Because this is a writing course, learners should expect to write a lot: the course includes weekly writing assignments, several short writing projects, and one long writing project. Learners will submit a final portfolio at the end of the course.

OM7020 - Marketing Strategy and Practice (4 quarter credits). This course presents a systematic analysis of the factors that influence marketing strategy. Marketing theory is used to evaluate opportunities, identify market segments, and to formulate appropriate strategies. While this course has a theoretical focus, attention is also given to the development of good marketing practices.

OM7021 - Advanced Marketing Management (4 quarter credits). This course examines the application of the marketing concept in the development of a product or service from conception to launch. *Prerequisite(s): OM7020.*

OM7030 - Global Business Issues and Strategies (4 quarter credits). This course provides an overview of the key issues in leading and managing the global enterprise.

OM7035 - Applied Business Economics (4 quarter credits). This course is a survey of macroeconomics and microeconomics. Current developments in the economy, inflation, unemployment, resource allocation, market structures and competition, and the relationship of economic policy to business may be examined.

OM7040 - Accounting and Financial Management (4 quarter credits). This course addresses accounting and financial concepts and their applications to the management of an organization, and presents a framework for financial decisions in organizations.

OM7041 - Finance (4 quarter credits). This course emphasizes and develops an understanding of financial concepts and major decision areas related to the financial management of business. *Prerequisite(s): OM7040.*

OM7050 - Ethics and Social Responsibility (4 quarter credits). This course examines ethical behavior in organizations and the role of business in society.

OM7055 - Operations Management (4 quarter credits). This course addresses concepts and methods to support the management of operations in both service and manufacturing environments.

OM7060 - Strategic Information Technology Management (4 quarter credits). This course covers the strategic perspective for aligning competitive strategy, core competencies, and information systems. It examines both factors and processes that affect the successful use of information technology to support the organization's strategy.

OM7065 - E-Business Strategy and Management (4 quarter credits). This course is designed to create an understanding of the interactive forces of technology, society and change that influence ways people live, work, and meet their needs for products, services and community. *Prerequisite(s): OM7020.*

OM7070 - Entrepreneurship (4 quarter credits). This course provides an overview of fundamental management and marketing practices essential to successful entrepreneurial development.

OM7080 - Statistical Research Techniques (4 quarter credits). This course addresses fundamental data skills and analytical capabilities needed for graduate-level research. The focus is on reviewing published research using basic statistical techniques, applying SPSS to conduct similar analyses, and determining the appropriate techniques for a given situation. It covers data exploration and analysis, sampling, t-tests, analysis of variance, correlation and regression, and selected nonparametric tests. *Available online only.*

OM7120 - Diversity and Culture in the Workplace (4 quarter credits). This course focuses on diversity and issues of the multicultural workforce. Learners evaluate categories of difference, compare and contrast how culture and diversity each impact the individual, organization, and society and evaluate how similarities and differences affect human development and potential.

OM7125 - Systems, Change, and Transformative Practice (4 quarter credits). This course examines systems theory and its relation to individual and organizational change and transformation. Emphasis is placed on learners gaining an integrated perspective of systems theory and developing capabilities enabling strategic planning, architecting, leading, and sustaining transformation initiatives and practices within organizations.

OM7130 - Conflict Management and Negotiation (4 quarter credits). This course explores current theories and techniques for conflict management and negotiation for today's complex, global and multi-cultural organizations. Learners evaluate interpersonal, group, and system conflict and negotiation theories appropriate to the workplace.

OM8004 - Managing and Organizing People (4 quarter credits). This course explores the theoretical assumptions of a wide array of organizational behavior issues and challenges which arise when managing and leading in organizations. The course prepares PhD learners for doctoral research related to organization behavior literature and theory. *Available online only. Cannot be fulfilled by transfer.*

OM8005 - Doctoral Learner Success Lab (non-credit). This lab is designed to provide new doctoral learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. It is specifically designed to provide doctoral learners the tools they will need to successfully complete their program and dissertation. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a Degree Completion Plan. OM8005 is an advisor-led course taken in the first quarter, in conjunction with OM8004. *Available online only. Cannot be fulfilled by transfer.*

OM8010 - Principles of Organization Theory and Practice (4 quarter credits). This course examines developments in organization theory, exploring organizations as rational, natural and open systems. The course prepares PhD learners to synthesize and integrate organizational theory. *Available online only. Cannot be fulfilled by transfer.*

OM8012 - Strategy (4 quarter credits). This course examines the theories which are relevant to effective strategy development and implementation, preparing the learner to operate as a strategic thought-leader in today's complex, global business environment. *Available online only. Cannot be fulfilled by transfer.*

OM8021 - Management Theory Creation (4 quarter credits). This course examines the philosophical and methodological approaches to advancing theory in organization and management. Topics include both the researcher's ontological and epistemological views and the fundamental constructs of theory building. *Prerequisite(s): OM7080 or equivalent. Available online only.*

OM8022 - Survey of Applied Research Methods (4 quarter credits). This course presents an overview of the general approaches to research methodology for doctoral-level research. Learners investigate the quantitative, qualitative and mixed methodology approaches to rigorous scholarly inquiry in their field. Emphasis is placed on reliability, validity, dependability and ethical considerations for developing dissertation designs. Learners analyze the relevance and appropriateness of specific research methodologies for use in their dissertation. *Prerequisite(s): OM7080 and OM8021. Available online only. Cannot be fulfilled by transfer.*

OM8025 - Advanced Qualitative Research (4 quarter credits). This course covers qualitative inquiry and methods appropriate for organization research designs and data analysis. Topics include data collection and bounding, data analysis and coding, and drawing and verifying conclusions from data. *Prerequisite(s): OM7080, OM8021 and OM8022. Available online only. Cannot be fulfilled by transfer.*

Graduate Course Descriptions, continued

OM8026 - Applied Multivariate Modeling (4 quarter credits). This course will review, critique, and apply models appropriate to organizational research designs with topics such as General Linear Model (multiple regression, ANOVA, MANOVA, ANCOVA); canonical correlations; principle components; factor analysis; and multi-dimensional scaling. Nonparametric alternatives to statistical tests will be examined. Data analysis and interpretation software for quantitative data will be explored. **Prerequisite(s): OM7080, OM8021 and OM8022. Available online only. Cannot be fulfilled by transfer.**

OM8099 - Topics in Applied Quantitative and Qualitative Research (4 quarter credits). A rotating selection of advanced topics will be offered. Potential topics include systems and case study designs; experimental and quasi-experimental designs; survey sampling designs and instrumentation validation; nonparametric inferential models; advanced general linear modeling; grounded theory. Course may be repeated for credit. **Prerequisite(s): OM7080, OM8021, OM8022, OM8025 or OM8026. Available online only.**

OM8101 - Theories of Leadership (4 quarter credits). This doctoral seminar course explores the numerous theories of leadership which inform research and practice. Research articles explore foundational tenants of leadership theory, creating a compare and contrast of the theories for their impact on organizations, leaders and followers. **Available online only. Cannot be fulfilled by transfer.**

OM8102 - Leading at the Top: The Upper Echelon (4 quarter credits). This doctoral seminar course explores the dynamic environment of leading at the top of the organization. The relationship of the leader to the executive board, the market, communication techniques and tools of communication, as well as knowledge management are among the topics addressed. **Available online only. Cannot be fulfilled by transfer.**

OM8103 - Global Executive/Manager Development (4 quarter credits). This doctoral seminar course examines the current and relevant theories of global leader and manager development. While learning about the productive theories for developing people for the global enterprise system, learners evaluate and prepare a plan for their own leadership and management portfolio of skills and assets against the models discussed. **Available online only. Cannot be fulfilled by transfer.**

OM8104 - Leadership: The Dark Side (4 quarter credits). In this innovative doctoral seminar course, learners explore what constitutes the dark side of leadership, how these characteristics are evaluated, and the psychology of dark leader development. The learning experience culminates in the development of original approaches and strategies for the management of the dark side of leadership in contemporary organizations. **Available online only. Cannot be fulfilled by transfer.**

OM8105 - Issues on the Frontier of the Global Economy (4 quarter credits). This doctoral seminar course examines the economic landscape of the competitive global economy. Issues and trends will be identified, compared, and contrasted for their impact on markets, organizations, and leadership practice. **Available online only. Cannot be fulfilled by transfer.**

OM8106 - Leading in the Global Enterprise System (4 quarter credits). In this doctoral seminar course, leadership theory for the global enterprise organization will be compared and contrasted. Learners evaluate theories pertinent to their own operational environment, creating a framework for successful leading and managing for their operational contexts. **Available online only. Cannot be fulfilled by transfer.**

OM8107 - Entrepreneurial Leader as Pioneer (4 quarter credits). In this doctoral seminar course, entrepreneurial leadership theories will be compared and contrasted to inform the scholar/practitioner of the options, opportunities, and benefits of entrepreneurial leadership in the developing global enterprise system. **Available online only. Cannot be fulfilled by transfer.**

OM8201 - Theories of Executive Human Resource Management (4 quarter credits). This doctoral seminar course explores current trends in human resource research and the numerous theories of human resource management. Research articles compare and contrast theories for their impact on the human asset management of the organization. **Available online only. Cannot be fulfilled by transfer.**

OM8202 - The HR Executive as Strategic Partner (4 quarter credits). This doctoral seminar course explores the linkage between the strategic architecture of human asset management and organizational strategy. Learners investigate how the careful crafting of human resource policy and practice create optimum resource utilization for exceptional organizational effectiveness. **Available online only. Cannot be fulfilled by transfer.**

OM8203 - Perspectives and Practices in Global HRM (4 quarter credits). This doctoral seminar course examines innovative human resource management theories and best practices being used in domestic and international knowledge-oriented organizations. Emphasis is placed on preparing learners to operate as HRM thought leaders within complex and dynamic 21st century business environments. **Available online only. Cannot be fulfilled by transfer.**

OM8204 - Legal Systems, Labor Relations, and Regulatory Practices (4 quarter credits). This doctoral seminar course examines key components of domestic and international legal systems, labor relations, and regulatory practices as they relate to organizational structure, business activities, and human capital management. Topics include law making, enforcement agencies, labor relations, legal processes, and litigation reduction and management. **Available online only. Cannot be fulfilled by transfer.**

OM8205 - Knowledge Management, Human Resource Information Systems, and Internet Technologies (4 quarter credits). This doctoral seminar course examines the relationship between knowledge management, human resource information systems, and internet technologies as they relate to maximize human capital and organizational productivity. Emphasis is placed on providing learners with an integrated understanding, strategic orientation, and innovative perspective of how these systems working collectively, can enable HRM business-oriented solutions for 21st century global organizations. **Available online only. Cannot be fulfilled by transfer.**

OM8206 - Human Capital Management, Acquisition, Development, and Retention (4 quarter credits). This doctoral seminar course examines human capital acquisition, development, and retention from theoretical, best practices, and business results perspectives. Topics include establishing high performance cultures, systems dynamics models, innovative compensation and reward strategies, and return-on-investment metrics. **Available online only. Cannot be fulfilled by transfer.**

OM8301 - Survey of Research Literature in Information Technology Management Infrastructure (4 quarter credits). This doctoral seminar course reviews the IT Management research literature focusing on research related to managing the process of selecting, deploying, and operating information technology within organizations. This focus includes both components of information technology and the human resources that support them. **Available online only. Cannot be fulfilled by transfer.**

OM8302 - Survey of Research Literature in Information Technology Planning and Delivery (4 quarter credits). This doctoral seminar course reviews the IT Management research literature focusing on the process of applying information technology to the support of organizational goals. This includes organizational alignment, strategic system planning, and the application system delivery process. **Available online only. Cannot be fulfilled by transfer.**

OM8303 - IT Technical Foundations (4 quarter credits). This doctoral seminar course focuses on theory and research that address the technical foundations of the Information Technology Management discipline. Topics include a wide range of technologies, processes, and methods, with a particular emphasis on emerging technologies and concepts. **Available online only. Cannot be fulfilled by transfer.**

OM8304 - IT Delivery (4 quarter credits). This doctoral seminar course concentrates on the behavioral aspects of deploying information technology in organizations. During this course, the learners examine and evaluate IT deployment-related literature from both academic and practitioner sources, survey both achievements and failures in the field, and identify various research frontiers associated with it. **Available online only. Cannot be fulfilled by transfer.**

OM8305 - IT Strategy and Management (4 quarter credits). This doctoral seminar course focuses on organizational issues related to developing IT strategy and managing IT staff and functions. It examines the research frontiers of topics such as IT strategy formulation and business alignment; IT organization, structure, and governance; implementation and change management; organizational learning and knowledge management; and evaluation of IT impacts on the organization. **Available online only. Cannot be fulfilled by transfer.**

OM8450 - Theory of Organizational Improvement (4 quarter credits). This course examines historical, contemporary, and emerging theories of organizational improvement. Continuous improvement, balanced scorecard, Malcolm Baldrige and other relevant theories may be addressed. The focus of this course is on understanding the theoretical foundations of these improvement philosophies and on recognizing their impact on organizational outcomes.

OM8451 - Process Analysis (4 quarter credits). This course examines various approaches to measuring and assessing process and business outcomes. Statistical process control, process capability analysis, design of experiments and other relevant measurement approaches may be addressed. The focus of this course is on developing an appreciation for the variety of approaches to organizational measurement, on understanding appropriate applications, and in measuring the outcomes of planned change initiatives.

Prerequisite(s): OM7080. Available online only. Cannot be fulfilled by transfer.

OM8910 - Teaching Practice Seminar (4 quarter credits). This seminar covers the practice fundamentals for professionals choosing to prepare themselves for a teaching career in management education. Syllabus and course development, online and classroom instruction, as well as the fundamentals of human development in the classroom are explored. **Prerequisite(s): Completion of program core courses. Available online only. Cannot be fulfilled by transfer.**

OM8920 - Leadership Practice Seminar (4 quarter credits). This seminar covers the practice fundamentals for professionals choosing to prepare themselves for an executive leadership role. The frameworks of the strategic thought-leader of the organization are explored, preparing learners for the role, activities and leadership realities of the top leadership in today's complex and diverse organizations. **Prerequisite(s): Completion of program core courses. Available online only. Cannot be fulfilled by transfer.**

OM8930 - Consulting Practice Seminar (4 quarter credits). This seminar covers the practice fundamentals of professionals choosing to prepare themselves for an executive consulting leadership role. The role of consultant, organizational assessment, intervention planning, intervention execution, measurement and consultant exit strategies are reviewed, preparing the learner for executive consulting practice. **Prerequisite(s): Completion of program core courses. Available online only. Cannot be fulfilled by transfer.**

OM8999 - Special Topics in Organization and Management (4 quarter credits). Learners propose appropriate course topics that address a specific issue or problem in the field. Proposals must be submitted to the mentor for approval. PhD learners only: To be completed in a directed-study format.

OM9050 - Special Topics in Information Technology Management (4 quarter credits). This course provides an opportunity to engage in an in-depth study within the area of information technology management. Theory, research, and application of subject matter are constructed to focus on specific subject matter using the special topics course format. Learners propose course topics not covered in the elective offerings of this specialization and develop content with course tutor approval. PhD learners only: To be completed in a directed-study format.

OM9051 - Special Topics in Leadership (4 quarter credits). This course provides an opportunity to engage in an in-depth study within the area of leadership. Theory, research, and application of subject matter are constructed to focus on specific subject matter using the special topics course format. Learners propose course topics not covered in the elective offerings of this specialization and develop content with course tutor approval. PhD learners only: To be completed in a directed-study format.

OM9052 - Special Topics in Human Resource Management (4 quarter credits). This course provides an opportunity to engage in an in-depth study within the area of human resource management. Theory, research, and application of subject matter are constructed to focus on specific subject matter using the special topics course format. Learners propose course topics not covered in the elective offerings of this specialization and develop content with course tutor approval. PhD learners only: To be completed in a directed-study format.

OM9994 - Doctoral Comprehensive Examination I (4 quarter credits). This course is intended for learners who have completed all required and elective courses. It is designed to assist learners in the development and successful completion of their comprehensive examination by supporting them as they gain approval of the comprehensive examination committee, formulate, and submit ten topics, and write and submit comprehensive examination papers to the committee.

Prerequisite(s): Completion of all other required course work. Cannot be fulfilled by transfer.

OM9995 - Doctoral Comprehensive Examination II (4 quarter credits). This course is intended for learners who have partially completed the comprehensive examination process. It is designed to assist them as they continue to write and submit comprehensive examination papers to the committee. **Prerequisite(s): OM9994. Cannot be fulfilled by transfer.**

OM9996 - Dissertation Research I (4 quarter credits). This course is intended for learners who have completed all required and elective courses and the comprehensive examination. This course is the first of a series of four courses designed to assist learners in the development and successful completion of the dissertation. The purpose of this first course is to support learners in gaining approval of the dissertation committee and to create a preliminary draft of the dissertation proposal that can be approved by the learner's faculty mentor, who also serves as the chair of the learner's dissertation Committee. **Prerequisite(s): OM9995. Cannot be fulfilled by transfer.**

OM9997 - Dissertation Research II (4 quarter credits). This course is intended for learners who have completed a preliminary draft of their dissertation proposal. It will support them as they prepare and submit the IRB application, conduct field tests as required and approved by the committee, and complete development of the final proposal. To complete this course learners will schedule and pass the proposal completion conference with the mentor and committee. **Prerequisite(s): OM9996. Cannot be fulfilled by transfer.**

OM9998 - Dissertation Research III (4 quarter credits). This course is intended for learners who have successfully passed their proposal completion conference. It will provide support as they conduct a research project that is consistent with the terms and conditions of the approved proposal. To complete this course, learners will complete the collection and analysis of data and be ready to start the final writing of their dissertation chapters. **Prerequisite(s): OM9997. Cannot be fulfilled by transfer.**

OM9999 - Dissertation Research IV (4 quarter credits). Once learners have completed their research project, this course will provide support as they revise earlier chapters of the dissertation (Chapters 1-3) and prepare Chapters 4 and 5 for review and approval by the committee. A required milestone of this course will be the successful completion of the dissertation completion conference with the mentor and committee. Once the dissertation completion conference is successfully passed, this course guides learners through the final stages of preparing the dissertation for publication. Through a step-by-step process, learners work with a facilitator to produce a professional-looking final manuscript that reflects the quality of the research effort expended and presents the learner, the committee, the school, and Capella University in the best possible light to the scholarly community. **Cannot be fulfilled by transfer.**

Graduate Course Descriptions, continued

Harold Abel School of Psychology Courses

PSY5500 - The Basics of Tests and Measurements (3 quarter credits). Examine the selection, administration, and interpretation of tests and measurements and their application to professional situations. Explore psychometric properties; reporting methods; paper and pencil personality tests; ability and special aptitude tests; special application inventories; and ethical considerations of testing.

PSY5505 - Using the Myers-Briggs Type Indicator in Business and Consulting (3 quarter credits). Learn how to effectively use the Myers-Briggs Type Indicator in a variety of applied settings, such as team building, clinical, work place, career counseling, conflict management, and marital enhancement. Review the nature and measures of this instrument, the theory and research supporting it, and relevant ethical issues. Learn how to apply findings in various settings.

PSY5510 - Emerging Issues in Professional Ethics (3 quarter credits). Reviews the ethical principles to which mental health providers adhere, and discusses related trends, current issues, and practical suggestions for ethical practice. Issues discussed will include dual role behavior, the impaired colleague, reducing professional risk, incorporating individual differences into professional practice, and ethical supervision.

PSY5520 - The Business Side of Private Practice (3 quarter credits). This course will review current trends and marketplace factors influencing psychologists in private practice. Topics to be covered include defining one's professional identity, designing an effective practice, marketing your practice, legal and ethical issues related to practice management, and strategies for managing a practice.

PSY5525 - Understanding ADD/ADHD (3 quarter credits). DSM-IV diagnostic criteria for ADD/ADHD will be examined, along with various diagnostic tools such as the Conners Parent Rating Scale. Various models of ADD/ADHD and theories of its causation will be examined. The principles of drug management, parent training, classroom interventions, behavioral contracting, and self-monitoring will be presented as they relate to the treatment of ADD/ADHD.

PSY7002 - Advanced Writing Concepts (4 quarter credits). The four distinguishing characteristics that define quality writing are organization, readability, effectiveness, and elegance. This course concentrates on the last two. Effectiveness refers to the tone of the language: passionate, but not emotional. How strongly the writer makes the argument is important. Elegance implies writing with simplicity and grace, eliminating wordiness and meaningless words, with clear and concise expression as the goal. Through discussion and written exercises, learners will develop skills in these two areas.

PSY7004 - Graduate Writing for ESL/EFL Learners (4 quarter credits). This course introduces non-native speakers of English to graduate-level academic writing. Learners will develop an understanding of the assumptions and intentions that underlie advanced academic writing as it is done in the United States. Learners will develop skills in producing effective advanced academic writing including skills in combining facts and opinions from multiple sources. Learners will develop linguistic and content editing skills so that they will be able to continue to improve their own academic writing after they leave the course.

PSY7006 - Research and Writing for Graduate Learners (4 quarter credits). This course is designed to prepare graduate learners for the rigors of academic writing. Academic writing requires a series of related critical thinking and writing skills, including: understanding the nature of academic research; developing strong arguments based on primary and secondary research; evaluating, summarizing, paraphrasing, and citing sources; drafting, revising, and editing multiple drafts of major projects; and producing clear, accurate, and error-free prose. Because this is a writing course, learners should expect to write a lot: the course includes weekly writing assignments, several short writing projects, and one long writing project. Learners will submit a final portfolio at the end of the course.

PSY7011 - Foundations of Psychology – Master's Learners (5 quarter credits). Learners describe professional roles, organizations, licensure requirements and codes of ethics in the field of psychology. Learners identify and describe their choice of study in psychology and the educational steps necessary to accomplish their goal. PSY7011 and PSY7012 must be taken concurrently by master's learners in their first quarter. **Cannot be fulfilled by transfer.**

PSY7012 - Master's Learner Success Lab (non-credit). This lab is designed to provide new master's learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a degree completion plan. PSY7012 is an advisor-led course taken in the first quarter in conjunction with PSY7011, and carries no credit. **Cannot be fulfilled by transfer.**

PSY7021 - Foundations of Psychology – Doctoral Learners (5 quarter credits). This introductory course requires the articulation of a professional identity based on doctoral level training in psychology. Learners describe professional roles, organizations, licensure requirements, and codes of ethics in the field of psychology. Learners identify and articulate their choice of study in psychology and the educational steps necessary to accomplish their goal. PSY7021 and PSY7022 must be taken concurrently by PhD learners in their first quarter. **Cannot be fulfilled by transfer.**

PSY7022 - Doctoral Learner Success Lab (non-credit). This lab is designed to provide new doctoral learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. It is specifically designed to provide doctoral learners the tools they will need to successfully complete their program and dissertation. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a degree completion plan. PSY7022 is an advisor-led course taken in the first quarter, in conjunction with PSY7021, and carries no credit. **Cannot be fulfilled by transfer.**

PSY7050 - Writing Skills for Psychology Learners (5 quarter credits). This course aims to refine the basic skills necessary for professional writing. Through weekly exercises, the course instructs learners in composing clear, concise, technical, and grammatical language that reflects their personal writing style. Through short writing assignments, the course also prepares learners to construct paragraphs using established methods of development, such as definition, description, classification, and process. The course does not require a research project or paper.

PSY7110 - History and Systems of Psychology (5 quarter credits). This course examines historical and contemporary schools of psychology with an emphasis on key contributors to the discipline. Paradigmatic approaches (e.g., behavioral, cognitive, psychoanalytic, humanistic, etc.) are analyzed in relation to the cultural context existing in the United States at the close of the twentieth century. Special emphasis is given to systems of psychology that have emerged in response to radical and rapid social changes experienced since mid-twentieth century and to implications of those systems for professional practice.

PSY7210 - Lifespan Development (5 quarter credits). A comprehensive survey of contemporary and classical theory and research related to physical, cognitive, psychological, and social development throughout the lifespan. Particular attention will be given to topics in the areas of human development that have applications for psychologists working in clinical, educational, and organizational settings.

PSY7220 - Child Psychology (5 quarter credits). An overview of major theories and current research in child development. Biological and psychosocial factors will be examined. Topics to be considered are normal development, the role of attachment processes, influence of trauma on development, family factors, and the influence of community and societal factors on child development.

PSY7225 - Child and Adolescent Psychology (5 quarter credits). This course focuses on the study of children and adolescents from infancy through adolescence. Learners apply in-depth knowledge of the physical, cognitive and psychosocial development of this age group to school related functioning. Learners examine all

major stages of life from prenatal to adolescence, focusing on development as the progressive reorganization of psychological functioning. These developmental factors are examined within the context of a child's home, school, culture, and community. Learners will integrate the cognitive, emotional, and social process within these developmental stages.

PSY7230 - Adolescent Psychology (5 quarter credits). An overview of major theories and current research in the area of adolescent development and behavior. Biological and psychosocial factors will be examined. Topics to be considered are normal development, the influence of trauma on development, family factors, peer influences, and the influence of school, community, and societal factors on development. Prevention and treatment of behavioral problems will be considered.

PSY7240 - Adult Psychology (5 quarter credits). An analysis of major contemporary theories and research on continuity and change during the period of maturity, from the end of the dependency of childhood to the beginning of the dependency of old age. Application of current theory and research to the workplace, family and social relationships, and psychological changes to the self will be explored.

PSY7310 - Biological Basis of Behavior (5 quarter credits). Introduction to the biological basis of behavior including an overview of genetic factors, functional neuroanatomy, and physiology in relation to such topics as sensation, movement, motivation, emotion, sleep, learning and memory, consciousness, and abnormal behavior. Special attention will be given to the relationship between brain functions and behavioral disorders (e.g., addictions, eating disorders, effects of chronic stress, learning disorders, sexual dysfunctions, sleep disorders, and mood disorders).

PSY7320 - Advanced Biological Psychology (5 quarter credits). An examination of the biological factors related to psychopathology. Special emphasis will be given to research problems and methods currently being explored in biological psychology. Topics to be covered are the role of genetic factors in psychopathology, the influence of physical and emotional trauma on brain function, biological considerations in treatment planning, addictive phenomena, and other clinically relevant subjects. **Prerequisite(s): PSY7310. Cannot be fulfilled by transfer.**

PSY7330 - Psychopharmacology (5 quarter credits). This course explores the behavioral and therapeutic effects of psychoactive drugs. It includes topics such as synaptic transmission, behavioral role of specific neuromodulatory systems, pharmacological treatment of mental and neurological disorders, addiction, and the various side effects of psychoactive drugs. Attention will be given to drug effects on learning, creativity, memory, sleep, perception, and sexual functioning. The efficacy of treating patients with a combination of psychotherapy and psychotropic medication for a number of diagnosed mental disorders will be

examined, including depression, bi-polar disorder, anxiety, obsessive compulsive behavior, schizophrenia, and childhood disorders.

Prerequisite(s): PSY7310.

PSY7340 - Human Sexuality (5 quarter credits). An investigation of sexuality within the larger context of human experience and individual development. Emphasis is placed on physical and psychosexual development; frequency and significance of various types of sexual behavior; health related issues; and the application of scientific information to sexual issues and problems. Issues to be addressed are sexual deviation, sexual inadequacy, treatment of sexual problems, and concerns of special and diverse populations.

PSY7410 - Psychology of Learning (5 quarter credits). Classical areas of learning theory are surveyed, including instrumental and classical conditioning paradigms, habituation, reinforcement variables, stimulus generalization and transfer, and memory. Current theory, relevant research, and application to clinical, educational, and organizational settings are also reviewed in this course.

PSY7421 - Cognitive/Affective Psychology (5 quarter credits). Introduction to the normal and psychopathological factors of cognitive and emotional functions on behavior. These include learning, perception, imagining, language, memory, reasoning, affective processes, and judging. The course examines the organization of the perceptual world into a unified and hierarchical pattern of belief, attitudes, and expectancies. These dynamics will be applied to contemporary issues and psychological problems in human behavior.

PSY7510 - Psychology of Personality (5 quarter credits). An examination of the assumptions, constructs, and processes of personality as these are expressed in the major theoretical writings. Reviewed are the psychodynamic, behavioral, structuralist, humanistic, existentialist, socialist, feminist, and cognitive theories of personality. Research on normal and abnormal constructs of personality will be reviewed. Contemporary issues and problems in personality theory and types will be addressed.

PSY7520 - Social Psychology (5 quarter credits). Overviews behavior that is influenced by the presence of others, or behavior that is under the control of society. Interpersonal relationships, social cognition, social inference, emotion, and personality will be considered. The social psychology of decision making, attitude formation, and social attribution will be reviewed and applied to contemporary issues. Application of social psychological theory and research will be applied to various clinical, educational, and organizational settings.

PSY7530 - Group Psychology (5 quarter credits). Considers influence processes important in group settings, including conformity, rejection of deviant group members, and minority member influence. Also reviews research on stages of group development, the formation of group norms,

communication among group members, group decision making, leadership, and group productivity.

PSY7540 - Multicultural Perspectives in Human Behavior (5 quarter credits). An examination of substantive and theoretical issues concerning the application of psychological principles in a variety of culturally diverse populations. Issues to be addressed are the role of culture-specific programming, special issues and needs of cultural subgroups, and psychological approaches to working with culture-specific issues. Current theory and research will be applied to specific clinical, educational, and organizational issues.

PSY7542 - Ethics and Multicultural Issues (5 quarter credits). This course examines professional ethics and issues of cultural diversity important to professional practice. Current standards of practice for professional psychology will be reviewed emphasizing guidelines by professional organizations and state regulations. Learners will evaluate recent research and theory surrounding the issues of cultural diversity and psychological concepts. Learners will assess situations in which ethical dilemmas or diversity issues are important with strategies for addressing them.

PSY7610 - Tests and Measurements (5 quarter credits). Introduction to the general area of mental measurement. Theory and content of measuring devices in the fields of intelligence, interests, personality, and special aptitudes will be reviewed. Includes an analysis of the psychometric procedures used to develop and validate educational and psychological instruments. Attention will be given to the appropriate applications of each type of methodology. Specific techniques used to facilitate proper interpretation of test scores such as percentiles, standard errors of measurement, validity and reliability indices, and standard scores will be discussed. The professional standards for test development and use will also be covered. Ethical and legal considerations of testing and research with human participants as set forth by the American Psychological Association (APA) are also considered as a part of this course.

PSY7612 - Functional Based Assessment (5 quarter credits). Learners will apply functional behavior assessments in the development of behavioral support plans. Learners gain knowledge and experience in working collaboratively with others to design strategies that help students who exhibit challenging behaviors to be more successful in school. Learners will apply various strategies including the implementation of environmental supports and skills training, as well as behavioral interventions. **Prerequisite(s): PSY7610.**

PSY7620 - Inferential Statistics (5 quarter credits). Application of parametric statistical procedures to psychological research and the strengths and limitations of conducting quantitative studies. Sampling issues, experimental design, and concerns of internal validity will be examined. Tests

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of difference between and among groups and correlation will be studied. This course may involve the use of software in the analysis of data sets provided by the instructor.

PSY7625 - Advanced Inferential Statistics (5 quarter credits). Multivariate analysis including step-wise and multilinear regression are examined in this course. Learners are expected to demonstrate proficiency in the use of software packages appropriate to dissertation level research.

Prerequisite(s): PSY7620. *Cannot be fulfilled by transfer.*

PSY7630 - Qualitative Analysis (5 quarter credits). This course covers qualitative methods appropriate to content of phenomenological, observational, and ethnological research. Emphasis will be given to such methods as case studies, interviews, narrative journals, and field surveys. Data analysis techniques for qualitative data will be covered.

PSY7640 - Methods of Clinical Inquiry (5 quarter credits). This course presents a theoretical and practical review of ways in which psychologists can demonstrate accountability in a broad range of settings. The application of scientific methods to problems of human behavior will be demonstrated. Topics considered are methods of field research, program evaluation, the role of empirical validation of treatment methods, and the strengths and limitations of various methods of inquiry.

PSY7650 - Research Methods (5 quarter credits). A review of behavioral science research designs and methods appropriate for applied psychologists. Topics include philosophy of science, ethical issues in research with human subjects, hypothesis formulation, experimental and quasi-experimental designs, measurement, descriptive designs, and the analysis and interpretation of data. Application of research methods to clinical, organizational, and educational settings will be emphasized. Application of the skills gained in the course will be applied to the learner's dissertation and other research projects.

PSY7656 - Advanced Research Methods (5 quarter credits). This course addresses advanced issues of research design and methodological consideration in the selection and execution of a research proposal. Relationship between problem formulation, hypothesis testing, sampling, data collection, and data analysis are covered in detail. The final project for this course is a research paper that may be applicable to a dissertation proposal.

Prerequisite(s): PSY7650. *Cannot be fulfilled by transfer.*

PSY8090 - Counseling Theories (5 quarter credits). This course offers learners an overview of major theories of counseling, the assumptions that underlie these theories as well as the historical and cultural context in which they developed. In addition, the course will explore the specific techniques, research, limitations, and ethical issues associated with these theories. Finally, learners will have the opportunity to develop their integrative understanding of these theories.

PSY8091 - Group Counseling (5 quarter credits).

This course explores the theories and techniques that underlie the use of the group format in counseling. The course will examine the dynamics of group facilitation, therapeutic movement within groups, and group development. Additional topics include the use of groups across the intervention spectrum (prevention to tertiary), issues specific to particular populations, and integration of developmental theory within group counseling and co-facilitation.

PSY8092 - Counseling Skills and Procedures (5 quarter credits).

This course focuses on the specific skills that underlie the counseling relationship. From the development of the therapeutic alliance through termination, counseling relies on the intentional use of skills to promote client growth and development. This course provides an introduction into the basic skills and core conditions associated with effective counseling practice. This course is paired with a residential component intended to assist learners in achieving behavioral proficiency in the skills. The residential component will involve the use of role-playing and other simulation techniques to provide feedback to learners.

PSY8093 - Professional Standards and Ethics of Counseling (5 quarter credits). Through the use of case examples, learners will explore the application of professional and personal codes of the ethics to the practice of counseling. Ethical guidelines applicable to the multiple professional roles associated with counseling will be explored. Strategies and methods for identifying ethical conflicts and the appropriate professional response will be emphasized.

PSY8110 - Teaching Psychology (5 quarter credits).

This course will review traditional and current methods of formulating objectives of instructions; examination of student characteristics which affect learning; discussion of basic learning processes; analysis of instructional variables which affect learning; selection of instructional methods, technologies, and materials; evaluation of learning outcomes; and evaluation of the instructional methods and systems appropriate to teaching psychology courses.

PSY8120 - Computer-Mediated Instruction/

Learning (5 quarter credits). Theory and applications of computer software to improve learning, productivity, and personal satisfaction in information processing and cognitive tasks. Human information processing models and cognitive theories will provide a theoretical basis for how to facilitate complex human learning. Applications to local access networks and distance learning will be considered. Current online instructional resources will be examined.

PSY8130 - Adult Learner in the Classroom (5 quarter

credits). This course reviews the special issues related to education of adult populations in traditional and distance education programming. Topics covered include learning styles, tenets of adult education, curriculum considerations in

design of adult education, implementing advanced technological methods, and the various uses of emerging technological developments.

PSY8140 - Mentoring Psychological Research (5 quarter credits). Covers the psychologist's role in teaching research design, execution, analysis of data, and interpretation of results. Attention will be given to writing skills necessary for preparation of publication-ready manuscripts. Emphasis is on the collaborative and consultative roles necessary for successful adult learning.

PSY8150 - Learning Disabilities in the Classroom (5 quarter credits).

This course provides an introduction to the topic of learning disabilities in the classroom. Theoretical perspectives, characteristics, etiology, assessment, and remediation of learning disabilities will be examined. Learners will be introduced to recent trends and research related to identification and educational treatment practices. Concomitant exceptionalities, diversity, service delivery models, and teaching strategies will also be explored.

PSY8160 - Strategies for Career and Life Planning (5 quarter credits).

This course presents a survey of current methods and criteria used in career development, placement, and follow-up. Attention will be given to career entry, mid-career transition, and special needs of handicapped and disadvantaged populations. Application of current theory and research to clinical, educational, and organizational settings will be considered.

PSY8170 - Principles of Instructional Design (5 quarter credits).

Application of learning principles and cognitive information processes to the acquisition of classroom educational outcomes. Emphasis is given to the design of instructional strategies that meet the educational learning needs of individual students.

PSY8182 - Field Experience in Educational

Psychology (5 quarter credits). The purpose of this supervised field experience is to permit learners to gain experience in three areas of higher education: (a) teaching, (b) research, and (c) administration. This field experience will consist of at least 100 hours. The required course participation will provide the equivalent of 30 of those hours. In addition, ten hours will be in each of the three areas of experience under the supervision of a professor holding a doctoral degree in psychology. The remaining 40 hours will be distributed among the three areas so that most hours will be spent in the area of least previous experience held by the learner. **Prerequisite(s):** All required courses completed at the 7000 level, plus PSY8110, PSY8130, and PSY8330. *Cannot be fulfilled by transfer.*

PSY8210 - Principles of Psychopathology (5 quarter

credits). An examination of the assessment and treatment of various forms of psychopathology. The etiology of psychopathology, current methods of psychological assessment, research on psychodynamics, and existing treatment methods will be reviewed. The politics of mental disorders, emerging diagnoses, and other contemporary issues will be addressed.

PSY8220 - Advanced Psychopathology (5 quarter credits). This course will examine theory and research associated with major psychological disorders and will emphasize the transition from concepts and terminology of DSM-IV to actual clinical situations. Learners will examine in depth the concepts of psychopathology with an emphasis on areas related to the learner's practice emphasis. In particular, learners will familiarize themselves with applications of theoretical concepts in a clinical setting. Additional topics include the controversy of "empirically validated" treatments, the interplay of social and biological factors in etiology and treatment, and review of Axis I and II disorders. **Prerequisite(s): PSY8210. Cannot be fulfilled by transfer.**

PSY8230 - Psychological Testing (5 quarter credits). This course covers the administration of psychological tests and behavioral measures associated with the assessment of cognitive and intellectual functioning, special aptitudes, functioning, and achievement. Learners enrolled in this course will be expected to be proficient, at the conclusion of the course, in the administration and scoring of instruments to assess the above behavioral domains, and to appropriately report the findings of such assessments to lay and professional audiences. Ethical and professional standards in the use of psychological tests are also covered. Learners enrolled in this course are expected to either purchase or gain access to the use of standard and commonly used tests of cognitive function, adaptive functioning, and achievement. **Prerequisite(s): PSY7610. This course is restricted to learners in the Clinical, Counseling, or School Psychology specializations only. There is a residency requirement associated with this course. Test kits will be required, and a limited supply are available for rental at psytestkits@capella.edu. Learners are required to obtain the test kits from another source if none are available to rent through Capella. Cannot be fulfilled by transfer.**

PSY8231 - Psychological Assessments for School Psychologists I (5 quarter credits). Learners demonstrate mastery of the diagnostic issues important for individual assessment within a multiculturally diverse population of school-age children, using norm-referenced assessment tools, including intelligence (verbal and non-verbal), achievement, adaptive behavior, and curriculum-based measures. Learners will synthesize norm-referenced assessment with observational assessments to create psychological reports appropriate to the audience. Specific measures covered include standard and widely-used instruments for assessing cognitive function and intelligence, achievement, adaptive behavior, and other assessments of developmental integration. **Prerequisite(s): PSY7610. This course is restricted to learners in the Clinical, Counseling, or School Psychology specializations only. There is a residency requirement associated with this course. Test kits will be required, and a limited number are available for rental at psytestkits@capella.edu.**

Learners are required to obtain the test kits from another source if none are available to rent through Capella. Cannot be fulfilled by transfer.

PSY8232 - Psychological Assessments for School Psychologists II (5 quarter credits). Learners demonstrate mastery of the diagnostic issues important in the social-emotional functioning and personality assessment of a multi-culturally diverse population of school age children. Learners will conduct clinical interviews and behavioral observations as well as synthesize and interpret data from teacher, parent, and self-report behavior rating scales, as well as objective and projective techniques. Learners will score, interpret and integrate the results to make recommendations and write psychological reports. **Prerequisite(s): PSY7610, PSY8231. This course is restricted to learners in the Clinical, Counseling, or School Psychology specializations only. There is a residency requirement associated with this course. Test kits will be required, and a limited supply are available for rental at psytestkits@capella.edu. Learners are required to obtain the test kits from another source if none are available to rent through Capella. Cannot be fulfilled by transfer.**

PSY8240 - Advanced Psychological Testing (5 quarter credits). The course covers the administration of such measures of psychosocial functioning as the MMPI-2, the MMPI-A, and related measures of personality. The use of these instruments in assessing psychopathology and for treatment planning is a major focus of this course. The assimilation of psychosocial measures with cognitive and achievement measures to achieve a comprehensive appraisal of the individual in a social context is an important goal of the course. Preparation of psychological reports and the consultation process are emphasized. Learners enrolled in this course are expected to purchase or acquire access to MMPI-2 or the MMPI-A and related measures of psychosocial functioning. **Prerequisite(s): PSY7610, PSY8230. This course is restricted to learners in the Clinical, Counseling, or School Psychology specializations only. There is a residency requirement associated with this course. Test kits will be required, and a limited supply are available for rental at psytestkits@capella.edu. Learners are required to obtain the test kits from another source if none are available to rent through Capella. Cannot be fulfilled by transfer.**

PSY8251 - Neuropsychological Assessments (5 quarter credits). Current theory, methods and research in neuropsychological assessment of mental disorders. Administration of test batteries and preparation of psychological reports are required in this course. **Prerequisite(s): PSY7610, PSY8230, PSY8240. This course is restricted to learners in the Clinical, Counseling, or School Psychology specializations only. There is a residency requirement associated with this course. Test kits will be required, and a limited supply are available for rental at psytestkits@capella.edu. Learners are required to**

obtain the test kits from another source if none are available to rent through Capella. Cannot be fulfilled by transfer.

PSY8310 - Theories of Psychotherapy (5 quarter credits). This course involves discussion and elaboration of the major schools of psychotherapy, their underlying assumptions and clinical techniques, and methods of intervention. The application of these theories and techniques to the change of human behavior and the analysis of clinical cases for treatment planning will be covered. Client-therapist process issues, treatment outcome considerations, current research supporting the efficacy of treatment methods, and ethical issues will be considered.

PSY8311 - Group Psychotherapy (5 quarter credits). This course reviews the historical development, major theories, current research, and clinical procedures of group counseling and psychotherapy. Course content includes the role of the leader and leadership styles, mechanics of co-therapy, group development, methods of group intervention, designing special function groups, and handling of critical incidents within groups. Emphasis will be placed on developing clinical competence by applying theory and research to the group experience.

PSY8312 - Clinical Interventions (5 quarter credits). This course reviews the basic issues and skills necessary to function in a clinical setting. The course begins with an exploration of one's motivations for working in the psychology profession. The course previews basic psychotherapy skills such as warmth, empathy, concreteness, confrontation, motivational interviewing, treatment planning, case management, and clinical documentation. This course has a required residency.

PSY8315 - Research in Psychotherapy and Empirically Supported Treatments (5 quarter credits). This course reviews the research and research methods used to understand the complex dynamics of psychopathology and psychotherapy. Attention will be given to the application of scientific thinking to clinical questions. Demonstration of treatment efficacy, clinical epistemology, myths of psychotherapy, empirical treatments, and difficulties with measurement of psychological variables will be covered.

PSY8330 - Ethics and Standards of Professional Practice (5 quarter credits). This course examines the historical origins of professional ethics, including issues affecting education, psychotherapy, law, and institutional guidelines or protecting human participants in research. The current standards of practice for professional psychology will be reviewed. Attention will be given to identifying effective methods for addressing ethical dilemmas and to current ethical issues in professional psychology.

PSY8331 - Principles of School Psychology (5 quarter credits). This course examines the practice of school psychology, its history and current trends. Attention is given to how school

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psychologists are part of the school organization and participate as members of the educational team. Legal, social, and professional considerations influencing the work of the school psychologist are also considered. The application of psychological research and theory in the context of the practice of school psychology will be reviewed.

PSY8332 - Advanced Methods in School Psychology (5 quarter credits). This course explores the major areas that practicing school psychologists will encounter. Special emphasis is placed on social functioning including violence in the schools. Anger control management, peer mediation, and the teaching of social skills are topics that will assist school psychologists in dealing with current needs and concerns. Other topics to be covered are: HIV-AIDS, ADHD, autism, Asperger's syndrome, retardation, Down's syndrome, visual and auditory disabilities, retention, talented and gifted, preschool, and school phobia. Issues of privacy, confidentiality, and ethics will also be examined. **Cannot be fulfilled by transfer.**

PSY8335 - Consultation and Collaboration in the School (5 quarter credits). This course examines the optimal approaches within the school setting for effective consultation and collaboration. Learners will synthesize results of assessments and formulate effective ways to communicate with parents, school administrators and teachers, and other support service providers. Learners will demonstrate the ability to facilitate understanding of assessment outcomes and implementation of interventions.

PSY8336 - Organization and Operation of the School (5 quarter credits). Learners demonstrate a mastery of general education, special education, and other educational and related services that school psychologists need in order to work in schools. Learners will undertake a systems analysis of schools and other settings to propose how best to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

PSY8337 - Legal and Ethical Issues in the School (5 quarter credits). Learners will apply legal and ethical guidelines to various situations encountered in the practice of school psychology. Learners will incorporate important issues such as privacy, informed consent, confidentiality, record keeping, ethical, and legal issues into psycho-educational assessments, and school related interventions. Learners will identify ethical considerations involved when faced with testing in school settings.

PSY8340 - Psychology and the Law (5 quarter credits). Psychology is viewed and evaluated as an analytic tool within the legal system. This course explores the relevance of psychological methods, theory, and empirical findings for such issues as copyright, deterrence, human responsibility, desegregation, discrimination, privacy, rights of mental patients, and jury dynamics. Emphasis is on the accurate application of scientific method within the legal process. **Prerequisite(s): PSY8210.**

PSY8350 - Techniques of Forensic Practice (5 quarter credits). A survey of the current techniques of forensic practice. Included are forensic testing, expert witness techniques, reporting forensic findings, and mental-health law. Current standards of professional practice and ethical issues will be reviewed. **Prerequisite(s): PSY8210, PSY8230, PSY8240, PSY8340.**

PSY8360 - Current Issues and Trends in Forensic Practice (5 quarter credits). This course is an analysis of the current issues within forensic psychology. It includes eye-witness identification, legal decision-making, forensic assessment and reporting, criminal defenses, profiling, polygraphy, risk assessment, jury composition, scientific jury selection, and other selected topics of interest to both the psychological and legal fields. Emphasis will be placed on the application of scientific methods to forensic situations. **Prerequisite(s): PSY8210, PSY8230, PSY8240, PSY8340, PSY8350.**

PSY8371 - Strategies of Clinical Supervision and Consultation (5 quarter credits). This course provides an overview of the theory, basic functions, and methods of clinical supervision. Some of the topics to be covered are the supervisory contract and relationship, the various styles of supervision, the legal and ethical issues related to clinical supervision, and methods of supervision including case consultation, video supervision, live supervision, and co-therapy as supervision. A review of the research on supervision will be included, and these findings will be applied to the delivery of supervisory services. Learners will be encouraged to develop their own theory and approach to clinical supervision.

PSY8380 - Issues and Challenges of Supervision (5 quarter credits). This course addresses the special clinical issues, emerging theoretical and research trends, and ethical and legal concerns involved with various models of clinical supervision. The course will focus on developing the identity and orientation of the clinical supervisor.

PSY8383 - School Psychology Practicum (5 quarter credits). This course is the initial field training opportunity for learners to demonstrate, under appropriate supervision, the development and practice of specific skills in school psychology. Learners will apply and continue to develop knowledge in assessment, intervention techniques, community consultation, and applied research with the opportunity to gain hands-on knowledge about the role of a school psychologist, how schools work, and observing and participating in professional activities. The supervisor will evaluate and address the performance of practice outlined by professional standards of the field to evaluate preparedness for internship. The practicum must consist of no less than 600 hours at a site selected by the learner and approved by the director of training. **Prerequisite(s): PSY7310, PSY8150, PSY8210, PSY8232, PSY8332, PSY8336, PSY8337, and approval of the practicum application by the director of training. Refer to the current practicum-internship manual for further details. Cannot be fulfilled by transfer.**

PSY8385 - School Psychology Internship I (5 quarter credits). This course runs parallel to and complements the intensive, supervised field training experience which assures completion of activities necessary in becoming a competent professional school psychologist. The purpose is the integration and application of skills that address the competencies of professional practice outlined by professional standards in the field. The internship provides supervision as well as formative and summative performance-based evaluation of the intern's work. The internship requires at least 1200 hours with a minimum of 600 hours in schools, full time over one academic year. **Prerequisite(s): All courses completed, including practicum (PSY8383), approval of the internship application by the director of training. Refer to the current Practicum-Internship Manual for further details. Cannot be fulfilled by transfer.**

PSY8386 - School Psychology Internship II (5 quarter credits). This course is a continuation of the previous quarter of internship, PSY8385. **Prerequisite(s): PSY8385. Cannot be fulfilled by transfer.**

PSY8387 - School Psychology Internship III (5 quarter credits). This course is a continuation of the previous two quarters of internship, PSY8385 and PSY8386. **Prerequisite(s): PSY8385, PSY8386. Cannot be fulfilled by transfer.**

PSY8391 - Master's Practicum I (5 quarter credits). Supervised training appropriate to the master's level in psychological testing, interviewing, assessment, intervention techniques, community consultation, and applied research in a setting selected by the learner and approved by the director of training. The online course emphasizes increased awareness of the learner's clinical strengths and limitations, psychological assessment and rudimentary understanding of DSM-IV, introduction to treatment planning, case documentation, ethical issues, and working with specific clinical populations. **Prerequisite(s): All required courses completed, approval of the practicum application by the director of training. Refer to the current Practicum-Internship Manual for further details. Cannot be fulfilled by transfer.**

PSY8392 - Doctoral Practicum I (5 quarter credits). Supervised training appropriate to the doctoral level in psychological testing, interviewing, assessment, intervention techniques, community consultation, and applied research in a setting selected by the learner, and approved by the director of training. The online course emphasizes increased awareness of the learner's clinical strengths and limitations, psychological assessment and rudimentary understanding of DSM-IV, introduction to treatment planning, case documentation, ethical issues, and working with specific clinical populations. **Prerequisite(s): All required courses completed, approval of the practicum application by the director of training. Refer to the current practicum-internship manual for further details. Cannot be fulfilled by transfer.**

PSY8393 - Master's Practicum II (5 quarter credits).

Continued supervised training in professional psychological issues with particular emphasis on DSM-IV Axis I. The online seminar with the instructor and enrolled learners provides the opportunity for in-depth examination appropriate to the master's level of various psychopathological conditions in addition to the field supervision experience. **Prerequisite(s): PSY8391. Cannot be fulfilled by transfer.**

PSY8394 - Doctoral Practicum II (5 quarter credits).

Continued supervised training in professional psychological issues with particular emphasis on DSM-IV Axis I conditions. The online seminar between the instructor and enrolled learners provides the opportunity for in-depth examination appropriate to the doctoral level of various psychopathological conditions in addition to the field supervision experience. **Prerequisite(s): PSY8392. Cannot be fulfilled by transfer.**

PSY8395 - Master's Practicum III (5 quarter credits).

Continued supervised training in professional psychological issues with particular emphasis on DSM-IV Axis II conditions, V codes, and other psychosocial concerns. The online seminar with the instructor and enrolled learners provides the opportunity for in-depth examination appropriate to the master's level of various psychopathological conditions in addition to the field supervision experience. This course is designed for learners whose state regulatory or licensure boards require more than two academic quarters of practicum or those learners who have an ongoing desire to extend their field training. **Prerequisite(s): PSY8393. Cannot be fulfilled by transfer.**

PSY8396 - Doctoral Practicum III (5 quarter credits).

Continued supervised training in professional psychological issues with particular emphasis on DSM-IV Axis II conditions, V codes, and other psychosocial concerns. The online seminar with the instructor and enrolled learners provides the opportunity for in-depth examination appropriate to the doctoral level of various psychopathological conditions in addition to the field supervision experience. This course is designed for learners whose state regulatory or licensure boards require more than two academic quarters of practicum or those learners who have an ongoing desire to extend their field training. **Prerequisite(s): Completion of PSY8394. Cannot be fulfilled by transfer.**

PSY8397 - Advanced Practicum (5 quarter credits).

Continued supervised training in professional psychological issues with particular emphasis on case presentations. This course provides an opportunity to develop case presentations for the purpose of obtaining consultations from colleagues about treatment issues. The online seminar with the instructor and enrolled learners provides the opportunity for in-depth examination of various psychopathological conditions and treatment issues in addition to the supervision experience. **Prerequisite(s): PSY8396. Cannot be fulfilled by transfer.**

PSY8401 - Internship I (5 quarter credits).

An intensive, closely-supervised experience working with a broad range of clients in various institutions and settings. Emphasis is on the application of psychological principles and techniques learned in academic courses, development of diagnostic and clinical skills, and clarification of one's personal strengths and limitations as a clinician.

Prerequisite(s): All courses completed, including practicum course(s) and approval of the internship application by the director of training. Refer to the current Practicum-Internship Manual for further details. Cannot be fulfilled by transfer.

PSY8402 - Internship II (5 quarter credits).

This course is a continuation of the previous quarter of internship, PSY8401. **Prerequisite(s): PSY8401. Cannot be fulfilled by transfer.**

PSY8403 - Internship III (5 quarter credits).

This course is a continuation of the previous quarter of internship, PSY8402. **Prerequisite(s): PSY8401 and PSY8402. Cannot be fulfilled by transfer.**

PSY8404 - Internship IV (5 quarter credits).

This course is a continuation of the previous quarter of internship, PSY8403. **Prerequisite(s): PSY8401, PSY8402, and PSY8403. Cannot be fulfilled by transfer.**

PSY8410 - Substance Abuse Therapies (5 quarter credits).

A review of traditional and nontraditional approaches to treatment. Topics to be covered are in- and out-patient treatment programming, self-help groups, utilization of community resources and alternative treatment approaches, and the use of individual, group, and family psychotherapy. Current trends in service delivery will be considered, particularly in light of ongoing changes in the health care delivery system.

PSY8420 - Multicultural Issues in Addiction (5 quarter credits).

This course involves examination of ethnic and cultural issues that influence the etiology, perception, and treatment of compulsive and addictive behavior problems. Topics to be considered are the need for specialized treatments and training, the needs of various special populations, the impact of racial identity on self-perception, and culture-specific methods of treatment. Emphasis will be placed on the application of scientific research and theory to clinical work.

PSY8430 - Issues and Trends in Addiction/Compulsion Treatments (5 quarter credits).

This course reviews current developments, research, and trends within the addiction field. Emphasis will be placed on gaining a current understanding of substantive issues in the field. Possible topics to be considered are developments in psychopharmacological treatment of addictions, the influences of managed care on treatment, ethics, the use of Internet resources in the field, the changing role of the counselor, and emerging treatment approaches.

PSY8440 - Substance Abuse Program Evaluation (5 quarter credits).

This course will cover various methods appropriate for field experimentation and program evaluation. Topics will include quasi-

experimental designs, sampling procedures, and issues associated with program evaluation. Ethical issues related to field research will also be covered.

PSY8450 - Compulsive Behavior and the Disturbance of the Self (5 quarter credits).

This course defines the nature of addictive and compulsive behavior problems, discusses the development of the addiction model and its tenets, and reviews the literature regarding the validity and efficacy of treatment approaches based on the addiction model. Alternatives to the addiction model will be discussed, including cognitive behavior therapy. An understanding of the Compulsive Behavior Model, a psychodynamically oriented model, will be developed and covered in detail.

PSY8460 - Dual Diagnosis in Mental and Addictive Disorders (5 quarter credits).

This course addresses the complexities of comorbidity, diagnosis, and treatment of clients with various addictive disorders and mental illness (both Axis I and Axis II disorders). Current research and theory on the etiology, psychodynamics, and treatment will be reviewed, as well as specific methods of psychotherapy and the role of pharmacotherapy. Case studies will be used to illustrate course content and develop clinical skills. Emphasis will be placed on the application of scientific research to the clinical and programmatic settings.

PSY8510 - Family Systems Theories (5 quarter credits).

Families will be studied as systems from a theoretical, clinical, and research perspective. Emphasis will be on family development, family transitions, assessment, and intervention. Systems oriented assessment models will be explored. Strategies for initial interviews, hypothesis formulation, designing a strategy for intervention, and the process of termination will be covered.

PSY8520 - Couples Therapy (5 quarter credits).

An overview of theory and research on marriage and the couple relationship in contemporary society. Topics covered include relationship development, maintenance, and termination; conflict-resolution skills; communication styles and skills; couple adjustment and assessment of interpersonal relationships; cultural variations; and issues related to gender. Major approaches to couple therapy will be reviewed.

PSY8530 - Family Therapy (5 quarter credits).

This course is an analysis and comparative study of the prominent schools of thought within the field of family psychology, their tenets, therapeutic strategies, and techniques. Structural, strategic, transgenerational, behavioral, communication, and analytical approaches to family therapy will be discussed.

PSY8540 - Current Issues and Methods in Family Research (5 quarter credits).

This course provides an overview of measurement of family variables, complexities of family research design, data collection, and analysis. Topics include current scales of measurement, validity and reliability, experimental and non-experimental designs, and

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approaches to integrating clinical research and practice. Special attention will be given to the current factors in family research. **Prerequisite(s): PSY8510 or PSY8530.**

PSY8550 - Bereavement and Loss Therapy (5 quarter credits). This course covers the process and impediments to dealing with expected and traumatic losses. Topics considered are the phases of bereavement, special issues involved with suicide survivorship, coping with loss following chronic illness, the role of emotion in the grief process, and the clinical methods of bereavement treatment. Current theory, relevant research, and application to clinical, educational, and organizational settings are considered in this course.

PSY8560 - Principles of Family Pathology (5 quarter credits). This course offers a conceptualization of pathology based on a family systems model. The understanding of the etiology and maintenance of pathology will be understood as a function of family interaction and family structure rather than of individual dynamics. Topics to be considered are styles of family interaction, family boundaries, family roles, and the family life cycle.

PSY8570 - Family Systems Approach to Addictive Behavior Problems (5 quarter credits). This course reviews current theory and research on family dynamics and treatment methods of addictive and compulsive behavior problems. A variety of theoretical approaches to treatment will be covered including the disease model, brief therapy, structural/strategic therapy, and psychoanalytically oriented treatment. Special topics to be included are the role of the family in the etiology, maintenance, and treatment of various problems; emerging approaches to family interventions; the role of self-help groups in family intervention; and special ethical issues related to family treatment of addictive and compulsive problems.

PSY8610 - Principles of Health Psychology (5 quarter credits). This course is a review of behavioral and biomedical theory and research with the objective of understanding the contributions of psychological factors to the prevention, diagnosis, and treatment of disease and illness. Topics include psychosocial factors contributing to health and disease, health promotion, mind-body relationships, and psychological approaches to the prevention and treatment of physical illness. Cognitive and behavioral interventions for health related problems and the collaborative roles of medical specialists and psychologists will be emphasized.

PSY8620 - Environmental Health and Behavior (5 quarter credits). This course examines the emerging literature supporting the capacity for self-control in managing personal health care. Emphasis will be given to relationships between nutrition, exercise, and wellness. Psychoneuroimmunology and the use of autogenic techniques to treat somatoform disorders will be examined. Behavior medicine and the role of the psychologist in the health care setting will be explored.

PSY8630 - Health Care Delivery (5 quarter credits). An examination of the role of the psychologist as a health care provider within managed health care. Consultative and collaborative roles for the psychologist will be reviewed. Working in an integrated and interdisciplinary team environment will be explored along with alternative health care delivery models.

PSY8640 - Community Psychology (5 quarter credits). This course addresses the role of the psychologist as an agent of change in the community. Attention will be given to the social change strategies community-oriented psychologists can use in facilitating community improvements and alleviating adverse social conditions. Legal, social policy, medical, familial, and psychological viewpoints will be considered in the analysis of community problems and their prevention. Topics considered are child abuse, delinquency, crime, poverty, powerlessness, inadequate social support, and forms of discrimination.

PSY8650 - Innovative Health Care Practices (5 quarter credits). This course examines the emerging trends in health practices. Topics to be considered are integrating spiritual resources into treatment, "alternative" therapies, current issues in mind/body relationships, and the impact of managed care in the delivery of psychological services. Emphasis will be given to interdisciplinary practice and collaborative relationships.

PSY8660 - Coping with Chronic Physical Illness (5 quarter credits). This course examines the psychological impact of a variety of medical conditions and their bio-psycho-social etiologies and treatments. Emphasis is placed on the role of the interdisciplinary team in treatment planning and implementation. Pain syndromes such as headaches, back pain, gastrointestinal disorders, and auto-immune diseases are covered. Other chronic diseases will also be examined.

PSY8670 - Cognitive/Affective Basis of Physical Illness (5 quarter credits). This course emphasizes the assessment and treatment of psychosomatic conditions from a cognitive/affective perspective. Assessment and treatment interventions from this perspective are applied to patients with acute and chronic conditions housed both in medical care facilities and treated as out-patients. The use of self-instruction strategies, relaxation techniques, imagery, meditation, hypnosis, and other stress management strategies are reviewed.

PSY8710 - Principles of Organizational Psychology (5 quarter credits). This course reviews theories and research on psychological issues relevant to organizational behavior. Topics include job satisfaction, testing and performance assessment, organizational communication, training and consultation, equipment and environmental design, group decision making, performance monitoring, and incentive motivation. Ethical considerations of leadership in modern organizations are also addressed.

PSY8720 - Psychology of Leadership (5 quarter credits). Current theory on leadership, relevant research, and case studies will provide a comprehensive review of the various models of leadership. Applications to clinical, educational, and organizational settings are also reviewed in this course. Special topics include team building, leading groups, styles of leadership and multicultural issues related to leadership. Learners will develop their own theory of leadership based on synthesis of the course material.

PSY8730 - Consultation Psychology (5 quarter credits). The various roles of consultants, current theory of consultation, ethical considerations, relevant research, and the consultant-client relationship are covered in this course. Psychologists' contributions to clinical, educational, and organizational settings are reviewed in this course. Discussion of critical incidents and cases will be part of the course. Learners will be encouraged to develop a plan to identify and market to appropriate potential clients for consultation.

PSY8734 - Workplace Violence and Sexual Harassment (5 quarter credits). This course covers the most recent legal updates concerning workplace violence and sexual harassment. Additional issues will include assessment of potentially violent employees, dispelling myths surrounding violence and harassment in the workplace, familiarization with policies and procedures to deal with these issues, and understanding the general management impact of these phenomena.

PSY8735 - Managing Problem Personnel (EAP Issues) (5 quarter credits). This course examines the tests and interventions used to address employees' needs when psychological problems or substance abuse issues are evident. Psychopharmacological and psychotherapeutic treatments, as well as issues of confidentiality, will be addressed.

PSY8740 - Personnel Psychology (5 quarter credits). Introduces problems and research relevant to personnel issues in organizations. Topics include individual differences; selection of personnel; test theory; performance appraisal; equal employment opportunity legislation, regulation, and litigation; and assessing bias in selection. Application of theory and research to corporate and educational settings will be emphasized.

PSY8750 - Managing Psychological Services (5 quarter credits). This course will address some of the challenges that face practitioners in psychology over the next decade. We will investigate and study issues such as managed care; diversified group practice, including new client populations; ethical conflicts in psychology; contemporary legal challenges such as suicidal or violent clients, risk management, and expert witness testimony; psychological record-keeping; marketing psychological services; and contemporary business practices in professional psychology. Learners will be encouraged to develop a plan for professional growth and development.

PSY8760 - Vocational Psychology (5 quarter credits). A comprehensive review of major theories and research in vocational psychology and implications for the work of the counseling and consulting psychologist. Vocational psychology combines an individual's vocational attainment, preparation, and career development. This course is designed to study an individual's occupational behavior, occupational choice, and motivational development surrounding work choice patterns. It is designed for the work of the Industrial/Organizational (I/O) practitioner, I/O psychologist, and career counselor, and combines I/O psychology with vocational counseling. Vocational counseling is a facilitative process for individuals who are making career choices, career transitions, and seeking occupational attainment.

PSY8765 - Testing and Assessment in Workplace Psychology (5 quarter credits). A review of theories and research methods specifically geared to workplace psychology and consultation assessment methods including employee and organizational assessment, psychometric testing, pre-employment testing, vocational and career assessment, workplace performance assessment, and quantitative and qualitative principles specifically designed for research in the workplace. This course is geared to the I/O psychologist, professional consultant, human resources manager, and other professionals involved in workplace testing, assessment, methods, and interventions. *Prerequisite(s): PSY7610.*

PSY8770 - Performance Enhancement and Motivation (5 quarter credits). Concepts and methods in the study of motivation of employees; determinants of employee attitudes and job satisfaction; and the various methods of modification of attitudes and morale in corporate and educational settings. Specific methods for optimizing performance at the executive and managerial levels will be addressed.

PSY8780 - Psychology of Organizational Ergonomics in the Workplace (5 quarter credits). The study of the interface between individuals, workplace design, and their work environments. Topics include ergonomics as responsive to social change in industry, computerization, human-computer interaction, automation, and information display. Specific approaches to work design include anthropometry, biomechanics, and physiological considerations in the work environment.

PSY8785 - Compensation and Benefits Planning Psychology (5 quarter credits). This course emphasizes workplace compensation issues and benefits planning. Current trends in compensation issues, the process of job evaluation, establishing pay rates, and conducting salary surveys are covered. Employee benefit planning, employee insurance services, retirement planning, workplace options, and flexible workplace programs are also addressed.

PSY8790 - Workplace Safety and Health Psychology (5 quarter credits). This course addresses contemporary employee safety and health issues in the workplace. Topics include OSHA awareness,

management's commitment to a safe work environment, conducting safety surveys, preventing accidents, and health problems associated with work and occupational stress.

PSY8810 - Geriatric Psychology (5 quarter credits). Age-related cognitive and personality changes in the elderly are examined, along with an analysis of the causes and mechanisms of aging. Content includes interpersonal relationships between the aged individual and significant others (especially family members), and the importance of these relationships for further development and aging. Psychological interventions appropriate to the treatment of disorders of the elderly and current research supporting the treatment of cognitive dysfunction of the aged are also explored. The characteristics of successful aging will be reviewed.

PSY8820 - Research in the Aging Process (5 quarter credits). A comprehensive review of past and current research, as well as research methods and trends in the area of aging. Content includes biological factors, cognitive and personality change, interpersonal and family relationships, spiritual concerns, and relevant medical factors. Attention will be given to factors which facilitate successful negotiation of age-related issues. Learners will examine aspects of human aging both in contemporary American society and cross-cultural and ethnic perspectives.

PSY8840 - Principles of Sport Psychology (5 quarter credits). This course overviews the field of sport psychology. It will cover a broad range of topics that will be investigated in greater detail in additional courses. Topics include personality, attention, anxiety and arousal, arousal adjustment strategies, cognitive-behavioral intervention, causal attribution, motivation, self-confidence, psychology, and social issues of sport. The learner will leave this course with an eclectic understanding of sport psychology.

PSY8841 - Performance Enhancement in Sports (5 quarter credits). Performance enhancement is the most common issue dealt with by sport psychologists. How to increase an individual's performance through mental strategies in the arena of sport is a critical factor in the success of an athlete. This course will examine the mechanisms by which athletes can exceed their perceived physical limitations. Strategies such as visualization, meditation, hypnosis, autogenic training, biofeedback, and progressive relaxation will be examined.

PSY8842 - Applied Sport Psychology (5 quarter credits). This course will take the theoretical concepts learned in PSY8840 and demonstrate their practical application to the field of sport psychology. The focus of this course is on how the sport psychologist interacts with individuals within a sport context. How to provide effective professional guidance in the areas of learning, motivation, and social interaction will be examined, as will mental training for performance enhancement. Issues such as referrals, drug abuse, burnout, injury, and termination from athletics will be explored.

PSY8843 - Exercise Psychology (5 quarter credits). Covers all psychological aspects related to exercise. Theoretical foundations of reasons people exercise, exercise adherence, personality factors in exercise, and the psychological effects of exercise will be investigated. In addition, applied issues such as motivation, cognitive and behavioral change strategies, leadership, and counseling in exercise will be addressed.

PSY8844 - Psychology of Injury (5 quarter credits). This course will examine the effects of the injured athlete. The psychological factors of injury from athlete, coach, physician, and sport psychologist's points of view will all be investigated. The behavioral risk factors, injury prevention, and overtraining will be studied as a means of prevention. Injury assessment and the management of injury treatment from assessment to recovery will be a central focus, which will also include the biomedical issues of injury. The course will also cover the interaction of the sport psychologist and the sport medicine team.

PSY8845 - Current Issues in Sport Psychology (5 quarter credits). In-depth reading and critical analysis into current issues in sport psychology. The content of this course examines in-depth current research and theoretical directions in the field of sport psychology.

PSY8920 - Comprehensive Examination – Doctoral (5 quarter credits). Learners demonstrate mastery of the subject matter supporting the doctoral learner's specialization through the preparation of six scholarly papers. Papers approved by the comprehensive examination committee demonstrate mastery of the theoretical, research, and best practice literature in the learner's specialization. This course may be taken prior to practicum. *Prerequisite(s): All required core courses completed. Cannot be fulfilled by transfer.*

PSY8990 - Independent Readings (5 quarter credits). In-depth reading and critical analysis into specific topic areas in psychology under the guidance of the course instructor. May only be taken once.

PSY9101 - Master's Integrative Project (5 quarter credits). This capstone project provides learners in the academic tracks an opportunity to demonstrate mastery of knowledge, scholarship, and research proficiencies in the identified field of psychology. *Prerequisite(s): All courses completed. Cannot be fulfilled by transfer.*

PSY9150 - Master's Final Project (5 quarter credits). This capstone project provides learners in the professional tracks an opportunity to demonstrate mastery of knowledge, scholarship, and practice proficiencies in the identified field of psychology. *Prerequisite(s): All courses completed. Cannot be fulfilled by transfer.*

PSY9301 - Dissertation Research I (5 quarter credits). Learners begin to demonstrate proficiency in independent research in a selected area of psychology during this first of four courses. Learners gain approval of their dissertation

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committee while enrolled in PSY9301. A preliminary draft of the learner's dissertation proposal is approved by the committee chair by the end of this course. **Prerequisite(s): All courses completed. Cannot be fulfilled by transfer.**

PSY9302 - Dissertation Research II (5 quarter credits). Learners continue to demonstrate proficiency in independent research in a selected area of psychology during this second of four courses. Learners gain approval of the final draft of their dissertation proposal, receive IRB approval of their Human Participant in Research application, and pass the proposal completion conference call while enrolled in this course. **Prerequisite(s): All courses completed plus PSY9301. Cannot be fulfilled by transfer.**

PSY9303 - Dissertation Research III (5 quarter credits). Learners continue to demonstrate proficiency in independent research in a selected area of psychology during this third of four courses. Learners gain dissertation committee approval of the results chapter of the dissertation while enrolled in this course. Conduct of the study including data collection and analysis are part of the courseroom activities leading to drafting the results chapter. **Prerequisite(s): All courses completed, plus PSY9301 and PSY9302. Cannot be fulfilled by transfer.**

PSY9304 - Dissertation Research IV (5 quarter credits). Learners continue to demonstrate proficiency in independent research in a selected area of psychology during this fourth of four courses. Learners gain dissertation committee approval of the final chapter and the complete dissertation manuscript while enrolled in this course. The final course requirement is passing the dissertation completion conference call. **Prerequisite(s): All courses completed, plus PSY9301, PSY9302, and PSY9303. Cannot be fulfilled by transfer.**

School of Technology Courses

TS5004 - Technical Communications (4 quarter credits). This course provides the necessary skills for communicating technical information to various stakeholders in organizations including customers, users, managers, and peers. The course focuses on the fundamentals of technical communication in the electronic workplace, emphasizing clarity and organization. Learners engage in exercises that focus on technical writing, editing, and online communication, and apply their skills across a broad range of activities, including the preparation of an effective résumé, writing a technical report, creating professional development plans and writing a proposal. Techniques presented are intended to help learners develop an appreciation for format and content. This course will also prepare learners for project documentation requirements throughout their program, as well as throughout their professional careers. This course should be taken during the first quarter of enrollment. **Cannot be fulfilled by transfer or petition.**

TS5005 - Master's Learner Success Lab (non-credit). This lab is designed to provide new master's learners with the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a degree completion plan. This is an advisor-led course taken in the first quarter in conjunction with TS5004. **Cannot be fulfilled by transfer or petition.**

TS5110 - Enterprise System and Application Development (4 quarter credits). This course covers dynamic HTML, JavaScript, Java Applets, cascading style sheets, and design templates. The course also includes an introduction to CGI programming, server side includes (SSI), and extensible markup language (XML). Learners apply their knowledge as they use a professional interactive development environment (IDE) to develop a Web application during this course showing mastery of one or more of the Internet application technologies. Prior to taking this class, learners must have fundamental knowledge of Web site development, and have a fundamental knowledge of programming.

TS5111 - Overview of Enterprise Applications (4 quarter credits). Since the Web has become an intrinsic component of enterprise business process, an IT professional must understand its structure, and its utility to the enterprise. This course provides an overview of the components of the Web and identifies how its components are utilized by various parts of an enterprise (i.e. marketing, operations, etc.). Learners will be introduced to the Web by creating a Web site with an industry standard Web development tool. Learners will explore a functional, business supporting Web site and identify the roles of key Web components (Web page, server-side script, database, etc.). Characteristics of a well-designed Web page will be explored. Learners will also understand the role of the standards supporting the Web (XHTML, XML, CGI). Learners will be able to select the most appropriate option for hosting a Web application based on business requirements. This course is oriented towards those learners not pursuing the System Design and Programming specialization.

TS5120 - Project Management for Technology Professionals (4 quarter credits). The course focuses on defining management techniques for planning, estimating, and facilitating successful enterprise Internet, intranet, and extranet application projects. Learners will define a project, develop work breakdown structures, project schedules, and determine how to coordinate the various resources. Special attention will be devoted to the special skills needed to lead and manage cross-functional and multinational teams in a virtual team environment. This course will include methods for managing new application development projects as well as the selection,

installation, and integration of third-party software applications. Techniques will be introduced to help keep projects on track and enhance team motivation. In addition, planning, time management, and risk management activities will be introduced that will assist learners throughout their program, as well as throughout their professional careers.

TS5130 - System Development Theory and Practice (4 quarter credits). This course focuses on the software engineering fundamentals that can be applied to enterprise-wide software application development. Advanced techniques for requirements analysis, functional specifications, system design, implementation, testing and maintenance are covered. Other topics to be discussed are portability, reusability, prototyping and performance measurement. As a result of this course, learners compare theory with actual practice and ultimately develop a model for developing Web-based, enterprise-wide, Internet systems that can be used in their organizations. Learners must have fundamental knowledge of programming prior to taking this course.

TS5140 - System Usability Analysis and Design (4 quarter credits). This course provides an overview of the theoretical aspects of human-computer interaction and then concentrates on giving the learner practical guidelines, strategies and methods for designing successful user interfaces. User-centered design approaches are covered that can be applied to enterprise Internet applications using a personal computer desktop interface, personal digital assistant (PDA) interface, cell phone interface, or any smart appliance interface. Local language considerations for e-business and other enterprise Internet applications will be introduced. This course covers techniques for analyzing user needs, synthesizing user goals, and ensuring the completed application satisfies customer requirements.

TS5150 - Enterprise Application Testing (4 quarter credits). This course will take learners through an effective, step-by-step methodology for testing enterprise Internet applications. The course will focus on mission critical aspects of e-commerce Web-based applications, but the methodology can be applied to any Internet application. Learners will be introduced to the quality attributes of Web-based applications including interesting content, a unique product or service at a reasonable price, and swift and reliable fulfillment. Learners will gain an appreciation for the importance of systematic testing to facilitate continuous improvement in usability, performance, security, availability and interoperability. This course will give learners the tools and knowledge to ensure their enterprise Internet application satisfies the expectations of customers.

TS5151 - Quality Assurance (4 quarter credits). This class will present the practical application of quality assurance principles in technology. This course will present tools, techniques, quality improvement, and statistical processes for determining quality assurance. Real-world examples, cases, and

models will be examined to evaluate how to apply quality assurance in technology. Learners will explore industry standard quality assurance processes like the Software Engineering Institute (SEI) Capability Maturity Model (CMM) or the American Society for Quality (ASQ) Six Sigma. As a result of this course, learners will be able to compare quality principles with actual practices and will ultimately be able to apply these principles in technology professions and in their organizations.

TS5160 - Business Foundations (4 quarter credits). This course provides IT learners with a foundation of business concepts. Learners will analyze organizational structures, operational processes, and financial measures, as well as key business communication concepts and techniques. Successful completion of this course will help learners better understand how IT integrates with the enterprise as a whole through the analysis and application of fundamental business processes, theories, and techniques.

TS5230 - Evolving Legal Issues for IT Professionals (2 quarter credits). This course focuses on legal issues surrounding computer technologies and, in particular, the challenges posed to the computer professional. Researching current events and conducting Internet searches will be utilized to facilitate discussions in an ever-changing environment. Learners will choose the area of discussion that best suits their needs for professional growth. Learners will critically analyze a legal issue and prepare a case study related to copyright and trademark issues, privacy, governmental regulation, or ethics.

TS5250 - Overview of the eXtensible Markup Language (XML) (2 quarter credits). This course provides an in-depth overview of the eXtensible Markup Language (XML). Understanding the mechanisms behind XML is crucial to understanding its potential and effectively managing development projects that use it. Learners will be introduced to mechanisms that will help them develop the thought processes necessary to analyze the return on investment (ROI) of using this technology on a particular project. Topics include domain standards and how XML supports these standards. Learners will focus on the types of new applications that can effectively be implemented using XML and associated technologies.

TS5270 - Cyber Threats to Enterprise Security (2 quarter credits). This course is designed for IT managers, executives, network and system administrators, and other IT professionals that need to develop a working knowledge and vocabulary for assessing their organization's risk to hackers and cyber terrorists. This course will survey the key terms and concepts necessary for enterprise security, including the tools, techniques, and strategies that are most often used to break into networks and associated databases. Learners will become familiar with the basic steps that are used by these attackers. This course will provide learners with a framework for assessing an organization's security risk from attackers and creating an action plan.

TS5271 - Network Security Solutions for the Enterprise (2 quarter credits). This course is designed for network designers, system administrators, and other IT professionals who need to develop strategies and countermeasures for the various cyber threats to an enterprise network. This course will discuss current network security solutions to protect an organization from exposure internally (attacks from within) and externally (Internet). Specific strategies to guard against the most common intrusion will be discussed, including firewalls, gateways, and proxy servers. Authentication and encryption techniques will also be discussed. Case studies are used to better understand the impact of good security solutions. Lab exercises will be used to give learners experience with network security solutions. **Prerequisite(s): Learners should have a good knowledge of networking concepts OR have taken TS3151 - Fundamentals of Network Systems prior to taking this course.**

TS5280 - Advanced Java Practicum (2 quarter credits). This course provides learners with focused practice preparing for the SUN Certified Java Programmer and a SUN Certified Java Developer examinations. Learners are expected to have at least two years of Java programming experience and some formal training in Java before taking this course. These requirements can be met by the Capella courses listed as prerequisites for this course. Since the examinations for these certifications touch on a very broad spectrum of Java knowledge and experience, this course organizes this knowledge and helps learners refresh this knowledge to focus on topics likely to be included in the exams. Learners will also complete a Java application demonstrating mastery of GUI development (Swing), network interfaces (RMI), database usage (JDBC) and interfacing with existing code to prepare for the programming portion of the developer certification. **Prerequisite(s): TS5513 or equivalent experience upon school approval. Undergraduate learners may also take this course upon completing TS4812.**

TS5500 - Systems Analysis and Design (4 quarter credits). This course examines the process of analyzing and designing enterprise-wide systems. Although the focus is upon the traditional system development methods, alternative methods are also described. These alternative methods include object-oriented, rapid application development and joint applications development. Within the course, learners develop a variety of models including data, process, network, and object models. In addition, learners are exposed to application architectures and the design process. Various systems analysis and design tools are used as part of the process. Learners will develop skills to better understand how to specify and design systems that solve business problems and accomplish improvements in business processes.

TS5501 - Database Analysis and Design (4 quarter credits). This course introduces database analysis, database design, and N-tiered client server

database systems. Topics include database structures, data dictionaries, data analysis, normalization, and common database applications. Learners develop an application in a popular database system. Advanced discussion topics include database scripting (SQL), API interfaces, database connectivity technologies (ODBC/JDBC), concurrency control, database security, and data warehousing multi-dimensional databases and data mining methods that extract useful information from the data warehousing. A problem-based approach using SQL is used in this course.

TS5502 - Programming Strategies (4 quarter credits). This course provides a foundation for the learner interested in learning Java. The course will also explore the aspects of Java that make it one of the most popular and dynamic programming environments available to the IT professional. The course is hands-on, with numerous programming exercises to further develop programming skills. The course will cover Java programming syntax, Java concepts, data types and methods, classes and class hierarchies, Applet and application creation, Java Swing, error handling and exceptions, and introduce Java Database Connectivity (JDBC). **Prerequisite(s): TS5505 or some programming experience in C, C++, or Visual Basic, (etc.) upon school approval.**

TS5503 - Advanced Enterprise System Development (4 quarter credits). This course extends the topics covered in TS5110 by examining several mechanisms for interfacing with back-end databases, including Rapid Application Development (RAD) techniques, to support dynamically created Web content from server-side databases. This course covers Active Server Pages (ASP) and introduces Java Server Pages (JSP) and more advanced technologies supporting reusable business logic on the server. Enterprise Java Beans (EJBs) capabilities and contexts for use are also introduced. Distributed object technology are also explained and compared. The course also describes how extensible markup language (XML) is utilized for spontaneous data exchange between two Internet applications. In addition, this course covers mechanisms to improve performance of Internet applications. **Prerequisite(s): TS5110, TS5501, TS5502 or equivalent Java experience upon school approval.**

TS5504 - Wireless Web Design and Development (4 quarter credits). This course provides an overview of the evolving wireless technologies and the Wireless Application Protocol (WAP). WAP is the de facto worldwide standard for providing Internet communications and advanced telephony services on digital mobile phones, pagers, personal digital assistants, and other wireless terminals. Learners will use simulation software to design and debug wireless Web applications using wireless markup language (WML) or handheld device markup language (HDML) for Internet-enabled phones. This course provides an introduction to related technologies and includes an overview of mobile telephony architecture.

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TS5505 - Object-oriented Design and Development (4 quarter credits). This course introduces object-oriented analysis and design concepts using the Universal Modeling Language (UML) and the Java programming language. Sound practices for the design, construction, testing and debugging of object-oriented software applications are emphasized. Specific attention is given to the use of use cases as a means of describing behavioral software requirements. This course also introduces patterns and object-oriented architectures. A problem-based approach to object-oriented analysis and design concepts is used in this course.

TS5506 - Graphics and Multimedia (4 quarter credits). The course introduces graphics and multimedia technologies, as learners create a Web interactive animation project. Activities include illustrating with Flash, using animation techniques and special effects. Flash files produce resizable compact full-screen navigation interfaces, technical illustrations, long-form animations, and other dazzling site effects. Flash enables Web designers to import artwork from their favorite bitmap or illustration programs, apply transparency, create morphing effects, add interactivity and sound, and animate them over time. Unlike bitmapped images that are optimized for a single resolution, vector images can adapt to multiple display sizes and resolutions. This is ideal for displaying Web sites uniformly on set-top boxes, hand-held computers, or PCs. This course will also cover how to embed exported Flash movies into HTML documents for play in a browser. *Prerequisite(s): TS5110 or equivalent experience upon school approval.*

TS5507 - Network Technology (4 quarter credits). This course presents an overview of network technology. Learners consider video systems, local area networks, wide area networks, wireless systems, satellite communications, Internet and the World Wide Web, cable networks, and voice and data communications. Learners will also be introduced to Frame Relay, DSL, ATM, SONET, and the OSI Model. The course will focus on understanding the impact of network technologies on the performance of Web-based applications, including security, privacy, and reliability. Learners completing this course will develop competencies associated with the Cisco Certified Network Associate (CCNA) certification.

TS5508 - Enterprise System Security (4 quarter credits). This course provides an overview of network security and information systems. This course is geared for the information technology professional tasked with establishing security strategies to protect their organization from exposure to the Internet, or the IT professional who needs to design applications that enable data security, privacy, and confidentiality. The course presents strategies to guard against hackers and forms of viruses, examines firewalls and gateways, and explores authentication and encryption techniques. The course also covers a list of the most often used methods for attacking a network system and how to defend against them. Case studies are used to better understand the impact of poor security on an enterprise.

TS5509 - Legal Considerations in Information Technology (4 quarter credits). This course focuses on the legal issues surrounding computer technologies and in particular the challenges posed to information technology professionals by the growth of the Internet and the Web. Topics include intellectual property issues such as copyright and trademark issues, privacy, governmental regulation and ethics. Learners will analyze a variety of problem-based scenarios to develop an understanding of their legal responsibilities as computer professionals.

TS5510 - Ethical Considerations in Technology Applications (4 quarter credits). This course uses specific case examples and projects to explore the ethical and human dimensions of information technology within organizations and in relationships with customers, partners, and society. Human factors in information technology will be studied considering a technologist's impact in the work place and his/her responsibilities regarding the decision-making process.

TS5511 - Organizational Impacts to Technology Adoption (4 quarter credits). This course examines integration of technology with business and organizational realities, highlighting areas of leadership, business models, organizational change, roles and responsibilities, and organizational norms. Learners begin to understand the organizational/ business requirements necessary to develop technology and to be able to more effectively lead the development and adoption of new enterprise-wide systems within the organization. IT professionals must understand the organizational aspects as they design/develop new IT systems or they run the risk of developing systems that will never be adopted. This course focuses on managing a technology that already exists. Through a case study method, this course incorporates an analysis of organizational culture, an important first step in the technology adoption process.

TS5512 - Enterprise System Integration (4 quarter credits). This course surveys the critical technology tips and strategies for integrating large enterprise systems. The course will provide a rich blend of research knowledge and practical experience from respected consultants and IT professionals. The course will provide the learner with a number of effective solutions to real-world problems associated with system integration technologies and methodologies. The course will focus on the importance of aligning strategies, processes, and information technologies, as well as understanding current and future architecture frameworks.

TS5513 - Advanced Programming Strategies (4 quarter credits). This course extends the topics discussed in TS5502 by covering several advanced features of Java programming. It is intended for learners who understand the fundamental Java programming concepts and who now want to explore some of the advanced Java programming topics. The primary focus of this course is on the advanced features and libraries of the Java2 platform; this knowledge is essential to

programming in the application server environment. The learner will be able to create a client-server Java application utilizing remote method invocation (RMI) and a Swing-based applet interface. *Prerequisite(s): TS5502 or equivalent experience upon school approval.*

TS5514 - Advanced Graphics and Multimedia (4 quarter credits). This course builds competencies for developing Web sites containing more complex, interactive, and interesting multimedia features by integrating theory with practice. This course assumes experience in Web site design and with multi-media tools like Flash, Fireworks, and Photoshop. This course will extend the learner's capability of using these techniques and tools through the development of a business-quality Web site. Learners will be able to use the theory behind vector graphic and image manipulation to more effectively utilize these techniques. Vector graphic techniques will be utilized to pre-process images for use in Flash-supported Web pages. Learners will import several types of multimedia artworks into Flash to create interesting animated Web pages. Learners will learn how to create interactive movies that let the user control aspects of the movie presentation. Since this is a graduate level class, learners will be encouraged to explore other areas of computer graphics and multimedia technology as they relate to Web site development. *Prerequisite(s): TS5506 or significant experience in Web site development, including experience with Flash, Fireworks, Photoshop, and other image processing tools upon school approval.*

TS5515 - Advanced Wireless and Mobile Development (4 quarter credits). Mobile Web interfaces are maturing and becoming readily more available. This course emphasizes how aspects of Web technology (XML, XHTML, and JSP) are used to support interactive wireless Web applications. The wireless application protocol (WAP) will be presented in detail including current news on latest changes to this developing industry standard. Learners will explore how Web markup language (WML) and WMLScript are utilized to create an interactive Web telephony application (WTA). The use of Web transport layer security (WTLS) and its importance in developing secure wireless application will be explored. The remainder of the class will be devoted to server side support of wireless applications. Aspects of Servlet/JSP that are relevant to WAP will be explored, particularly the unique support for session management. The learner will use XSLT to transform XML documents into WML to create WAP supported Web pages. Learners will work through a number of computer labs to reinforce the above concepts. *Prerequisite(s): TS5503 and TS5504 or equivalent experience upon school approval.*

TS5516 - Client Server Architecture and Design (4 quarter credits). This course focuses on the networking concepts and skills necessary to plan, install, configure and manage a local area network (LAN). Other topics covered in this course include security, printing, and troubleshooting. Upon

completion, learners will have a solid understanding of network administration at the LAN level. In addition, learners will be able to take one of the industry certification exams. Basic understanding of networking concepts is required prior to taking this course.

TS5517 - Network Enterprise Architecture and Design (4 quarter credits). This course is a continuation of TS5516 focusing on the enterprise network. Topics in this course include designing Wide Area Networks (WANs), directory services, connectivity issues and procedures, remote access, network traffic management, network security and monitoring multi-protocol wide area networks. Upon completion, learners will have a solid understanding of network administration at the WAN. In addition, learners will be able to take one of the industry certification exams.

TS5518 - Advanced Network Technology – Routing (4 quarter credits). This course is a continuation of TS5507, focusing on designing wide area networks at the advanced level and focusing on planning and configuring large scalable networks based on multi-protocol Internet works. Upon completion, learners will have a solid understanding of implementing, designing, and configuring large scalable networks using queuing, tunneling, route distribution, route maps, BGP, EIGRP, OSPF, and route summarization. In addition, learners will be able to take one of the industry certification exams. It is recommended that learners earn certification as a Cisco Certified Network Associate (CCNA) prior to registering for this course.

TS5520 - Operation System Theory and Application (4 quarter credits). This course provides the learner with a sound foundation in operation system principles. The concepts of resource management, scheduling, and concurrency management and device management will be covered. The mechanisms used to support network interfaces including interfaces to the Internet and LANs will also be introduced. The concepts of administering an operating system will be discussed to provide an understanding of user access and operating system security. Finally, the concept of operating system performance issues will be discussed to provide an understanding of the importance of operating system configuration upon application performance. Examples will be provided both from Unix-based and Windows-based operating systems. At the conclusion of the course, learners will be able to compare how each system implements the key concepts listed above to be able to determine the applicability of the system to an operational environment.

TS5521 - Advanced Network Technology – Switching (4 quarter credits). This course is a continuation of TS5507 and focuses on advanced multiplayer switching technologies and techniques that are used by some of the major telecommunication companies to provide advanced switch configuration, Spanning Tree Protocol(STP) implementation, and Virtual Private Networks (VLANs). In addition, learners will be able

to take one of the industry certification exams. It is recommended that learners earn certification as a Cisco Certified Network Associate (CCNA) prior to registering for this course.

TS5522 - Advanced Network Technology – Remote Access (4 quarter credits). This course is a continuation of TS5507 and focuses on the advanced technologies and techniques that are being used to plan, design, implement, configure, and monitor remote access and dial-up techniques to provide remote connectivity using PPP, ISDN, Frame Relay, and authentication. In addition, learners will be able to take one of the industry certification exams. It is recommended that learners are certified as a Cisco Certified Network Associate (CCNA) prior to registering for this course.

TS5523 - Advanced Network Technology – Troubleshooting (4 quarter credits). This course is a continuation of the TS5507 and focuses on the advanced troubleshooting skills and techniques that are used on large scalable and multi-protocol Internet works. Special emphasis will be applied on troubleshooting Ethernet, Token Ring, routing, routed, ISDN, PPP, Frame Relay, VLAN, and WAN networks and protocols. In addition, learners will be able to take one of the industry certification exams. It is recommended that learners earn certification as a Cisco Certified Network Associate (CCNA) prior to registering for this course.

TS5524 - Advanced Project Management (4 quarter credits). This course focuses on advanced project management topics and techniques for successful projects. An initial assessment of the learner's project management competencies and skills will be conducted along with the establishment of a professional development plan. The course will provide an in-depth look at scope, time, cost, and quality management based upon a real-world case study scenario. Attention will be paid to the process of joint project planning sessions to increase the effectiveness of project planning. Learners will discover the importance of properly recruiting, organizing, and managing the project team. Techniques will be discussed to help keep projects on track through proper monitoring, control, and closeout methods. The course will provide tools that the project manager may use throughout their professional careers.

TS5525 - Project Risk Management (4 quarter credits). This course addresses the important elements of risk management, including risk planning, identifying risk, quantifying risk, impact analysis, development of appropriate responses, and risk control. Learners will gain an appreciation of the systematic process of identifying, analyzing, and appropriately responding to project risk. The course will look at the probability and consequences of maximizing positive events and minimizing the probability and consequences of negative events. Learners will have a better understanding of risk and how to appropriately apply it to projects.

TS5526 - Leadership and Human Resource Management (4 quarter credits). This course focuses on organizational planning, staff acquisition, and team development, which includes assigning project roles, responsibilities, and reporting relationships, staffing, motivation, leadership, team development, and conflict resolution. Learners will gain an understanding of the processes required to make effective use of people and resources on a project. The relationship between human resource management and project management will be explored along with how it relates to the project life cycle. Techniques will be covered regarding interfacing with project stakeholders, designing effective organizational structures, dealing with conflict on projects, communication, and managing stress. Practical self-assessment exercises will be used to determine learners' communication, conflict resolution, and leadership styles in addition to power orientation, personality type, and motivation to manage.

TS5527 - Procurement Management (4 quarter credits). This course presents the major processes used in project procurement management, including: planning, solicitation, source selection, contract administration, and contract closeout. Each area of the procurement process will be reviewed sequentially and salient points discussed. Procurement management will be considered from the perspective of the buyer and seller relationship, which includes the processes required to obtain goods and services based upon project scope. Other project management areas that relate to procurement management will be discussed.

TS5528 - Project Integration Management (4 quarter credits). This course introduces the learner to key components for project integration management and the processes required to ensure that elements of a project are properly coordinated. Learners will be challenged to look for ways to bring excellence to their projects. The role of the project manager as an integrator will be discussed along with the tradeoffs among competing objectives and alternatives. The need for a project management strategy and an understanding of stakeholder identification and analysis will be discussed. The importance of a comprehensive approach to change control will be reviewed and highlighted. Learners will gain an understanding of overall project management, including successful project implementation, systems thinking, problem solving, and the skills, roles, and expectations of project managers.

TS5529 - Component Development – Java Framework (4 quarter credits). This course introduces the key concepts supporting Web enterprise component development through an examination of the key features of Java 2 Enterprise Edition (J2EE), a framework for developing reusable and portable enterprise components. Learners study the architecture of J2EE to understand key components for creating applications. Learners will create a servlet based application supported by an industry standard

Graduate Course Descriptions, continued

application server utilizing a JSP based user interface. Learners will understand how XML is used to configure an enterprise component application and explore the main types of EJBs and when and where to use them. The concepts of security relative to enterprise components will also be discussed. Learners completing this course will develop competencies associated with the Sun certified Web component developer for J2EE platform certification and the enterprise architect for J2EE technology certification. **Prerequisite(s): TS5503 and TS5513 or equivalent experience upon school approval.**

TS5530 - Component Development – Microsoft Framework (4 quarter credits). This course will examine the architecture of .NET and also explore how applications utilize this architecture to create .NET enabled applications. The Microsoft .NET technology will become the backbone of Microsoft's network solutions and development environment. Migration from COM to .NET will be discussed including its enhanced support for the object-oriented programming model. Also, the impact of .NET on current Microsoft technologies will be explored. .NET Web Services will be presented clarifying its role in supporting Web application development. Learners gain experience with ASP.NET to create a .NET enabled Web application. C# examples will be presented in light of its support for .NET. **Prerequisite(s): TS5503 or equivalent experience upon school approval.**

TS5531 - Security Management Practices (4 quarter credits). This course, which includes aspects from the disciplines of networking, database management, and project management will enable IT professionals to identify, develop, and implement security policies for an information system and its physical environment (i.e. network interface). Essential to this is operations security. Legal and investigative concepts regarding information security will be discussed as well as the necessity for network and physical security. This class will cover proactive practices including business continuity planning (BCP) and disaster recovery planning in order to maintain information integrity. This course also explores areas of operations security.

TS5532 - Secure System Development and Cryptology (4 quarter credits). Applications and the operating systems supporting them must be designed securely to protect access to enterprise data. Communications between these systems also must occur securely to prevent unauthorized access to the data or corruptions of the data. This course will explore the key concepts of operating system and application design from the perspective of security and emphasize the importance of securing database access. It will also illustrate the importance of software development and maintenance processes that impact security. Further, this course analyzes how cryptography addresses the principles, means, and methods of disguising information to ensure its integrity, confidentiality, and authenticity. **Prerequisite(s): Learners should understand basic algorithm construction.**

TS5540 - Introduction to XML and Web Services (4 quarter credits). This course provides a comprehensive overview of the eXtensible Markup Language (XML) and the fundamental technologies that underlie Web services. Understanding the mechanisms behind XML and Web services is crucial to understanding its potential and effectively implementing these technologies. Learners will create XML documents, schemas, and stylesheets for transforming XML. In addition, learners will discover how to create SOAP messages and integrate services through various Web Service technologies such as WSDL. **Prerequisite(s): TS5503 (Advanced Enterprise System Development) or equivalent server-side development knowledge and intermediate-level programming knowledge in a programming language such as Java, C#, C++, or Perl (i.e., TS 5513 Advanced Programming Strategies) upon school approval.**

TS5590 - Web Development and Networks (4 quarter credits). This course will enable learners with little prior IT knowledge to understand fundamental concepts of IT and be prepared for future courses in the program. It is crucial to understand the role of the Web and Web-based applications in today's business environment. It is also essential to understand how business and data communications are supported through network devices and software. This course provides an overview of Web applications and how they are utilized to support business needs. It also presents the basic concepts of computer networks and an overview of various methods of creating and supporting internal and external computer networks. In both areas learners will be able to compare various options in Web application development or networks and select the most appropriate solution.

TS5591 - Programming and Database Systems (4 quarter credits). This course will enable learners with little prior IT knowledge to understand fundamental concepts of IT and be prepared for future courses in their program. It is crucial to understand the role of software development in today's business environment. It is also essential to understand how data is managed, accessed, and utilized in decision-making processes. An overview of the basic concepts of the software development process is presented. Learners will become familiar with programming through updating existing applications in an industry standard programming language (i.e., Visual Basic). This course also provides an overview of database principles enabling the learner to construct a simple database and access its information through an application interface. Learners will modify existing programs to access a database and develop useful reports. In both areas, learners will be able to compare various options in application development and database technology to select the most appropriate solution for their business environment.

TS5899 - Special Topics in Technology (4 quarter credits). This course enables learners to propose and conduct a study of special topics of interest related to information technology. Appropriate course topics address an area of study that complement the learner's past experience and learning objectives. The results of the study must exhibit a graduate-level mastery of the topic area. **Special permission is required for registration.**

TS5990 - Integrative Project (4 quarter credits). This course enables learners to demonstrate proficiency in integrating learning from their course work at Capella University. Learners prepare a project plan that includes proposed topic area, deliverables, dates when they will be completed, and the associated learning that will be exhibited. Upon approval from their instructor, learners execute their project plans. The learner will record weekly status on their progress, issues, key decisions, and learning. At the conclusion of the course, learners complete their projects and summarize their results on their Capella University Web sites. Learners should plan to take TS5990 during their last quarter. **Cannot be fulfilled by transfer.**

Colloquia and Residencies

COL-R5921 - MS Colloquium Track I. The first master's residential colloquium is the initial track of the residency sequence and should be completed during the first two quarters of enrollment.

COL-R5922 - MS Colloquium Track II. The second colloquia will be taken approximately during the second year of enrollment (master's learners completing in fewer than three years may take their colloquia more closely together, the second colloquium near the midpoint of their programs).

COL-R5923 - MS Colloquium Track III. The third colloquia will be taken approximately during the third year of enrollment (master's learners completing in more than three years may take their colloquia more closely together).

COL-R8921 - PhD Colloquium Track I. Track I is taken before completing 56 earned and transferred credits. Learners are strongly encouraged to complete this colloquium within their first quarter of enrollment.

COL-R8922 - PhD Colloquium Track II. Track II is taken as learners are completing 57-72 credits, while they are immersed in their required course work.

COL-R8923 - PhD Colloquium Track III. Track III is taken while learners are completing 73-96 credits (for HASOP learners, 73-95 credits). Since the final 24 (or 25) credits earned in the doctoral program are tied to the completion of the comprehensive examination and dissertation, Track III prepares learners for their comprehensive examination questions, for completing their dissertations, and for life after graduation.

Harold Abel School of Psychology Academic Residencies

Academic residencies are required of all PsyD learners, master's learners in Clinical Psychology, Counseling Psychology, and School Psychology, and specialist certificate learners in School Psychology. There is no credit attached to the residencies.

PSY-R6300 - Clinical Psychology Year-in-Residence Extended Seminar I (weeks 1 and 2). The Clinical Year-in-Residence, for Clinical track PsyD learners only, begins with the opening weekend (see Psy-R 6301), and the first two-week extended seminar. The extended seminar provides learning resources and experiences that support training needs in Clinical Psychology and fulfill residency requirements. The extended seminar includes a variety of formal and informal activities designed to orient and socialize learners to the Harold Abel School of Psychology, Capella University, and to Clinical Psychology. They provide a stimulating learning environment and help learners to think critically. The extended seminar plays an important role in socializing learners into the profession of psychology. The extended seminar offers plenary presentations and lectures; small labs designed to offer training in basic individual interviewing skills and empirically supported treatments and in psychological testing skills. There are opportunities for individual mentoring and advising, specialization and school meetings, social and networking activities, and other interactive learning activities. Learners and faculty have the opportunity to hear guest speakers, attend evening programs, and engage in social activities. Development of the learner's cohort (which remains together for the remainder of the year-in-residence) begins at the extended seminar. Computer labs and library facilities are available to learners. This residency is taken by all PsyD learners in the Clinical specializations.

PSY-R6310 - Clinical Psychology Year-in-Residence Extended Seminar II (weeks 1 and 2). The Clinical Year-in-Residence closes with the second two-week extended seminar, held after Psy-R 6309. This extended seminar continues developing the learner's professional identity as a clinical psychologist. In addition to plenary presentations and lectures, the learners in the year-in-residence make short professional presentations to their peers, continue training in empirically supported assessment and treatment approaches, and present their portfolios to a committee of the clinical faculty. Successful presentation of the portfolio (the learner's record of their achievements in the Harold Abel School of Psychology to date) is required for passing the year-in-residence, and must be completed before making application for internship. Computer labs and library facilities are available to learners. There are workshops to prepare learners for the comprehensive examination, dissertation research, and the internship. This residency is taken by all PsyD learners in the Clinical specialization.

PSY-R6320 - Counseling Psychology Year-in-Residence Extended Seminar I (weeks 1 and 2). The Counseling Year-in-Residence, for Counseling track PsyD learners only, begins with the opening weekend (see Psy-R 6321), and the first two-week extended seminar. The extended seminar provides learning resources and experiences that support training needs in Counseling Psychology and fulfill residency requirements. The extended seminar includes a variety of formal and informal activities designed to orient and socialize learners to the Harold Abel School of Psychology, Capella University, and to Counseling Psychology. They provide a stimulating learning environment, and help learners to think critically. The extended seminar plays an important role in socializing learners into the profession of psychology. The extended seminar offers plenary presentations and lectures; small labs designed to offer training in basic individual interviewing skills and empirically supported treatments, and in psychological testing skills. There are opportunities for individual mentoring and advising, specialization and school meetings, social and networking activities, and other interactive learning activities. Learners and faculty have the opportunity to hear guest speakers, attend evening programs, and engage in social activities. Development of the learner's cohort (which remains together for the remainder of the year-in-residence) begins at the extended seminar. Computer labs and library facilities are available to learners. This residency is taken by all PsyD learners in the Counseling specialization.

PSY-R6330 - Counseling Psychology Year-in-Residence Extended Seminar II (weeks 1 and 2). The Counseling Year-in-Residence closes with the second two-week extended seminar, held after Psy-R 6329. This extended seminar continues developing the learner's professional identity as a counseling psychologist. In addition to attending plenary presentations and lectures, the learners in the year-in-residence make short professional presentations to their peers, continue training in empirically supported assessment and treatment approaches, and present their portfolios to a committee of the Counseling faculty. Successful presentation of the portfolio (the learner's record of their achievements in the Harold Abel School of Psychology to date) is required for passing the year-in-residence, and must be completed before making application for internship. Computer labs and library facilities are available to learners. There are workshops that prepare learners for the comprehensive examination, dissertation research, and the internship. This residency is taken by all PsyD learners in the Counseling specialization.

PSY-R6340 - School Psychology Year-in-Residence Extended Seminar I (weeks 1 and 2). The School Psychology Year-in-Residence, for master's learners in School Psychology only, begins with the opening weekend (see Psy-R 6341) and the first two-week extended seminar. The extended seminar provides learning resources and experiences that support training needs in School Psychology and fulfill residency requirements. The

extended seminar includes a variety of formal and informal activities designed to orient and socialize learners to the Harold Abel School of Psychology, Capella University, and to School Psychology. They provide a stimulating learning environment, and help learners to think critically. The extended seminar plays an important role in socializing learners into the profession of psychology. The extended seminar offers plenary presentations and lectures; small labs designed to offer training in basic individual interviewing skills and empirically supported treatments and in psychological testing skills. There are opportunities for individual mentoring and advising, specialization and school meetings, social and networking activities, and other interactive learning activities. Learners and faculty have the opportunity to hear guest speakers, attend evening programs, and engage in social activities. Development of the learner's cohort (which remains together for the remainder of the year-in-residence) begins at the extended seminar. Computer labs and library facilities are available to learners. This residency is taken by all master's learners in the School Psychology specialization.

PSY-R6350 - School Psychology Year-in-Residence Extended Seminar II (weeks 1 and 2). The School Psychology Year-in-Residence closes with the second two-week extended seminar, held after Psy-R 6347. This extended seminar continues developing the learner's professional identity as a school psychologist. In addition to plenary presentations and lectures, the learners in the year-in-residence make short professional presentations to their peers, continue training in empirically supported assessment and treatment approaches, and present their portfolios to a committee of the School Psychology faculty. Successful presentation of the portfolio (the learner's record of their achievements in the Harold Abel School of Psychology to date) is required for passing the year-in-residence, and must be completed before making application for internship. Computer labs and library facilities are available to learners. This residency is taken by all specialist certificate learners in School Psychology.

PSY-R6061 - Psychology PhD Colloquium Track I. Through the residential colloquia, Capella learners gain a stronger sense of academic community by networking and discussing course work, projects, and research issues face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of critical thinking and integrates knowledge to professional and research issues. Track I offers basic or introductory workshops in the following six content areas:

Area 1: Developing the scholar-practitioner

Area 2: Critical analysis skills

Area 3: Research skills

Area 4: Professional communication skills

Area 5: Development of learning communities

Area 6: Psychology-specific content and offerings

Graduate Course Descriptions, continued

PSY-R6062 - Psychology PhD Colloquium Track II.

Through the residential colloquia, Capella learners gain a stronger sense of academic community by networking and discussing course work, projects, and research issues face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of critical thinking and integrates knowledge to professional and research issues. Track II offers intermediate workshops in the following six content areas:

Area 1: Developing the scholar-practitioner

Area 2: Critical analysis skills

Area 3: Research skills

Area 4: Professional communication skills

Area 5: Development of learning communities

Area 6: Psychology-specific content and offerings

PSY-R6063 - Psychology PhD Colloquium Track III.

Through the residential colloquia, Capella learners gain a stronger sense of academic community by networking and discussing course work, projects, and research issues face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of critical thinking and integrates knowledge to professional and research issues. Track III offers advanced workshops in the following six content areas:

Area 1: Developing the scholar-practitioner

Area 2: Critical analysis skills

Area 3: Research skills

Area 4: Professional communication skills

Area 5: Development of learning communities

Area 6: Psychology-specific content and offerings

PSY-R6161 - Psychology MS Colloquium Track I.

Through the residential colloquia, Capella learners gain a stronger sense of academic community by networking and discussing course work, projects, and research issues face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of critical thinking and integrates knowledge to professional and practice issues. Track I offers basic or introductory workshops in the following content areas: effective interviewing skills and skills in psychological assessment (administration and scoring of Wechsler series).

PSY-R6162 - Psychology MS Colloquium Track II.

Through the residential colloquia, Capella learners gain a stronger sense of academic community by networking and discussing course work, projects, and research issues face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of critical thinking and integrates knowledge to professional and research issues. Track II offers intermediate workshops in the following content areas: counseling and psychotherapy interventions; psychological testing skills (including tests of achievement and adaptive functioning); and group counseling skills.

PSY-R6163 - Psychology MS Colloquium Track III.

Through the residential colloquia, Capella learners gain a stronger sense of academic community by networking and discussing course work, projects, and research issues face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of critical thinking and integrates knowledge to professional and research issues. Track III offers advanced workshops in the following content areas: psychological assessment skills (including test selection and interpretation) and ethical applications and solutions.

Harold Abel School of Psychology Weekends-in-Residency Courses

PSY-R6341-PSY-R6344. The weekends-in-residence introduce master's learners in School Psychology to content and competencies related to the online specialization courses in their degree programs.

PSY-P6345-PSY-R6347. The weekends-in-residence introduce School Psychology specialist certificate learners to content and competencies related to the online specialization courses in their degree programs.

Continuing Education Courses (Harold Abel School of Psychology)

Continuing Education Credits: Capella University is approved by the American Psychological Association to offer continuing education for psychologists. Capella University maintains responsibility for the programs. Courses which provide this education are offered by the Harold Abel School of Psychology and are awarded CE credit rather than quarter credit. The number of CE credits awarded is indicated with the course descriptions and will not appear on the learner's academic transcript. A certificate of completion is available from the Harold Abel School of Psychology.

PSY5001 - Parenting Skills for Busy Professionals (15 CE credits). Develop effective parenting skills based on current theory and research. Explore the needs of children and adolescents, the components of effective parenting, styles of communication, practical skills necessary for healthy relating to children and teens, and ways of building parent self-confidence. This course is appropriate for parents, educators, teachers and counselors.

PSY5003 - Stepfamilies in Therapy: Systemic Interventions with Children, Families and Adults (15 CE credits). In the next 20 years, it is estimated that more children will be living in nontraditional households, many of which will include blended families. Understand the role of culture, gender, and ethnicity associated with early, middle and later stages of the stepfamilies' blending process.

PSY5011 - Coaching Skills: Helping Others to Be More Effective (15 CE credits). Professional coaching is part counseling, consulting, and training. Explore this emerging profession-philosophy, theory and techniques, and ethical issues. Learn how to develop a coaching practice in various settings.

PSY5013 - Sport Psychology – Performance Enhancement and Leadership Skills (10 CE credits). The growing field of sport psychology provides practice opportunities for many clinicians looking to expand their professional niche. This course provides an overview of the field of sport psychology and the ways in which principles of leadership training and performance enhancement can be adapted to this area.

PSY5021 - Mind/Body Psychology (15 CE credits). This course will review the complex but fascinating relationships between mind and body. How these dynamic relationships interact to impact physical and emotional health will be explored. Topics to be covered include the role of stress in disease, including chronic and traumatic stress; the role and function of somatic symptoms and the various theories to interpret these symptoms; depression and its biological and psychological precursors and the various treatments for depression; and the role of psychological interventions for treatment of medical problems. Some of the interventions to be covered are psychotropic medication, relaxation training, self-help groups, health promotion, nutritional interventions, and "alternative" treatments.

Continuing Education, continued

PSY5030 - Methadone Maintenance Treatment (15 CE credits). Methadone is a controversial medication used to treat opiate addiction. In this course learners will gain a better understanding of the development, use and future of methadone maintenance treatment, the pros and cons of its use, and how a practice can be affected by this medication. Practitioners involved in the treatment of addictions need to be fully aware of why methadone is used and how it can be an adjunct to traditional therapies.

PSY5032 - Relapse Prevention – Substance Abuse Interventions for Sustained Abstinence (15 CE credits). Relapse is a common phenomenon in addiction treatment and a large percentage of those currently in treatment will relapse within one year. Given the magnitude of the problem, clinicians need to understand the latest research explaining failures to sustain abstinence. Treatments to prevent relapse will be thoroughly covered. Through this course, learners will understand why relapse prevention is different from a general primary treatment approach. They will become familiar with current relapse models and how they apply to a practice.

PSY5040 - Developing a Rural Mental Health Practice (15 CE credits). Rural mental health practices contain challenges unique to the setting. This course helps the clinician quickly assimilate into the rural setting and establish a successful practice. Clinicians will learn how sensitivity to social mores and values in a particular community can be used to gain faster acceptance. Learners will gain the necessary understanding of social and professional boundary issues that will help avoid complicated ethical issues often stemming from dual relationships. Finally, the course explains how to establish the collaborative relationships that result in a stable and consistent referral base.

PSY5050 - Forensic Examiners: Specialty Guidelines Defining the Ethics, Roles, and Boundaries (15 CE credits). Conducting forensic evaluations requires specialized knowledge regarding ethical issues, the clinician's role in the courtroom, and the need for clear professional boundaries. In the past several years, ethics boards have received an increased number of complaints against psychologists and other clinicians regarding their testimony in the courtroom. This course provides the necessary guidelines to conduct effective forensic evaluations and addresses the potential pitfalls faced by all forensic evaluators as they conduct their assessments and prepare their reports.

PSY5051 - Emerging Issues in Professional Ethics (15 CE credits). This course reviews the ethical principles to which mental health providers adhere and discusses related trends, current issues, and practical suggestions for ethical practice. Issues discussed will include dual relationships, the impaired colleague, professional risk management, incorporation of individual differences into professional practice, sensitivity to diversity issues, and the ethics of supervision.

PSY5062 - Diversity Issues: Effective Clinical Work with Patients from other Cultures and Ethnic Backgrounds (15 CE credits). America is becoming an increasingly diverse society. As a result, providers of mental health services will be called upon to treat individuals from a wide range of cultural and ethnic backgrounds. This course emphasizes the need for cultural sensitivity when providing therapeutic services. Issues to be addressed include the role of culture-specific programming, special issues and needs of cultural subgroups, and psychological approaches to working with culture-specific issues.

PSY5101 - Online Teaching and Training in Professional Psychology (15 CE credits). This course offers an introduction to the pedagogy of online teaching in adult graduate education in an online format. Issues related to the impact of technology on the academy, the role of a faculty member, and the relationship between faculty and learners will be explored. Learners will also explore how their own approach to teaching can be transferred to the online environment.

PSY5102 - Mentoring Graduate Students in Professional Psychology (15 CE credits). This course explores how technology impacts the relationship between faculty mentors and adult learners in graduate school. Through the understanding and application of adult developmental theory, learners in this course explore strategies to help mentees maintain the motivation necessary to meet their educational and professional goals. Specific focus is placed on working with mentees through the comprehensive examination and dissertation process at a distance.

PSY5104 - Competency-Based Curriculum Development in Professional Psychology (15 CE credits). By taking this course, learners will gain the skills needed to develop on-line courses using a competency-based model. The thoughtful integration of competence, course goals, and learning objectives with course readings and activities helps ensure success in any learning environment, but is essential to success in adult, graduate distance education programs in professional psychology. Learners will have the opportunity to develop the overall curricular design of a course, as well as completing all aspects of at least one instructional unit. **Prerequisite(s): PSY5101.**

PSY5105 - Experience in Online Graduate Teaching in Professional Psychology (15 CE credits). The opportunity to teach online, under the tutelage of an experienced faculty member, is central to developing skills as an online graduate faculty member. Learners in this course will be paired with experienced faculty and be given the opportunity to team teach sections of courses over a five-week period. Through working with their faculty tutors and participating in course discussion, learners will gain first-hand knowledge of the effectiveness of their online teaching styles as well as experience at being mentored at a distance. **Prerequisite(s): PSY5101.**

PSY5405 - Using the Myers-Briggs Type Indicator in Business and Consulting (15 CE credits). This course will review the interpretation of the subtypes of the Myers-Briggs, the theory and research supporting this instrument, and relevant ethical issues. Learn how to effectively use the Myers-Briggs Type Indicator in a variety of applied settings including team building, work place and career counseling, leadership evaluations, and conflict management.

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

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William Percy, PhD, LP, LMFT

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2004-2005 University Catalog, Volume 04-05, No. 1

Catalog Addendum

Effective October 4, 2004

Page 48 - School of Education Degree Programs

The following new specializations have been added in the School of Education.

Master of Science (MS) in Education

K-12 Specializations

Advanced Classroom Instruction

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

Ten Required Courses + Lab 44 quarter credits

Core courses:

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

Specialization courses:

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

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

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

- ED5515 Action Research for Teacher-Leaders
- ED5502 Learning Theory and Instructional Practice
- ED5533 Curriculum Mapping: Reflection and Practice
- ED5523 Inquiry-Based Curriculum and Resources for Elementary Science Teachers
- ED5508 Research and Best Practices in Mathematics Instruction

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

- ED5515 Action Research for Teacher-Leaders
- ED5502 Learning Theory and Instructional Practice
- ED5533 Curriculum Mapping: Reflection and Practice
- ED5538 Curriculum and Instruction: Program Evaluation

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

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

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

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

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

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

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

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

One Elective Course 4 quarter credits

Choose any graduate-level course.

Total 48 quarter credits

Admission to the Advanced Classroom Instruction specialization requires learners to complete and submit the Capella University School of Education Certification of Teaching Licensure form located at www.capella.edu/aspscripts/schools/TeachingLicensure.pdf.

Curriculum and Instruction

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

Ten Required Courses + Lab 44 quarter credits

Core courses:

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

Specialization courses:

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

One Elective Course 4 quarter credits

Recommended elective courses:

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

OR choose any graduate-level course.

Total 48 quarter credits

Admission to the Curriculum and Instruction specialization requires learners to complete and submit the Capella University School of Education Certification of Teaching Licensure form located at www.capella.edu/aspscripts/schools/TeachingLicensure.pdf.

Continued

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

Leadership in Educational Administration

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

Eleven Required Courses + Lab 48 quarter credits

Core courses:

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

Specialization courses:

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

Total 48 quarter credits

Learners seeking endorsement for K-12 principal licensure must take both ED853 and ED854. Learners seeking elementary or secondary licensure should take the corresponding course.

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

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

Page 87 - Graduate Course Descriptions

The following courses have been added in the School of Education. During their first quarter, learners entering the three education specializations introduced in this addendum may enroll in only one course, ED5007.

ED5007 - Foundations of Educational Leadership (6 quarter credits). This introductory course focuses on the competencies essential to Capella learners who as teachers and administrators assume leadership roles in the improvement of student achievement. Learners are introduced to concepts fundamental to, and integrated throughout, their entire program including reflective practice, the role of the practitioner-scholar, critical thinking, data-driven decision making, educational leadership, and the role of instructional technology in twenty-first century education. In addition, learners are introduced to the process of building their Capella University portfolio.

ED5500 - Standards-Based Curriculum, Instruction, and Assessment (4 quarter credits). This course examines the impact of state learning performance standards on the planning of curriculum, assessment, and instruction. Learners will design instruction using research-based curriculum planning and instructional models. Emphasis will be on the connections between assessment and planning of instruction and on basic testing and measurement concepts such as validity and reliability.

ED5501 - Assessment and Improvement of Instruction (4 quarter credits). This course develops skills in planning, analyzing, and reflecting on teaching that will lead to improvement in instruction. The course focuses on research-based professional teaching standards and on strategies to improve instruction, including collaborative feedback processes. Learners will practice observing and assessing classroom instruction, including their own.

ED5502 - Learning Theory and Instructional Practice (4 quarter credits). This course focuses on current research in cognition, emotion, and the brain and the implications for instructional practice. Learners will apply theory by implementing strategies for recognizing differences among learners, including giftedness, and meeting learner needs through differentiated instruction.

ED5503 - Classroom Management Strategies (4 quarter credits). This course focuses on skills for creating classroom environments that maximize the opportunity for each student to learn. Learners will apply current strategies for managing a wide range of diverse and challenging behaviors. Special emphasis will be given to the roles and responsibilities of teachers under the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), and Section 504 legislation, including knowledge of the rights and responsibilities of students, parents, and teachers regarding success for all learners.

ED5504 - Strategies for Eliminating the Achievement Gap (4 quarter credits). This course addresses differences in student achievement due to racial, cultural, gender, and language differences. The course will examine current research and best practices with a focus on identifying those practices and instructional strategies most likely to eliminate achievement disparities.

ED5506 - Standards and the K-12 Mathematics Curriculum (4 quarter credits). This course examines the national, state, and local standards that shape mathematics curriculum and instruction in the K-12 classroom. Capella learners will identify, describe, classify, and differentiate these standards and demonstrate their use in planning and implementing instruction and assessment.

ED5507 - The Art of Planning Mathematics Instruction (4 quarter credits). Learners will apply knowledge of students' mathematical thinking, misconceptions about math, and developmental levels to the planning and implementation of instruction. The role of parents and community in student learning and the importance of cross-disciplinary connections in math instruction will be examined.

ED5508 - Research and Best Practices in Mathematics Instruction (4 quarter credits). Learners will investigate ways to improve mathematics instruction through best practices searches, video analysis of instructional strategies, and reflection on their own teaching practice and knowledge of content. Learners will gain skills in teaching key mathematics concepts in multiple ways.

ED5514 - Educational Leadership for Teacher-Leaders (4 quarter credits). This course provides an overview of teacher leadership skills essential for engaging in successful school change and improvement efforts. Topics include school culture, learning communities, master teaching, management of change processes, and the development of skills that inspire others to higher levels of performance.

ED5515 - Action Research for Teacher-Leaders (4 quarter credits). This course provides in-depth knowledge of action research as a means to classroom and school improvement. Learners will acquire the skills to define and resolve problems that are barriers to student learning and will engage in individual and collaborative research as a means of continuously improving learning outcomes for students.

ED5516 - Adult Learning and Professional Development (4 quarter credits). This course focuses on the development of skills needed to design and implement effective professional development for teachers. Learners will use their skills as practitioner-scholars to integrate adult learning theory and current research-based best practices in order to plan professional development for their schools.

Continued

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

ED5522 - The Art of Planning Science Instruction: Creating the Engaged Science Student (4 quarter credits). Learners will examine the key components in planning science learning experiences that are informed by deep knowledge of students and content-related pedagogy. Lesson study, a system for examining teaching, will be introduced as a research-based model for learners as they co-plan and document classroom science lessons.

ED5523 - Inquiry-Based Curriculum and Resources for Elementary Science Teachers (4 quarter credits). This course explores the many facets of inquiry in elementary science education, the relationship of inquiry and content standards, and the collaborative nature of science, math, and technology. Learners will critique current elementary texts and programs using National Science Foundation guidelines and will explore the array of resources available to the educator-scientist.

ED5524 - Inquiry-Based Curriculum and Resources for Secondary Science Teachers (4 quarter credits). This course explores the many facets of inquiry in secondary science education, the relationship of inquiry and content standards, and the collaborative nature of science, math, and technology. Learners will critique current secondary texts and programs using National Science Foundation guidelines and will explore the array of resources available to the educator-scientist.

ED5528 - Technology Skills for the Virtual School Teacher (4 quarter credits). This course focuses on identifying and providing background in the technology skills necessary for effective online K-12 teaching. The course includes descriptions and examination of troubleshooting, software, Internet, and student reporting and evaluating resources identified by experts at the Florida Virtual School as keys to online instructional success.

ED5529 - Instructional Strategies for the Virtual School Teacher (4 quarter credits). This course focuses on the identification, examination, and application of the instructional strategies of particular interest to virtual school teachers. The course includes strategies to personalize the student experience, to motivate, to create community, to teach higher order thinking and to attend to the diverse learning styles and needs of all learners in a virtual environment.

ED5530 - Assessment Strategies for the Virtual School Teacher (4 quarter credits). This course addresses the assessment challenges the virtual school teacher faces in today's performance-based K-12 environment. The course focuses on the use of rubrics and alternative assessment strategies and the importance of designing instructional activities that allow student choices, that provide feedback, and that provide re-submission opportunities.

ED5533 - Curriculum Mapping: Reflection and Practice (4 quarter credits). By examining and reflecting on a research-based professional vision for curriculum design, learners will engage in curriculum development for specific content and grade-level applications. Computer-based curriculum mapping applications will be presented.

ED5534 - Instruction and Assessment: Theory and Practice (4 quarter credits). The design of instructional models and assessment strategies to meet the diverse needs of K-12 students is the focus

of this course. Learners will examine the theory and research supporting innovative instructional models and assessment strategies and develop specific content-area and grade-level applications. Course discussions on issues and trends related to new and emerging instructional models and assessment strategies may include presentations by leading professionals in the field.

ED5535 - Collaboration for the Improvement of Curriculum and Instruction (4 quarter credits). Learners in this course engage in collaboration for curriculum improvement. Collaborative skill development will include coaching and mentoring skills, team building, and communities of practice. Simulated case studies will complement the practical experiences in this course.

ED5536 - Applying Research to the Improvement of Curriculum and Instruction (4 quarter credits). This course encourages learners to examine current research as a basis for data-driven decision making. Learners will prepare research designs within specific content and grade-level curriculum and instructional areas that, if implemented, may contribute to data-driven decision making at the school or district level.

ED5537 - Emerging Technology and Multimedia for Curriculum and Instruction (4 quarter credits). Through an examination of research and literature, learners will discuss current trends and issues related to the impact of technology and multimedia on K-12 student learning. Based on their review of the literature, learners will develop course projects that include the design of curriculum, instruction, and assessments that are enhanced through innovative technology and multimedia applications. This elective is recommended for learners in the Curriculum and Instruction specialization who have a particular interest in the integration of instructional technology in C&I.

ED5538 - Curriculum and Instruction: Program Evaluation (4 quarter credits). This course focuses on skills that encourage learners to engage in critical components of the program evaluation process. Learners will engage in processes of critical reflection and practical application that demonstrate the integral role program evaluation plays in the improvement of curriculum, instruction, and assessment at the classroom, school, and district levels. This elective is recommended for learners in the master's-level Curriculum and Instruction and Advanced Classroom Instruction specializations who wish to focus on building-level, grade-level, or district-level C&I leadership.

ED5540 - Master's Practicum in Curriculum and Instruction (6 quarter credits). The practicum is the capstone course for all learners in the Curriculum and Instruction specialization. The learner selects a school and a site supervisor with experience and expertise in the learner's academic interest area. The site supervisor, a Capella University faculty member, and the learner develop a plan to provide the learner with the substantive experiences necessary to complete and present a professional portfolio, the culminating activity in this 150-175 hour practicum. **Prerequisite(s): Learners must complete 38 credits, or nine (9) core and specialization courses including ED5007, before enrolling in ED5540.**

ED5541 - Master's Practicum in Advanced Classroom Instruction (6 quarter credits). The practicum is the capstone course for all learners in the Advanced Classroom Instruction specialization. The learner selects a school and a site supervisor with experience and expertise in the learner's academic interest area. The site supervisor, a Capella University faculty member, and the learner develop a plan to provide the learner with the substantive experiences necessary to complete and present a professional portfolio, the culminating activity in this 150-175 hour practicum.

Prerequisite(s): Learners must complete 38 credits, or nine (9) core and specialization courses including ED5007, before enrolling in ED5541.

ED5900 - Master's Internship in Leadership in Educational Administration (6 quarter credits).

This course is the culminating experience for learners in the master's specialization in Leadership in Educational Administration. Learners receive six credits for completion and presentation of their portfolio based on the specialization's 16 program outcomes and for a documented 150-175 hour internship. This field work experience is supervised by a Capella faculty member and a licensed principal at the school site. The learner selects the site supervisor and site, and working with the Capella University faculty member, designs a set of experiences that will strengthen the learner's readiness to meet the challenges of twenty-first century principalship. **Prerequisite(s): Learners must complete 38 credits, or nine (9) core and specialization courses including ED5007, before enrolling in ED5900.**

Page 139 - State Regulatory Information

The following state regulatory information has been added to reflect current approvals:

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The Educational Administration and School Psychology specializations are conditionally approved by the Arizona Department of Education through November 2004.

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