CAPELLA UNIVERSITY

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Undergraduate and Graduate Programs

School of Undergraduate Studies
School of Business and Technology
School of Education
School of Human Services
Harold Abel School of Psychology

CAPELLA UNIVERSITY

Table of Contents

Table of Contents,
continued

Table of Contents,
continued

A Message from the President
Welcome to Capella University

Michael J. Offerman, EdD
President, Capella University

Initially, many of our learners choose Capella University because it is an accredited, online university in which a 24/7 class "schedule" allows adults with work and family commitments to attend classes.

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

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

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

University History

In 1992, Stephen Shank, former CEO of Tonka Corporation, provided the vision, leadership, and a portion of the initial funding for the incorporation of a distance-learning institution. Mr. Shank observed that adults were underserved by traditional universities for several reasons. Most significantly, attending classes is difficult or impossible for working adults due to employment and family obligations, and traditional curriculum often does not correspond with the professional goals of mature adults. He envisioned a barrier-free university that people could attend from remote locations — like their own homes — at their convenience.

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

Capella University, initially named The Graduate School of America (TGSA), offered master's and doctoral degree programs in management, education, and human services. Two years after accreditation, TGSA became Capella University and went on to establish the Schools of Business, Education, Human Services, Psychology, and Technology. Today, Capella University offers certificates and 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.

The undergraduate learning experience has been enhanced by a reorganization of schools in 2004 to form the School of Undergraduate Studies and the School of Business and Technology in addition to the existing Schools of Education, Human Services, and the Harold Abel School of Psychology.

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

Course Formats

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

Academic Residencies

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

It is through these face-to-face encounters that learners further participate in Capella's learning community by networking and discussing course work, projects, and research issues with other learners and faculty. Capella believes 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 residency content and requirements can be found on iGuide.

Capella's Commitment to Learner Success

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

- **Online Orientation.**

- An outstanding **FirstCourse** that sets the stage for the rest of the learner's program.

- **Learner Success Lab.** In this lab, learners receive the information and guidance they need to be successful and connect to the Capella community. Learners are introduced to key university policies and resources that will help them successfully navigate their degree program. Learner Success Labs are facilitated by learner success coordinators who are experienced in providing new learners with the information and guidance they need to get off to a great start.

Learner Services

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

- **iGuide –** iGuide allows learners to access Capella's services in one convenient place. 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.

- **Advisors –** Advisors help learners make a successful transition into their program at Capella and to serve as an ongoing source of support throughout their education at Capella. Advisors include academic advisors and learner support associates. Advisors are assigned by degree program and are

dedicated to assisting learners in that program's specializations. Advisors communicate with learners on an ongoing basis, providing academic and personal strategies and support, clarifying university procedures, tracking and discussing academic progress, and providing information about any changes that may affect learners. A list of advisors by school and degree program can be found on iGuide under Advising & Academic Support – Meet the Advisors.

- For questions or concerns regarding registration, courses, access, financial aid, billing, or technical problems that are not answered on iGuide, learner support associates are available to assist learners at **1-888-CAPELLA (227-3552), option 2**, or by e-mailing Learner Support at learnersupport@capella.edu.

- **Peer Support –** The goal of the peer support area is to increase learner connections and networking through online peer-to-peer community building initiatives. Peer Support staff are responsible for monitoring and developing online learner discussion boards, researching online community building initiatives, coordinating the development of online communities, and collaborating with other university departments to create and improve online networking tools.

- **Academic Records –** Academic Records maintains the records of learners as they progress through their courses and degree programs at Capella University. Its mission is to provide confidential, accurate academic records. Learners may request official transcripts and view and print their unofficial transcripts any time through the Records and Transcripts section on iGuide.

- **Alumni Center –** Alumni benefit from networking opportunities, professional employment information and career

General Overview, *continued*

services, an alumni newsletter, alumni grants, discounted courses, selected use of library resources, and the opportunity for free attendance at education industry trade shows where Capella is exhibiting. Further information on the Alumni Center can be found on iGuide.

- **Bookstore –** Textbooks and software may be purchased through the bookstore, accessible through iGuide.

- **Armed Forces Support Services –** Capella University has a large population of learners who are affiliated with the armed forces. Capella recognizes that these learners often face unique challenges as they pursue higher education. Capella University provides support services to help armed forces learners overcome the challenges of deployments, TDY missions, and frequent moves. Capella also provides a military leave of absence for those learners who experience an interruption in their program due to their military commitments. To learn more about these support services, e-mail the armed forces liaison at armedforcessupport@capella.edu.

- **Career Center –** Career Center services are designed to help learners successfully navigate the career planning and development process as they pursue and complete their degrees. While the Career Center does not guarantee employment upon degree completion or provide placement services, it does provide career counseling, job search advising, and career management support to all learners. The Career Center staff interacts with learners via e-mail and telephone to assist with career-related activities such as resume, CV, and cover letter development, interview preparation, effective job search implementation, and career advancement efforts. iGuide Career Center resources are helpful to learners in gathering occupational information and trends, accessing job postings, and networking with learners

and alumni in their field. For more information about resources and services, visit the Career Center on iGuide and use the "Ask a Career Counselor" e-mail feature to connect with a counselor.

- **Disability Services –** Capella University recognizes and fulfills its obligations under the Americans with Disabilities Act (ADA) of 1990, the Rehabilitation Act of 1973, and similar state laws. Capella University is committed to providing reasonable accommodations to qualified disabled learners in university programs and activities. Learners can get more information by e-mailing disabilityservices@capella.edu.

- **Enrollment Services –** Capella University's enrollment services team assists prospective learners from the point of initial inquiry through the application, admissions, and enrollment phases. Call **1-888-CAPELLA (227-3552), option 3** for assistance.

- **Faculty Mentor –** Doctoral learners work with a faculty mentor who assists them in the development and completion of the comprehensive examination and dissertation. The faculty mentor also advises learners on course selection, success strategies, and professional issues. Mentor biographies can be found on iGuide, Advising and Resources.

- **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, call Learner Support at **1-888-CAPELLA (227-3552), option 2,** or e-mail learnersupport@capella.edu.

- **Learner Accounts –** The learner accounts team is responsible for ensuring accurate, timely billing of

learner accounts for tuition, employer reimbursement, and financial aid disbursements. For questions about statements or billing, call Learner Support at **1-888-CAPELLA (227-3552), option 2**, or e-mail learnersupport@capella.edu.

- **Library –** Capella University has collaborated with the Sheridan Library System at Johns Hopkins University to provide a full range of academic library resources and services in an online environment. The Capella University Library Web site provides access to thousands of full-text articles, citations, abstracts, technical reports, and electronic books (e-books). Learners may also request books, copies of articles, and other resources held by university libraries nation wide. In addition, Capella reference librarians are available to assist learners and faculty with research questions, to help learners use library databases effectively, and to teach learners to successfully navigate the library Web site. The library is accessible through iGuide's Advising and Resources section. Learners may contact a reference librarian by sending an e-mail to interlibraryloan@capella.edu or by calling 1-888-375-8221. Please see Capella's Interlibrary Loan policy in the Academic and Other University Policies section of this catalog or on iGuide.

- **Writing Program –** To help learners improve their written communication skills, Capella offers a variety of writing resources. These include writing courses, online tutoring, and an array of guidelines and references in the Writing Program section of the Academic Success Center on iGuide. The writing program also offers face-to-face writing instruction at colloquia in writing-focused sessions and one-on-one consultations with writing faculty in the Mobile Writing Center.

Computer Requirements

Please review these requirements carefully; computer hardware, software, and an Internet connection are the primary means of participating in courses and thus are significant contributors to academic success. Capella provides learners with the opportunity to purchase Norton AntiVirus™ software, Microsoft® Office, Visio®, and Project for the nominal cost of media shipping. These requirements are subject to change. The most current requirements are published on iGuide and are reflected in the Computer Check-up Tool, also available on iGuide.

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

All Learners	Minimum	Recommended
Internet Connection	56K modem	Broadband (cable or DSL)
E-mail Capabilities	E-mail client Unique e-mail address (not shared by others in a family or company)	Microsoft® Outlook® or Outlook Express 5+ MB of e-mail storage HTML e-mail capabilities
Hardware	20 GB of hard disk space	30 GB of hard disk space
Software*	*Macintosh*®: MS Word 98 or higher *PC:* MS Word 2000 or higher Anti-virus software	*Macintosh:* MS Office 98 or higher *PC:* MS Office 2000 or higher Symantec Norton AntiVirus Software
Plug-ins** *(free downloads)*	Windows Media Player 9® Adobe Acrobat® Reader 7 Flash Player 7 Java 1.4.2	Windows Media Player 10 Adobe Acrobat® Reader 7 Flash Player 7 Java 1.4.2

Peripherals	Video card and monitor display capable of
	  800x600 pixel resolution
	Speakers
	Sound card
		Video card and monitor display capable of
		  1024x768 pixel resolution

* Specific courses or programs may have additional requirements.
* Pop-up blockers will impede the ability to use Capella's online resources.
** Capella University provides Computer Check-up, a learner tool for verifying and correcting browser settings, including plug-ins.

PC⁺	Minimum	Recommended
Processor	1GHz	2 GHz
Operating System	Windows® 2000 Pro Windows XP Home/Pro	Windows XP Home/Pro
RAM	256 MB	512 MB
Browser ⁺⁺ *(only 1 needed)*	Microsoft Internet Explorer 6.0 Firefox 1.0.6 Netscape 7.0	Microsoft Internet Explorer 6.0 Firefox 1.0.7 Netscape 7.2 (Netscape 8 is unsupported)

Macintosh⁺	Minimum	Recommended
Processor	G3 800 MHz	G4 1.25 GHz
Operating System	OS X (10.3)	OS X (10.4)
RAM	256 MB	512 MB
Browser ⁺⁺ *(only 1 needed)*	Firefox 1.0 or better Netscape 7.0 Safari 1.2	Firefox 1.0 or better Netscape 7.0 and higher Safari 1.2, 1.3.1 and higher; 2.0.1 and higher (Safari 1.3.0 and 2.0.0 are unsupported)

⁺ Capella recommends that new learners use/purchase a computer with the recommended standards listed above at the beginning of their program and that learners review these technical standards on a regular basis.
⁺⁺ While other browsers and platforms may perform adequately, Capella cannot provide technical support for browsers other than those listed above. Browsers listed first is Capella's first choice for best performance.

Information technology courses also require:

- Windows XP Pro or later.
- Macintosh users need Virtual PC and Windows XP Pro or later.
- Backup storage device.

- 30 GB of free hard disk space.
- 512MB or greater of RAM is highly recommended.

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Macintosh is a trademark of Apple Computer, Inc.
Microsoft, PowerPoint, Project, Outlook, Visio, and Windows are registered trademarks of Microsoft Corporation in the United States and/or other countries.
Symantec Norton AntiVirus software is a registered trademark of Symantec corporation.

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.

The most current policy information is available on iGuide.

Capella degree	Minimum cumulative grade point average (on a 4.0 scale)	Minimum level of education completed	Admissions requirements
BS	High school diploma or equivalent	None	Applicants must be at least 24 years of age. This age requirement is waived for active military applicants and applicants with 90 or more quarter credits of prior college/university course work.
Graduate Certificate	2.70 College/University	Bachelor's degree from a college/university accredited by a U.S. Department of Education-recognized accrediting agency, **OR** an internationally recognized institution.	
MS	2.70 * College/University	Bachelor's degree from a college/university accredited by a U.S. Department of Education-recognized accrediting agency, **OR** an internationally recognized institution.	Applicants to the School of Education MS specialization in leadership in educational administration must have three years of licensed teaching experience.
MBA	2.70 College/University	Bachelor's degree from a college/university accredited by a U.S. Department of Education-recognized accrediting agency, **OR** an internationally recognized institution.	Admission to the accounting specialization requires a fundamental understanding of accounting principles. Applicants must meet one or more of the following requirements: 1. Have completed at least eight quarter hour credits of upper-level undergraduate accounting course work with a grade of "B" or better; 2. Have earned an undergraduate degree in accounting from a regionally accredited or internationally recognized institution. 3. Have completed at least four quarter hour credits of graduate accounting course work with a grade of "B" or better. 4. Have passed the CPA or CMA examination.
Post-master's Certificates	3.00 College/University	Master's degree from a college/university accredited by a U.S. Department of Education-recognized accrediting agency, **OR** an internationally recognized institution.	Applicants to the School of Education post-master's specialist certificate in leadership in educational administration must have three years of licensed teaching experience. Applicants to the Harold Abel School of Psychology specialist certificate in school psychology must have a master's degree in school psychology from Capella University.
PhD	3.00 College/University	Master's degree from a college/university accredited by a U.S. Department of Education-recognized accrediting agency, **OR** an internationally recognized institution.	Applicants to the leadership in educational administration specialization in the School of Education must have three years of licensed K-12 teaching experience.
PsyD	3.00 College/University	Master's degree from a college/university accredited by a U.S. Department of Education-recognized accrediting agency, **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 years of paid or volunteer work experience in a mental health-related setting.

Exceptions to the requirements for graduate programs may be granted by the manager of admissions, upon the recommendation of a school dean. **No exceptions to the requirements for undergraduate degree programs will be made.**

* Applicants to the School of Human Services MS specializations (except mental health counseling and marital, couple, and family counseling/therapy specializations) and to the Harold Abel School of Psychology specializations (except the school psychology specialization) must have a minimum cumulative GPA of 2.30 from the bachelor's degree granting institution.

Admissions Components

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

School	eAdmissions Application Components	Acknowledgement Agreement	Official Transcript from Previous Institution	Letters of Recommendation	Understanding of Curriculum Form	Pre-assessment Form	Teaching Experience Form	Teacher Licensure Form	Accounting Experience Form	Faculty Interview	International Applicants: Proof of English Equivalency
Undergraduate Studies	✓	✓	✓								✓
Business and Technology	✓	✓	✓						MBA with an accounting specialization		✓
Education	✓	✓	✓		✓	PhD and Post-master's certificate, Leadership in Educational Administration specializations	PhD, MS, and Post-master's certificate, Leadership in Educational Administration specializations	MS, K-12 Studies in Education; MS, Curriculum and Instruction; Reading and Literacy			✓
Human Services	✓	✓	✓		✓						✓
Psychology	✓	✓	✓	PsyD Clinical Psychology and Counseling Psychology; MS in School Psychology specializations	✓					PsyD Clinical Psychology and Counseling Psychology; MS in School Psychology specializations	✓

Admissions Decisions

Offer of Admission

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

Full Admission

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

Conditional Admission

Applicants who have not submitted all required admission materials may be granted conditional admission and matriculate into their program. 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 dean 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 dean or school designee.

International Applicants

International applicants must have attended an internationally recognized institution. Applicants for whom English is not a first language must provide evidence of English proficiency. To demonstrate English proficiency, applicants are required to submit a Test of English as a Foreign Language (TOEFL) score. A TOEFL score of 550 or higher on the written exam, a score of 213 on the computerized exam, with a score of 4.0 or higher on the Test of Written English (TWE), or a score of 79 or higher for those completing the Internet-based testing 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.

Admissions Policies, *continued*

Readiness Assessment, Undergraduate Learners

Undergraduate learners entering the university with 23 or more quarter credits of successfully completed prior college/university course work and a cumulative college/university GPA of 2.0 or higher (on a 4.0 scale) are assumed to possess the writing and mathematical competency necessary to succeed in a Capella bachelor's degree program. Undergraduate learners not meeting the above criteria are required to demonstrate basic writing and mathematical competency through one of the following:

Writing competency

1. Submit official college or university transcripts prior to matriculation documenting the successful completion of an approved college-level writing course with an earned grade of "C" or better.

2. Submit a CLEP® test score report prior to matriculation, documenting a passing score of 50 on the CLEP English composition examination.

3. Successfully complete a non-credit writing lab at Capella during the first quarter of enrollment.

Mathematics competency

1. Submit official college or university transcripts prior to matriculation documenting the successful completion of an approved college level mathematics course with an earned grade of "C" or better.

2. Submit a CLEP test score report prior to matriculation, documenting a passing score of 50 on the CLEP mathematics examination.

3. Successfully complete a non-credit mathematics lab at Capella during the first quarter of enrollment.

Learners entering the university without 23 or more quarter credits of successfully completed prior college/university course work and a cumulative

college/university GPA of 2.0 or higher (on a 4.0 scale) will not be allowed to register for courses after the first quarter until they successfully demonstrate both basic writing and basic mathematical competency through one of the means outlined above.

As a secondary means of ensuring that undergraduate learners are prepared to undertake their field of study, Capella requires that all undergraduate learners initiate their study in FirstCourse. Capella's goal within FirstCourse is to identify areas of support that learners may require to best ensure their success in its programs, and to ensure that learners are prepared to continue their studies. Learners who do not successfully complete FirstCourse (earning a grade of "F") are not allowed to continue in their academic program and will be disenrolled from the university. Such learners are ineligible to re-enroll in any program at the university for one calendar year.

Graduate Learners

Capella requires that all graduate learners initiate their study in FirstCourse. Capella's goal within the graduate FirstCourse is to identify areas of support that learners may require to best ensure their success in its programs and to ensure that learners are prepared to continue their studies. Learners who do not successfully complete FirstCourse (earning a grade of "F") are not allowed to continue in their academic program and will be disenrolled from the university. Such learners are ineligible to re-enroll in any program at the university for one calendar year.

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

The total number of credits awarded toward a Capella master's degree through transfer and petition cannot exceed 20 credits. The total number of credits awarded toward a Capella MBA degree through transfer and petition cannot exceed 15 credits.

The total number of credits awarded toward a Capella bachelor's degree through the transfer process, national examinations, ACE recommended credits, and petition for credit cannot exceed 75% of the total degree credit

requirements. At least 25% of the total degree credit requirements must be earned through the completion of upper-division Capella courses. For more details, please see Credit for Prior Learning under the Academic and Other University Policies section.

Transfer of Credit

Credit Earned at Other Institutions

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

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

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

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

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

Maximum Transfer Credit

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

Undergraduate Credit

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

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

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

Graduate Credit

Schools of Business and Technology, Education, and Human Services

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 quarter credits toward a master's degree or MBA and up to a maximum of 48 quarter credits toward a PhD. Only course work completed with a grade of "B" (or equivalent) or better will be evaluated for transfer credit.

School of Education applicants to the leadership in educational administration post-master's certificate program with previous post-master's course work from institutions meeting Capella's qualifications for transfer credit as defined above may transfer up to 12 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 quarter credits toward a master's or PsyD, and up to a maximum of 50 quarter credits toward a PhD. Only course work completed with a grade of "B" (or equivalent) or better will be evaluated for transfer credit.

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

Appeal of Transfer Credit Evaluation

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

Transfer Credit Exceptions

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

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

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

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

Admissions Policies, *continued*

Application of Capella Credits

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

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

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

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

*Applying credits earned at Capella as a
master's learner:* Master's degree learners
changing their specialization may apply
previously earned Capella graduate
course credits to their new specialization
provided that the courses fulfill specific
requirements for the new specialization.
However, learners who have completed a
Capella master's degree may not apply

any of the course credits earned toward
that degree toward a second master's
degree, even if they meet requirements
for the second master's degree. Course
credits earned toward a Capella master's
degree may be applied to a subsequent
doctoral degree provided that the
courses fulfill specific requirements for
the doctoral degree.

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

Truth in Information

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

Academic and Other University Policies

ACADEMIC CALENDAR (EXCLUDING MBA PROGRAM)

ACADEMIC DEADLINES	SUMMER QUARTER 2006			FALL QUARTER 2006		
	July	August	September	October	November	December
Course Registration Starts	4/17/06	4/17/06	4/17/06	7/13/06	7/13/06	7/13/06
Quarterly and Monthly Start Courses Begin	7/10/06	8/7/06	9/5/06	10/2/06	11/6/06	12/4/06
Last Day to Register Without a Late Registration Fee				9/22/06	10/27/06	11/24/06
Quarterly and Monthly Start Registration Ends	7/12/06	8/9/06	9/7/06	10/4/06	11/8/06	12/6/06
Last Day to Drop Course Without "W"	7/21/06	8/18/06	9/16/06	10/13/06	11/17/06	12/15/06
Midquarter Courses Begin		8/14/06				
Midquarter Course Registration Ends		8/16/06				
Last Day to Drop Midquarter Course Without "W"		8/25/06				
Last Date to Withdraw From a Course	50th calendar day for 10-week courses 25th calendar day for 5-week courses					
End of Quarter	9/15/06	10/13/06	11/10/06	12/8/06	1/12/07	2/9/07

FINANCIAL DEADLINES						
Last Day to Drop Quarter and Monthly Start Courses with 100% Refund	7/14/06	8/11/06	9/9/06	10/6/06	11/10/06	12/8/06
Last Day to Drop Quarter and Monthly Start Courses with 75% Refund	7/21/06	8/18/06	9/16/06	10/13/06	11/17/06	12/15/06
Last Day to Drop Midquarter Course with 100% Refund		8/18/06				
Last Day to Withdraw From Midquarter Course with 75% Refund		8/25/06				

MBA ACADEMIC CALENDAR

ACADEMIC DEADLINES	SUMMER QUARTER 2006			FALL QUARTER 2006	
	July	August	September	October	November
Course Registration Starts	4/17/06	4/17/06	4/17/06	7/13/06	7/13/06
Quarterly and Monthly Start Courses Begin	7/10/06	8/21/06	9/5/06	10/2/06	11/13/06
Last Day to Register Without a Late Registration Fee				9/22/06	11/3/06
Quarterly and Monthly Start Registration Ends	7/12/06	8/23/06	9/7/06	10/4/06	11/15/06
Last Day to Drop Course Without "W"	7/21/06	9/1/06	9/16/06	10/13/06	11/24/06
Last Date to Withdraw From a Course	8/8/06	9/19/06	10/4/06	10/31/06	12/12/06
End of Quarter	8/18/06	9/29/06	10/13/06	11/10/06	12/22/06

FINANCIAL DEADLINES					
Last Day to Drop Quarter and Monthly Start Courses with 100% Refund	7/14/06	8/25/06	9/9/06	10/6/06	11/17/06
Last Day to Drop Quarter and Monthly Start Courses with 75% Refund	7/21/06	9/1/06	9/16/06	10/13/06	11/14/06

2006 Holiday Schedule

Capella will observe the following holiday schedule in 2006. On these dates the office switchboard will be closed:

- New Year's Day — Observed Monday, January 2, 2006
- Martin Luther King Day — Monday, January 16, 2006
- Memorial Day — Monday, May 29, 2006
- Independence Day — Tuesday, July 4, 2006
- Labor Day — Monday, September 4, 2006
- Thanksgiving Day — Thursday, November 23, 2006
- Day after Thanksgiving — Friday, November 24, 2006
- Christmas Eve — Observed Friday, December 22, 2006
- Christmas Day — Monday, December 25, 2006

Academic and Other University Policies, *continued*

Academic Freedom

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

Academic Honesty

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

Capella University reserves the right to engage a third party agent to investigate and evaluate all materials submitted in fulfillment of course requirements.

Academic or Education Records (Privacy and Record Retention)

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

Definition of an Education Record

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

At Capella University, education records include the following:

a) Documents collected or created during the application process including but not limited to the university application, professional history, and transcripts.

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

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

Education records do not include the following:

a) Records relating to a learner that are (1) created or maintained by a physician, psychiatrist, psychologist, or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; (2) used solely in connection with providing treatment to learners; and (3) not disclosed to anyone other than individuals providing such treatment, so long as the records can be personally reviewed by a physician or other appropriate professional of the learner's choice. "Treatment" in this context does not include remedial educational activities or activities that are part of the program of instruction at the institution.

b) Institutional records that contain only information related to a learner after he or she is no longer a learner at the institution, (e.g., information gathered on the accomplishments of alumni).

c) Records relating to individuals who are employed by the institution that are made and maintained in the normal course of business, that are related exclusively to individuals in their capacity as employees, and that are not used for any other purpose.

d) Records and notes of instructional, supervisory, administrative, and certain educational personnel that are the sole possession of the maker and are not accessible or revealed to any other individual except a

substitute who performs the duties of the individual who makes the records and/or notes on a temporary basis.

Right to Inspect and Review

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

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

a) Those portions of a record that contain information regarding other learners;

b) Financial information submitted by a learner's parents;

c) Confidential letters and recommendations for which learners have waived their right of access.

Right to Request Amendment

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

Disclosure of Personally Identifiable Information

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

a) Disclosure to school officials with legitimate educational interests;

b) Directory information.

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

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

• Learner name.

• State or country of residence.

• E-mail address.

• Major field of study (specialization or concentration).

• Degree program (BS, MS, MBA, Certificate, PhD, PsyD).

• Certificates or degrees received, and dates conferred.

• Dates of attendance.

• School affiliation.

• Class level (freshman, sophomore, junior, senior, graduate, or year in program).

• Enrollment status (full-time or part-time).

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

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

External Requests

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

Retention of Education Records

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

Academic and Other University Policies, *continued*

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

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

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

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

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

Official Transcripts and Academic Records
Learners may request official transcripts on iGuide or by calling Learner Support at **1-888-CAPELLA (227-3552), option 2**.

Learners must submit a written request for release of their academic record to a third party. Unless otherwise specified, academic record information released to a third-party requestor includes only the official transcript, applications for admission, admission decisions, and the final disposition of any disciplinary actions, and changes to enrollment status.

Access to Learning Resources
Capella University recognizes the need to provide limited access to the online courseroom, the Capella University Library, Learner iGuide, Faculty iGuide, and other Capella University learning

resources to persons other than Capella learners, alumni, faculty, and staff, as described below.

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

Library and iGuide Access
For regulatory, accreditation, and other business purposes, access to the Capella University Library, Learner iGuide, Faculty iGuide, and other Capella learning resources may be granted to persons other than Capella learners, alumni, faculty, and staff. Access to these resources will be authorized by the vice president of curriculum, assessment, and records only after the review of such a request and the determination that access is necessary and appropriate and does not threaten the integrity of the university.

Change of Program
Change of Degree Program
Learners may apply to change their degree program at Capella University at any point in their program studies. A degree program change relates to any change in degree or school (internal transfer within Capella). Learners may not pursue more than one Capella degree program concurrently. The change, if accepted, becomes effective

at the start of the next academic quarter. Learners will remain enrolled in any current courses unless they initiate a course drop or withdrawal process. That process is governed by the Registration and Course Enrollment policy.

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

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

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

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

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

Change of Certificate Program

Learners may apply to change their certificate program at any point in their program studies. A learner may change to a certificate program within the current school or in a different school. This change, if approved, becomes effective for the learner at the start of the next academic quarter. Learners will remain enrolled in any current courses unless they initiate a course drop or withdrawal process. That process is governed by academic policy 04.315 Registration and Course Enrollment.

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

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

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

Consensual Relationships

Capella University seeks to maintain a professional educational environment. Actions of faculty members, staff, and academic administrators that are unprofessional or appear to be unprofessional are inconsistent with the university's educational mission. It is essential that those in a position of authority or power not abuse, or appear to abuse, the authority or power with which they are entrusted.

Faculty, staff, and administrators shall not engage in consensual relationships

with learners whenever an individual has a professional "position of authority" or "power differential" with respect to learners in such matters as teaching a course, facilitating a residential colloquium, or in otherwise evaluating, supervising, mentoring, or advising learners as part of academic activities.

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

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

Contact Information for Learners

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

Course Drop

A learner may drop a course during the first 12 calendar days of the course without academic penalty. A course drop during this time does not appear on the learner's transcript and does not affect grade point average.

Course Withdrawal

A learner may withdraw from a course on or after the 13th calendar day of the course through the last day to withdraw from a course.

- The last day to withdraw from a three-week course is the 15th calendar day of the course.
- The last day to withdraw from a five-week course is the 25th calendar day of the course.
- The last day to withdraw from a six-week course is the 30th calendar day of the course.
- The last day to withdraw from a 10-week course is the 50th calendar day of the course.
- The last day to withdraw from a 12-week course is the 60th calendar day of the course.

The following consequences will apply to a learner who withdraws from the 13th calendar day of the course through the last day to withdraw:

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

Learners may not withdraw from a course

- after 11:59 pm Central Time on the 60th calendar day of a 12-week course,
- after 11:59 pm Central Time on the 50th calendar day of a 10-week course,
- after 11:59 pm Central Time on the 30th calendar day of a six-week course,
- after 11:59 pm Central Time on the 25th calendar day of a five-week course, or
- after 11:59 pm Central Time on the 15th day of a three-week course.

Academic and Other University Policies, *continued*

Late Course Withdrawal

If unforeseen extenuating circumstances require learners to withdraw from their course(s) following the official last day to withdraw, learners may petition for a late course withdrawal to receive a "W" (Withdrawal) grade on their academic record for the course(s) provided they can document the circumstance that arose after the stated course withdrawal deadline. Such requests must be submitted prior to the end of the term. No grades can be changed to a "W" for any previous terms.

Extenuating circumstances may include, but are not limited to, the death of a family member, job-required relocation, or severe physical injury or illness. Documentation of the circumstance must be provided by parties other than the learner; for example, a death certificate, a letter from the learner's supervisor, or a letter from the learner's physician must accompany the request. Military learners called to active duty should refer to academic policy 04.325 Leave of Absence.

In order to be considered for a late course withdrawal accommodation, learners must have shown ongoing participation in the course(s) in question up to the point when they need to withdraw.

The late course withdrawal process is for academic purposes only and is limited to modifications to a learner's transcript. Academic policy 04.46 Tuition Refunds remains in effect and does not provide any financial accommodation for late course withdrawals.

Course Registration

Learners register for courses using online course registration via Learner iGuide. Refer to the current academic calendar for registration dates and deadlines. Upon registration, learners agree to pay tuition and fees to Capella University according to academic policy 04.45 Tuition and Fees. Learner who wish to cancel their course registration must do so by the deadlines outlined in the academic calendar. Learners canceling, dropping or withdrawing from their course(s) are encouraged to first refer to academic policy 04.46 Tuition Refunds to determine the financial implications of their action.

Late Course Registration

Learners must request permission to register for a course between the end of open registration and census day. Learners may file a late course registration request with their advisor. If late registration is approved by the registrar or designee and the school, learners will be notified of the decision by e-mail and enrolled in their course(s).

Concurrent Course Registration for Comprehensive Examination and Dissertation Learners

Doctoral learners enrolled in comprehensive examination and dissertation courses may only enroll in the courses in the comprehensive examination and dissertation course sequence. Learners completing an internship or practicum may request an exception from their school to complete their internship or practicum while enrolled in the comprehensive examination and dissertation course sequence.

Enrollment Status Based on Course Registration
Graduate Learners

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

Undergraduate Learners

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

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

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

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

Directed study is only offered within the established academic calendar schedule. Learners may only start a directed study course on the first day of the academic quarter. Course learning plans should be negotiated before the start of each academic quarter to assure the learner maximum calendar time to complete the course. Course learning plans must be designed so that the learner completes the course work no later than the last day of the academic quarter.

Directed study learners must follow established university policy for enrolling in, dropping, or withdrawing from their directed study course.

Course Load

Learners may not register for more than three concurrent courses.

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

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

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

Nationally Recognized Examination Programs

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

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

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

4. **Defense Activity for Non-Traditional Education Support (DANTES) Exams:** Credit will be awarded for the successful completion of DANTES exams as outlined by ACE

recommendations. When applicable, these credits will be counted toward the completion of general education requirements. A maximum of 45 examination credits may be applied toward a Capella bachelor's degree.

ACE Recommended Credits

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

Petition for Credit

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

Petition for Credit for Undergraduate Learners

Bachelor's learners may fulfill no more than 30 lower-division credits and 48 upper-division credits through the petition process. Petitioned credits may not be used to fulfill the 60 credits of general education requirements. Capella provides bachelor's learners an opportunity to petition for credit based on evidence of previous learning using the following guidelines:

1. The combination of transferred credits and petitioned credits cannot exceed 30 lower-division credits and 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 of $325 per course is non-refundable.

Academic and Other University Policies, *continued*

Petition for Credit for Graduate Learners

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

1. The combination of transferred credits and petitioned credits cannot exceed 20 credits in total for the MS programs and 15 credits for the MBA program.
2. Learners must prepare a separate petition document for each course they are petitioning for credit.
3. The petition for credit processing fee of $325 per course is non-refundable.

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 policy for more information.

Disability Accommodation

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

Documentation of the disability is required from an appropriate professional, and learners must make a written request for accommodations. The university's ADA coordinator will review this information, will seek additional information through interactive discussion with the learner, and if necessary, will evaluate available and reasonable accommodations and notify faculty of necessary accommodations. Learners who have a disability and would like to request reasonable academic accommodations for the courseroom or an academic residency should go to iGuide's Disability Services section for more information.

Discrimination, Harassment, and Assault

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

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

Harassment – Harassment encompasses any behavior that is unwanted resulting in a hostile environment including conduct that has the purpose or effect of interfering with the individual's academic performance, or of causing learners to feel intimidated about 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 a dissertation 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 learners' research to scholars;
- Provide learners with the opportunity to publish and understand issues associated with publishing, and
- Preserve learners' dissertations electronically in a secure venue.

Capella shall have perpetual, royalty-free rights:

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

- To place a copy of the dissertations on Capella University's Web site or archived Proquest/UMI;

- To make the dissertations available, including providing copies to accreditors, regulators, and other external groups who ask to review the dissertations;

- To do anything else with respect to the dissertations that is required by law, regulation, or accreditors, and

- To publish the dissertations subject to learners' advance approval, which shall not be unreasonably withheld or delayed.

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

Doctoral Learners—Continuous Enrollment During Comprehensive Examination and Dissertation Courses

All doctoral learners are expected to remain continuously enrolled throughout their comprehensive examination and dissertation course work. However, learners are allowed to register for a single quarter of inactivity once during this final phase of their program.

Learners who need time off should contact their Learner Support advisor. Advisors will assist with administrative details and ensure a successful return into the process. Doctoral learners who do not register for either a comprehensive examination course, a dissertation course, or a quarter of inactivity each quarter once they have begun this phase of their program will be administratively disenrolled from the university. Administratively disenrolled learners who wish to return to the university must reapply to their program, must meet the admissions criteria in effect at the time they reapply, and must fulfill the program requirements in effect at time of their readmission.

Learners should contact their advisor with questions about registering for their comprehensive examination courses or dissertation courses, registering for a quarter of inactivity during these courses, or initiating the exception request process. See iGuide for complete Continuous Enrollment policy and procedures.

Drug and Alcohol Policy

Capella University is committed to providing a learning environment free of alcohol abuse, illegal use of alcohol

DISMISSAL

Learners may be dismissed from the university through disenrollment, suspension, or expulsion due to violation of university policy or for administrative reasons. Learners who are disenrolled or suspended are eligible to return when stated conditions have been met. Learners who are expelled or disenrolled as a result of the comprehensive examination and dissertation provisions of the Satisfactory Academic Progress policy are not eligible for readmission.

The following chart outlines the policies or procedures that may initiate a dismissal and the conditions for return according to each dismissal type.

Dismissal Type	Initiating Policy or Procedure	Conditions for Return	Contact Information
Disenrollment	• Satisfactory Academic Progress	Eligible to apply for readmission one year after dismissal. Doctoral learners dismissed as a result of the comprehensive examination and dissertation provisions of the Satisfactory Academic Progress policy are not eligible for readmission.	Enrollment Services
	• Academic Readiness	Eligible to apply for readmission one year after dismissal.	Enrollment Services
	• Continuous Enrollment for Doctoral Learners	Learners administratively disenrolled who wish to return to the university must reapply to the program and meet the admissions criteria in effect atthe time of reapplication.	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 is paid in full.	Learner Support
		If more than four consecutive quarters of non-registration, eligible to apply for readmission when account is paid in full.	Enrollment Services
	• Conditional Admission	Eligible to apply for readmission when all required documents are submitted.	Enrollment Services
Suspension	• Academic Honesty • Learner Code of Conduct • Discrimination and Harassmentt • Drug and Alcohol	Dependent on stated conditions specified at the time of the suspension by the university official(s) assigning the suspension.	Learner Support
Expulsion	• Academic Honesty • Learner Code of Conduct • Discrimination and Harassment • Drug and Alcohol	Not eligible for readmission to the university.	Non-applicable

Academic and Other University Policies, *continued*

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 Policies

Grading
Grades are awarded for all courses taken at Capella University. Letter grades are the default grading option for most courses. Learners registered for some courses offered by the Schools of Business and Technology, Education, and Human Services may request the Satisfactory/Not Satisfactory grading option within 12 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. Psychology and information technology degree programs do not use Satisfactory/Not Satisfactory grades except in Learner Success Labs and for the School of Psychology, in practicum and internship courses. All comprehensive examination

and dissertation courses are graded S/NS. The S/NS grading option is not available for learners taking OM8000-level courses. No courses in the School of Undergraduate Studies may be taken with a Satisfactory/Not Satisfactory grade.

The university offers online and directed study courses. Online courses follow syllabi while directed study courses follow course learning plans. 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 earned for course work that exceeds the instructor's expectations as defined in the course syllabus or course learning plan. A grade of "A" earns four quality points toward the learner's GPA.

• **A grade of "B"** is earned for course work that meets the instructor's expectations as defined in the course syllabus or course learning plan. A grade of "B" earns three quality points toward the learner's GPA.

• **A grade of "C"** is earned for course work that minimally meets the instructor's expectations as defined in the course syllabus or course learning plan. A grade of "C" earns two quality points toward the learner's GPA.

• **A grade of "D"** is earned for undergraduate course work that marginally meets the instructor's expectations as defined in the course syllabus or course learning plan. A grade of "D" earns one quality point toward the learner's GPA. The grade of "D" is for undergraduate courses only and may not be awarded for graduate course work.

• **A grade of "I"** (Incomplete) may be assigned by the instructor. Final work must be completed by the end of the following quarter or earlier, if so

directed by the instructor. A grade of "I" is not awarded quality points and is not included in a learner's GPA. Incompletes are included as attempted credits but not as earned credits. When a learner completes the final paper or project prior to the stated deadline, the grade will be changed to the appropriate letter grade ("A", "B", etc.) and will earn the corresponding quality points. If the final paper or project is not completed prior to the stated deadline, a learner will be awarded a final grade of "F." Refer to academic policy 02.715 Incomplete Grades.

• **A grade of "F"** is earned for course work that does not meet the instructor's expectations as described in the course syllabus or course learning plan. It is also used for learners who had been assigned an "I" but did not meet all of the course requirements by the end of the following quarter. A grade of "F" earns zero quality points and affects the learner's GPA. It counts toward attempted credits but not earned credits.

• **A grade of "S"** (Satisfactory) is earned for course work that meets the instructor's expectations as defined in the course syllabus or course learning plan for those courses in which the learner has received approval to be graded on the S/NS scale. 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 assigned 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 or project prior to the stated deadline the grade will be changed to an "S." If the final paper or project is not completed prior to the stated deadline, the learner will receive a final grade of "NS."

- **A grade of "NS"** (Not Satisfactory) is earned for course work that does not meet the instructor's expectations as defined in the syllabus or course learning plan for those courses in which the learner has received approval to be graded on the S/NS scale. It is also used for learners who had been assigned an "IS" but did not meet all the course requirements by the end of the following quarter. A grade of "NS" does not earn quality points and is not included in the learner's GPA. It counts toward attempted credits but not earned credits.

- **A grade of "IP"** (In Progress) is assigned 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 (dash C) 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 assigned when a learner withdraws from a course after the 12th calendar day of the course and before the last day to withdraw without academic penalty as defined in the Course Drop policy.

- **A grade of "HM"** (Military Hold) is assigned when a learner is called to active military duty and serves as a placeholder for the learner until he or she returns to the course. A grade of "HM" is not awarded quality points and is not included in the learner's GPA. It does not count toward attempted or earned credits.

- **A grade of "HD"** (Hold Due to National Emergency) is assigned when a learner "resides in or is employed in an area that is declared a disaster area by any Federal, State, or local official in connection with a national emergency or suffers direct economic hardship as a result of …national emergency."* A grade of "HD" is not awarded quality points and is not included in the learner's GPA. It does not count toward attempted or earned credits.

HEROS Act

- **A grade of "PC"** (Petition for Credit) is assigned when a learner is awarded credit for learning and competencies gained from previous work or educational experiences. A grade of "PC" does not earn quality points and is not included in the learner's GPA. It does not count toward attempted or earned credits and only affects the total credits on the transcript.

- **A grade of "T"** (Transfer) is assigned for courses that are taken at another institution and are accepted for credit at Capella University. A grade of "T" does not earn quality points and is not included in the learner's GPA. It does not count toward attempted or earned credits and only affects the total credits on the transcript.

- **A grade of "VR"** (Verified Residency) is assigned for residency courses for which learners have met attendance and all other residency requirements. A grade of "VR" does not earn quality points and is not included in the learner's GPA. A grade of "VR" does not count toward attempted or earned credits.

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

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

In order to be graded on the S/NS scale in a course in which such grading is permitted, learners must notify Capella within the first 12 calendar days of the course. Approval for the alternate grading option is granted by school administrators.

Incomplete Grades
A grade of "I" (Incomplete) must be requested by a learner and may be granted at the course instructor's discretion if he or she agrees that unavoidable and unforeseen circumstances beyond the learner's control prevented timely completion of the course requirements. The instructor may choose to grant an Incomplete only if the learner can complete the remaining assignments independently outside of the courseroom. Final work must be completed by a date determined by the instructor, which is no later than the end of the following academic quarter. A grade of "I" is not awarded quality points and is not included in a

Academic and Other University Policies, *continued*

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., or "S") and will earn the corresponding quality points. If the course work is not completed by the stated deadline, a learner will be awarded a final grade of "F" or "NS."

Learners must request an "I" (Incomplete) grade no later than the last day of the course. If the instructor chooses to grant the learner an Incomplete, the instructor must submit an Incomplete Grade Contract. The Incomplete grade contract, located on Faculty iGuide, must be signed by both the learner and instructor and submitted to Academic Records in the Office of the Registrar no later than the last day of the grading period for the course.

The Incomplete Grade Contract should contain a list of work products to be submitted by the learner by a deadline determined by the instructor. The deadline is not to exceed the end of the following academic quarter. When the remaining work is completed by the deadline, the instructor will submit the final grade via the online grading tool. If the remaining work is not completed by the stated deadline, the Incomplete ("I") grade will automatically convert to a Failing ("F") or Non-satisfactory ("NS") grade, depending upon the learner's grading option.

Repeating Courses

Learners are allowed one opportunity to repeat a course that they have completed and for which they have been assigned a grade. Courses from which learners withdraw and receive a "W" on their transcript are not considered completed courses so this restriction does not apply. In exceptional circumstances, learners may request an exception to this policy in order to

repeat a course more than once. Learners must obtain written approval of the exception from the dean of the school or designee prior to registration. While federal financial aid may be used to cover the cost of the initial repeat of a course, learners approved to repeat a course more than once may not use federal financial aid to cover the cost of the additional course repeats.

When a course is repeated, the grade considered for the credit and GPA calculations will be the higher of the two grades earned. Each attempt at the course will appear on the transcript, and all attempts will be used to evaluate the learner's completion percentage for evaluation of satisfactory academic progress. Only one course attempt will be excluded from the GPA calculation. For example, if a learner repeats a course twice, enrolling in the course a total of three times, the two highest course grades of the three will be incorporated into the GPA calculation.

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 new course has been designated by the school as the original course's equivalent, it will be considered an identical course for purposes of this policy. If a course is discontinued, it will no longer be possible to repeat the course. The school may approve course substitutions in lieu of repeating a course to fulfill graduation requirements for the content area, but the credit and GPA computations for both courses will be included in the cumulative statistics.

Appealing a Grade

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

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	
HD		NO	NO	NO	NO	
PC		NO	NO	YES	NO	
T		NO	NO	YES	NO	
VR		NO	NO	NO	NO	

faculty members not be subject to pressures or other interference from any source.

Learners may appeal a grade no later than 60 days after receipt of the grade that the learner believes is in error as a result of instructor capriciousness.

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

1. The assignment of a grade to a particular learner on some basis other than performance in the course.

2. The assignment of a grade to a particular learner by more exacting or demanding standards than those applied to other learners in that course.

3. The assignment of a grade that is a substantial departure from the faculty member's established criteria.

Learners who feel that a grade has been assigned capriciously should first confer with the faculty member. If the problem cannot be resolved, learners may petition the school. The complete procedure for appealing a grade and the Grade Appeal form can be found on iGuide.

Graduation Requirements and Commencement

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 FirstCourse 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 courses and residency requirements stated in the catalog with a cumulative Capella GPA of 3.0 for graduate learners and 2.0 for undergraduate learners.

In addition to completing all academic requirements, learners must also submit the application for graduation, available on iGuide.

Undergraduate Academic 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 official transcript at the time the degree is conferred and will also be on the 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 on the last day of the month in which all academic requirements have been met. If the application to graduate is submitted after the academic requirements have been met, the degree will be conferred

on the last day of the month in which the application to graduate was received. Learners graduate at the time their degree is conferred, and this conferral date appears on their official transcripts.

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

Commencement
Commencement is the ceremony that celebrates the awarding of the degree. Participation in the commencement ceremony is optional for those who are eligible to participate. Learners who plan to participate must complete the application for graduation, complete the application for commencement, and order academic regalia to wear during the ceremony. For more information on commencement, see the graduation page on iGuide.

Intellectual Property

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

• Learners will generally continue to own all of their intellectual property from their course work. This includes, for example, copyrights of written work and patents for inventions. There may, however, be exceptions to this general principle, which will be addressed on a case-by-case basis (e.g., when learners are working on faculty-sponsored research where participation is contingent upon the

Academic and Other University Policies, *continued*

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 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 examinations.

- 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.

Interlibrary Loans

Capella University Library (CUL) borrows printed materials from other libraries for current Capella University learners, faculty, and staff.

The following items are not available through interlibrary loan:
- Required textbooks
- Dissertations
- Reference books
- Entire issues or several articles from the same journal
- Non-academic related items (such as books on a best seller list or books on hobbies)
- Media: videos, films, CDs

Learners are limited to borrowing 25 interlibrary loan items per quarter.

Fulfillment of interlibrary loan requests submitted by learners outside of the continental United States will be handled on a case-by-case basis. Capella University Library may provide a table of contents of the book for review and selection of specific chapters in lieu of sending the book.

The loan period is determined by the lending library. Capella University does not control the loan period. Books must be returned promptly according to specified due dates. The Capella University Library reserves the right to limit or refuse interlibrary loan service to learners who repeatedly lose or return items late.

Overdue notices are courtesy notices only. Failure to receive overdue notices will not be accepted as grounds to cancel fines. Books that are not returned or renewed by the date due will be assessed a fine at the rates listed.

Overdue Books

All interlibrary loan users will be subject to the following penalties for overdue and lost interlibrary loan materials:

Calendar Days Overdue	Penalties and Impact
7	- Fine of $1.00/day begins on the seventh calendar day.
60	- The material is considered lost.
	- In addition to the accumulated fine, a $60 processing fee will be assessed on the 60th calendar day.
	- Replacement charges as determined by the lending library will also be assessed.
	- Charges will be applied to the learner's account.
	- Future interlibrary loan requests will not be processed.
	- Graduation hold applied until charges are paid.

If a book is returned at any time between 7 and 60 days after the due date, accumulated charges will be applied to the learner's account. **All charges are irreversible.**

Book Recalls

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

The following penalties will be applied for recalled items that are not returned promptly:

Calendar Days Following Recall Notice	Penalties and Impact
7	- Fine of $1.00/day begins on the seventh calendar day.
30	- In addition to the accumulated fine, a $60 processing fee will be assessed on the 30th calendar day.
	- Charges will be applied to the learner's account.
	- Future interlibrary loan requests will not be processed.
	- Graduation hold applied until charges are paid.
60	- The book is considered lost.
	- Replacement charges as determined by the lending library will also be assessed.

If a book is returned at any time between seven and 60 days after the recall notice, appropriate charges will be applied to the learner's account. **All charges are irreversible.**

Additional information on interlibrary loans can be found on iGuide.

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 with respect at all times.

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

Dishonesty
Learners may not intentionally provide false information, forge, alter, or falsify university documents. Learners may not misrepresent their academic record. Learners may not represent the academic work of others as their own. Learners engaging in prohibited conduct will be subject to disciplinary action, including, but not limited to course failure, probation, suspension, or expulsion. Such sanctions may lead to additional academic and financial consequences. Learners who are unable to complete a course as a result of disciplinary sanctions, suspension, or expulsion are not eligible for tuition refunds.

The university reserves the right to immediately suspend a learner accused of violating this policy. This summary suspension may remain in effect until a full investigation and all disciplinary action involving the allegations has been completed. Notification of such suspension will be provided to the learner at the time the sanction is issued. See iGuide for Learner Code of Conduct policy procedures and for more information on summary suspension.

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 grievance.

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

See iGuide for learner grievance policy and procedures.

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

For Arkansas Learners—School of Business and Technology, School of Undergraduate Studies
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 Florida Learners
If a complaint cannot be resolved after exhausting the institution's learner grievance procedure, the learner may file a complaint with the Florida Commission for Independent Education, 325 W. Gaines St., Suite 1414, Tallahassee, FL 32301, (850) 245-3200. Learners must contact the Commission for further details.

Academic and Other University Policies, *continued*

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, 2082 E. Exchange Place, Suite 220, Tucker, GA 30084-4113, (770) 414-3235. Learners must contact the Commission for further details.

For Ohio Learners—School of Undergraduate Studies, Master's Programs in the Schools of Education, Human Services, Psychology, and Business and Technology (including MBA)

If a complaint cannot be resolved after exhausting the institution's learner grievance procedure, the learner may file a complaint with the Ohio Board of Regents, 30 E. Broad St., 36th Floor, Columbus, OH 43215-3414, (614) 466-6000.

For Ohio Certificate Learners

If a complaint cannot be resolved after exhausting the institution's learner grievance procedure, the learner may file a complaint with the Ohio State Board of Career Colleges and Schools, 35 East Gay Street, Suite 403, Columbus, OH 43215-3138, (614) 466-2752. Registration No. 04-03-1709T. Learners must contact the State Board 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

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

Under extreme circumstances, a leave may be granted for reasons other than medical conditions, active military duty, or a national emergency.

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

General Terms for All Categories of Leave of Absence

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

Learners on academic probation per academic policy 02.60 Satisfactory Academic Progress at the time of their leave of absence will remain at the same status upon restarting course(s) at the conclusion of the leave.

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

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

Medical Leave of Absence

Learners may request a medical leave of absence for circumstances protected under the Family Medical Leave Act (FMLA). Learners must be enrolled in course(s) when requesting a leave of absence. A leave of absence status is not granted retroactively. Requests must be made by the close of registration for the quarter in which the learner requests the leave of absence. The start and end dates of the leave of absence must coincide with the start and end of the quarter. Learners may not request a

leave of absence for more than 180 calendar days in any twelve month period.

Learners are required to provide documentation from a medical provider to certify the learner's medical leave of absence request. When deemed appropriate by course instructor(s), Capella will accommodate incomplete course(s) for learners granted a medical leave of absence.

Military Leave of Absence

The Higher Education Relief Opportunities for Students Act of 2003 provided by the Secretary of Education grants specific waiver authority in response to a war, military operation, or national emergency. In accordance with the act, Capella offers the following accommodations to learners who experience a disruption in their program due to active military service:

- Learners who experience an interruption in their program due to a active military service will be offered the option of withdrawing (resulting in a grade of "W") from their course(s) or requesting an Incomplete ("I" or "IS") grade for course(s) in which they were enrolled when called to active duty. Learners who withdraw from their course(s) as a result of active military duty will be offered the option of a tuition credit or appropriate refund for the course(s) they were unable to complete. Learners who request an Incomplete ("I" or "IS") grade must get approval from instructor(s) of their course(s) and be able to complete the required assignments independently, outside of the courseroom. Learners who request an Incomplete ("I" or "IS") grade are not issued a tuition credit. This will appear on the transcript as an "HM" grade.

- Learners on leave due to active military duty are not required to meet financial obligations to Capella while on approved leave.

- Time spent on leave due to active military duty does not count towards the maximum time for completion of the program.
- Faculty will be flexible and offer accommodations to academic deadlines for learners on a military leave of absence.
- Capella will provide flexibility and accommodations to administrative deadlines for learners on a military leave of absence.

Learners are encouraged to coordinate this process through the Learner Support armed forces liaison.

National Emergency Leave of Absence
The Department of Education directs schools to provide educational and financial accommodations to learners affected by national emergencies both at the time of the event and upon re-enrollment. Capella University provides the following accommodations to learners impacted by a national emergency during the academic term:

- Learners who experience an interruption in their program due to a national emergency will be offered the option of withdrawing (resulting in a grade of "W") from their course(s) or requesting an Incomplete ("I" or "IS") grade for course(s) in which they were enrolled when effected by the national emergency. Learners who withdraw from their course(s) as a result of a national emergency will be offered the option of a tuition credit or appropriate refund for the course(s) they were unable to complete. Learners who request an Incomplete ("I" or "IS") grade must get approval from instructor(s) of their course(s) and be able to complete the required assignments independently, outside of the course room. Learners who request an Incomplete ("I" or "IS") grade are not issued a tuition credit. This will appear on the transcript as an "HD" grade.

- Learners on leave due to a national emergency are not required to meet financial obligations to Capella while on approved leave.
- Time spent on leave due to a national emergency does not count toward the maximum time for completion of the program.
- Faculty will be flexible and offer accommodations to academic deadlines for learners affected by national emergencies.
- Capella will provide flexibility and accommodations to administrative deadlines for learners impacted by national emergencies.

Limitations of Registrations with a Single Faculty Member

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

Multiple Degree Program Enrollments

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

Professional Licensure and Certification

Capella University offers academic programs leading to advanced degrees in a number of fields for which professional practice requires licensure or certification by state, local, or professional boards. Because the licensing or certification standards vary, Capella University makes no representation, warranty, or guarantees that successful completion of the course of study will permit the learner to obtain licensure or certification. Learners who enroll in a Capella University degree program, in a field for which

professional practice requires any type of licensure or certification, are solely responsible for determining and complying with state, local, or professional licensure and certification requirements. These learners are also responsible for taking the steps necessary to satisfy those requirements. Capella University requires all learners in these programs to sign the Understanding of the Curriculum form as part of the admission process in which the learners agree it is their responsibility to understand and to comply with licensing and certification laws and regulations. Additional information on professional licensure and certification can be found on iGuide.

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

Research at Capella University

Capella University recognizes its institutional responsibility to respect and protect the rights of individuals involved as human participants/subjects in research. All learners, faculty, and staff who undertake research studies that grow out of their affiliation with the university are required to obtain institutional approval prior to undertaking the research. Persons who propose research designed to develop or contribute to generalizable knowledge are expected to submit applications to their respective schools.

The university's Institutional Review Board (IRB) is charged with ensuring that all proposed research involving human participants/subjects or records about them will not expose human participants/subjects to the risk of psychological, social, or physical harm. The IRB process is intended to safeguard the welfare of the participants/subjects without causing undue

Academic and Other University Policies, *continued*

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. To that end, the IRB delegates to each school the authority and responsibility to conduct the first review to determine whether the research application involves the risk of harm.

Additional information on the IRB can be found on iGuide.

Residencies

Academic residencies—onsite learning experiences varying in length and number according to the specialization—are required for all doctoral specializations, some clinically focused master's specializations, and a post-master's certificate program. Academic residencies must be completed at specific points during a learner's program based on the length of the program or the number of credits completed.

All doctoral learners who matriculate July 1, 2005 or later must complete all residency requirements prior to enrolling in the comprehensive examination courses.

Depending on their program, learners enroll in one of two types of residencies: colloquia or the year-in-residence.

School of Education and School of Business and Technology Colloquia

PhD Specializations
PhD learners in the Schools of Education and Business and Technology are required to attend colloquia Tracks I, II, and III.

Track I is taken by doctoral learners 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.

Track II is taken when learners have completed 57-72 doctoral credits.

Track III is completed by doctoral learners prior to completing 96 credits and before enrolling in comprehensive examination courses.

School of Education
Post-master's Certificates
School of Education learners in the leadership in educational administration and college teaching post-master's certificates are required to attend one, one-week colloquium, Track I.

School of Human Services Colloquia

PhD Specializations
Doctoral learners complete colloquia Tracks I, II, and III.

MS Specializations
Master's learners in the School of Human Services mental health counseling and marital, couple, and family counseling/therapy specializations complete two six-day residencies, typically offered simultaneously with the colloquia and residencies for doctoral learners in summer and winter only.

Harold Abel School of Psychology (HASOP) Academic Residencies
HASOP Colloquia—All PhD Specializations
• Track I—HASOP PhD learners complete the first colloquium during their first two quarters of enrollment.

RESIDENCY REQUIREMENTS

Residency requirements by program—number of residential experiences required.

PROGRAM AND SCHOOL	6-day colloquium	6-day residency	YEAR-IN-RESIDENCE	
			2-week extended seminar	3-day weekend-in-residence
PhD programs, all schools	3			
PsyD and PhD learners enrolled before January 2004,* Harold Abel School of Psychology (Clinical and Counseling specializations only)			2	10
MS,** Harold Abel School of Psychology (School Psychology specialization only)			1	5
Graduate Certificate,*** Harold Abel School of Psychology (School Psychology specialization only)			1	3
Graduate Certificates, School of Education	1			
MS, Harold Abel School of Psychology (Clinical and Counseling specializations only)	3			
MS, School of Human Services (Mental Health Counseling, and Marital, Couple, and Family Counseling/Therapy specializations only)		2		

* *PsyD and PhD clinical and counseling learners enrolled before January 2004 are required to complete the full year-in-residence sequence, which includes full-time enrollment in course work and no less than 500 hours of contact over a period not to exceed 13 months. Attendance is required at each extended seminar and weekend-in-residence in order to successfully complete the year-in-residence.*

** *Harold Abel School of Psychology master's learners in the school psychology specialization are required to complete Part I of the year-in-residence. This includes the first two-week extended seminar and the first five weekends-in-residence.*

*** *Harold Abel School of Psychology post-master's certificate learners in the school psychology specialization are required to complete Part II of the year-in-residence. This includes the last three weekends-in-residence, and the final two-week extended seminar. Most school psychology learners will complete both the master's degree and the post-master's certificate in school psychology.*

- Track II—HASOP PhD learners complete the second colloquia between 36 and 60 quarter credits of course work.

- Track III—HASOP PhD learners take the final colloquium prior to completing 61 quarter credits of course work.

MS Specializations in Clinical and Counseling Psychology

HASOP master's learners in the clinical and counseling specializations complete three one-week master's colloquia.

- Track I—HASOP master's learners in the clinical and counseling specializations complete this colloquium during the first two quarters of enrollment.

- Track II—HASOP master's learners in the clinical and counseling specializations complete this colloquium between 30 and 60 quarter credits of course work.

- Track III—HASOP master's learners in the clinical and counseling specializations take this colloquium after completing 61 quarter credits and prior to supervised field training (practicum) or the final integrative project.

HASOP Year-in-Residence

PsyD Specializations in Clinical and Counseling Psychology

PsyD learners in the clinical and counseling specializations complete specific year-in-residence sessions as described in the program requirements and in the Residencies section of this catalog.

MS and Specialist Certificate Learners in School Psychology

HASOP MS and specialist certificate learners in school psychology complete specific year-in-residence sessions as described in the program requirements and in the Residencies section of this catalog.

Attendance Requirements and Cancellation Fees

Attendance at Residencies

Capella University requires academic residential experiences for learners in all of its doctoral programs and for learners in some master's programs. These academic residential experiences allow faculty and learners to have face-to-face contact, they foster community building, and they provide knowledge and skill development that will support continued learner success.

Completion of Residency Requirements for Master's Learners

Master's learners entering July 1, 2005 or later are required to complete all of their residency requirements prior to registering for the final integrative project course in their master's program. Learners will not be allowed to register for the integrative project course until all residency requirements are fulfilled. In unusual circumstances an exception may be granted by the provost, upon the recommendation of the dean of the school.

Completion of Residency Requirements for Doctoral Learners

Doctoral learners entering July 1, 2005 or later are required to complete all of their residency requirements prior to entering the comprehensive examination and dissertation phases of their doctoral program. Learners will not be allowed to register for the comprehensive examination courses until all residency requirements are fulfilled. In unusual circumstances an exception may be granted by the provost, upon the recommendation of the dean of the school.

Tuition

Tuition is charged separately for each colloquium, extended seminar, and weekend-in-residence (see iGuide for the current fee schedule). In addition, learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with residencies.

Attendance Requirements

Learners are required to attend the entire residency to have successfully completed the residency. Exceptions to the attendance requirement may be granted in cases of emergency, subject to approval by the school's dean or designee. If an exception is approved, the learner will be required to complete additional assignments to successfully complete the residency.

Residency Registration Cancellation Fees

Learners canceling their residency registration may be charged a cancellation fee or the full tuition of the residency, depending on when the cancellation is made.

Timing of cancellation	Cancellation fee	Tuition charge
30 + days in advance	none	none
8 – 29 days in advance	$50	none
3 – 7 days in advance	$150	none
0 – 2 days in advance	none	full tuition

Educational Accommodations for Learners with Disabilities

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

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

Academic and Other University Policies, *continued*

Disability Accommodation Cancellation Fee

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

Retention of Learner Work Products and Grading Records

Learners are strongly advised to retain all of their course-related work, as well as all faculty correspondence pertaining to final course grades. Should a learner appeal an assigned final course grade it is his or her responsibility to provide comprehensive documentation supporting his or her claim of capriciousness, including copies of all relevant course work products and relevant correspondence. Archived courseroom materials will be available to learners for one quarter after the end of the course. See the Retention of Learner Work Products policy on iGuide for faculty responsibilities.

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) attempted credits (67% of cumulative attempted credits). Additionally, undergraduate learners will not be eligible for federal financial aid for any courses that exceed 150% of the undergraduate program requirements as described in their catalog.

In the first quarter of attendance, undergraduate learners must complete and achieve a grade of C or better in FirstCourse. Learners who fail to do so will be considered as failing to achieve satisfactory academic progress, will be placed on academic probation, and may be disenrolled

Graduate Programs

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

In the first quarter of attendance, graduate learners must complete and achieve a grade of "B" or better in FirstCourse. Learners who fail to do so will be considered as failing to achieve satisfactory academic progress, will be placed on academic probation, and may be disenrolled.

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

With the exception of learners who are disenrolled for failing to meet the

FIVE STAGES OF ACADEMIC PROBATION

Stage	Probation Code	Impact
Stage 1	AP1	- Eligible for financial aid, subject to possible financial aid restrictions. - Must meet satisfactory academic progress requirements or be moved to stage 2.
Stage 2	AP2	- Eligible for financial aid, subject to possible financial aid restrictions which include pending financial aid disbursements on hold until AP review is completed. - Must meet satisfactory academic progress requirements or be moved to stage 3.
Stage 3	AP3	- Not eligible for financial aid. - May appeal for reinstatement of financial aid, if applicable. - Must meet satisfactory academic progress requirements or be moved to stage 4.
Stage 4	AP4	- Not eligible for financial aid. - May appeal for reinstatement of financial aid, if applicable. - Must meet satisfactory academic progress requirements or be moved to stage 5.
Stage 5	AP5	- Not eligible for financial aid. - Disenrolled from the university. - May appeal disenrollment and reinstatement of financial aid, if applicable.

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

A learner's academic probation status may change (whether academic probation status is cleared or progresses to the next stage) only in quarters during which the learner is registered for one or more courses. Thus, a learner's academic probation status will not change during a quarter of academic inactivity. The learner's current probation status remains on record until there is academic activity for evaluation. When evaluation shows that a learner on academic probation meets the satisfactory academic progress requirements all restrictions are removed and financial aid will be reinstated if applicable.

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

Learners on academic probation who leave Capella by withdrawal or disenrollment are eligible to reapply for admission following one full year away. Upon admission and following initial evaluation, the learner will be reinstated at the fourth stage of probation.

Doctoral Learners
Capella University recognizes that learners in the comprehensive examination and dissertation phases of a doctoral program progress at different rates. Although the comprehensive examination and dissertation courses are designed to help learners move through these phases in an appropriate amount of time, learners may need more than one quarter to complete a course within the sequence. For comprehensive

examination and dissertation courses learners are allowed to register for a continuation (dash C) course in the following quarter.

Please see iGuide for the full SAP policy statement and procedures.

Registration in Continuation Courses, Federal Financial Aid, and Satisfactory Academic Progress
Eligible doctoral learners in comprehensive examination and dissertation courses and learners in some practicum and internship courses may receive federal financial aid for no more than two identical continuation (dash C) courses. The number of comprehensive examination and dissertation courses in which learners may enroll is outlined in the Satisfactory Academic Progress policy. If doctoral learners want to enroll in more than two continuation courses, they must get the approval of their school's dean or designee. While learners in some comprehensive examination and dissertation courses may register for more than two continuation courses, doing so means that the learner is no longer considered to be making satisfactory academic progress (SAP). The loss of federal financial aid due to registering for a third identical continuation course may be appealed by submitting a Continuation Course Appeal form to the director of financial aid. No learners will be granted federal financial aid for a fourth continuation course.

See iGuide for more information on satisfactory academic progress and financial aid.

Maximum Time to Completion
Capella University is committed to learner success and to providing assistance that will help learners make reasonable and timely progress in their programs. To ensure that learners' degree course work is current, Capella University requires learners to

complete all program requirements within specific time limits in order to be eligible to graduate. Exceptions due to extenuating circumstances may be approved by the registrar.

Awards	Maximum time to completion from date of matriculation
BS Degree	8 years (32 quarters)
MS Degree*	4 years (16 quarters)
MBA	4 years 16 quarters)
Graduate Certificate**	3 years (12 quarters)
Doctoral Degree	7 years 28 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.

** Learners enrolled in the specialist certificate program in the Harold Abel School of Psychology have a maximum of 4 years (16 quarters) to complete their certificate.

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

Transcripts

Learners may request transcripts on iGuide or by calling Learner Support at **1-888-Capella (227-3552), option 2**. Capella University reserves the right to withhold the official transcripts of learners who are not in good financial standing with the institution.

Transferability of Capella Credits

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

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

Financial Aid

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

Satisfactory Academic Progress Policy for Financial Aid

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

Scholarships

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

Veterans' Educational Benefits

Capella University is approved by the Minnesota State Approving Agency for veterans' educational benefits. Eligible learners may apply for benefits by calling the Veterans Administration (VA) Office for assistance at 1-800-827-1000. The original application should be mailed to Capella University's Office of Financial Aid.

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

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

Master's learners must complete a minimum of eight quarter credits in that quarter. Learners enrolled in the MS in Education program must complete a minimum of six quarter credits in that quarter for full time benefits.

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

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

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

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

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.

Tuition and Fees

TUITION AND FEES

The following charges apply as of this catalog's effective date, July 10, 2006, 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	INFORMATION TECHNOLOGY	EDUCATION	HUMAN SERVICES	PSYCHOLOGY
Application Fee (non-refundable)	$75	$75	$75	$75	$75
International Application Fee – includes international transcript evaluation (non-refundable)	$175	$175	$175	$175	$175
BACHELOR OF SCIENCE (BS) PROGRAM					
Petition for Credit Per Course (non-refundable)	$325	$325			
Tuition Per 6-Credit Course	$1,740	$1,740			
Tuition Per 3-Credit Course	$870	$870			
BS Graduation Fee	$250	$250			
MASTER OF BUSINESS ADMINISTRATION (MBA) PROGRAM					
Petition for Credit Per Course (non-refundable)	$325				
Tuition Per 3-Credit Course	$1,755				
MBA Graduation Fee	$350				
MASTER OF SCIENCE (MS) PROGRAM					
Petition for Credit Per Course (non-refundable)	$325	$325			
Tuition Per 6-Credit Course			$2,190		
Tuition Per 5-Credit Course					$1,705
Tuition Per 4-Credit Course	$1,995	$1,995	$1,460	$1,520	
Tuition Per 3-Credit Course			$1,095		
Tuition Per 2-Credit Course		$998	$730	$760	
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	$4,050		$4,050	$4,050	
Quarterly Tuition for Comprehensive Examination and Dissertation Courses	$3,240		$3,240	$3,240	
Reduced Tuition for Advanced Doctoral Learners	$810		$810	$810	
Tuition Per 5-Credit Course					$2,075
Tuition Per 5-Credit Course — Enrolled in two or more					$1,875
Residential Colloquium Per Week*	$1,350		$1,350	$1,350	$1,350
PhD Graduation Fee	$450		$450	$450	$450
DOCTOR OF PSYCHOLOGY (PsyD) PROGRAM					
Tuition for One 5-Credit Course					$2,075
Tuition Per 5-Credit Course - Enrolled in two or more					$1,875
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 Course	$1,995	$1,995		$1,520	$1,705
Tuition Per Quarter, Post-master's Certificate			$4,050		
Residential Colloquium Per Week (Track I)*			$1,350		
School of Psychology Certificate Practicum 3-Credit Course					$1,023
School of Psychology Certificate Practicum 2-Credit Course					$682
School of Psychology Year-in-Residence — Weekends-in-Residence (3)*					$567
School of Psychology Year-in-Residence — Extended Seminar (1)*					$2,700

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

Tuition and Fees, *continued*

Tuition and Fees

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

Learners in a bachelor's, MBA, master's, or certificate program pay tuition on a course-by-course basis except post-master's certificate learners, who are charged a flat rate per quarter. Learners pay tuition based on the school and program in which they are enrolled, even if they take a course from a different school. Learners who take a course from another school must pay their own school and program's tuition for that course.

Learners enrolled in specializations outside the MBA program may not take MBA courses.

MBA learners may not take courses associated with any other program within the School of Business and Technology or any other school at Capella University while they are enrolled in the MBA program.

Payment is due prior to the start of the course. American Express, Discover, MasterCard, Visa, wire transfer, and paper check payments are accepted. For information related to financial aid, please refer to the Financial Aid section.

PhD Tuition

For doctoral learners in the Schools of Business and Technology, Human Services, and Education, tuition is charged quarterly as 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. Upon registration for the following quarter, the learner will be charged a prorated tuition amount for that period. Doctoral learners may choose a yearly prepayment option for a discount rate. Learners who want more information on yearly prepayment should contact Learner Support at **1-888-CAPELLA (227-3552), option 2**. Payment is due prior to the start of the quarter or course for mid-quarter starts. American Express, Discover, MasterCard,

Visa, wire transfer, and paper check payments are accepted. For information related to financial aid, please refer to the Financial Aid section.

Harold Abel School of Psychology PhD and PsyD Tuition

Psychology PhD and PsyD learners pay tuition on a per-course basis. Learners enrolled in two or more five-credit psychology courses through the course's fifth calendar day pay a discounted tuition rate per course. Payment is due prior to the start of the course. American Express, Discover, MasterCard, Visa, wire transfer, and paper check payments are accepted. For information related to financial aid, please refer to the Financial Aid section.

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 (dash C courses). Learners in continuation courses do not earn additional credit.

To maintain active learner status, and access to university activities, academic personnel, and services (including advisors, mentors, courses, and library), learners must register and pay for continuation courses based on their school's regular registration, tuition, and payment schedules.

Reduced Tuition for Advanced Doctoral Learners

Capella University acknowledges that graduate education represents a major investment of time, energy, and money on the part of our learners. In a 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 in the schools of Business and Technology, Education, and Human Services who have completed at least four full years (16 complete quarters) of active enrollment in their doctoral program and have completed all residency requirements and degree course work (except the comprehensive examinations and the dissertation) are charged a reduced tuition rate (for a maximum of 12 additional quarters of enrollment) in lieu of regular tuition (see current tuition schedule for reduced tuition rates).

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

Quarters in which a current doctoral learner was enrolled in Capella as a certificate or master's learner, and time off taken for administrative, medical, military, or family leave shall not count toward the minimum active enrollment period.

Employer Reimbursement

Learners who want Capella to bill their employer directly must complete arrangements prior to the start of the course. Direct employer billing is only an option when no specific grade is required by the employer as a condition of reimbursement. Any portion of tuition charges not payable by the learner's employer is due prior to the start of the course. Learners receiving tuition assistance directly from their employer 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, or learners who receive vocational rehabilitation assistance.

Special Business Office Hold

All learners with an outstanding balance may be placed on Special Business Office Hold (SBOH). While on SBOH, learners will not be granted access to university activities, 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 drop one or more of their courses will have their tuition refunded according to the refund schedule in this section.

For doctoral and post-master's certificate learners in the Schools of Business and Technology, Human Services, and Education, tuition is charged quarterly on a flat rate, not on a per-course basis. Refunds are calculated only if all courses are dropped for a quarter and are based on the date the last course was dropped.

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

Learners must notify Capella University by phone **1-888-CAPELLA (227-3552), option 2**, or in writing of their intention to withdraw from courses. The effective date of the withdrawals will be the date notifications are received by the institution. All or a portion of refunds will be used to pay grants, loans, scholarships, or other financial aid in conformity with federal and state law. Withdrawn learners whose mailing address, e-mail address, and/or phone number changes are required to provide Capella with updated contact information in order to receive billing and balance information until any balance is resolved.

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 learner's approved withdrawal date as determined by Academic Records. If learners withdraw from Capella and have received financial aid, specific requirements will be followed. These can be found on iGuide at Tuition Refund policy.

Tuition Refund Schedules

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

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

Florida Residents Refund Policy

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

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

A Florida learner who withdraws or is disenrolled after the start date of a course, but before 40% 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
4th day – 5%	95%
6% – 10%	90%
11% – 25%	75%
26% – 40%	50%
41% +	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.

Florida 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 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.

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 business days after making a payment to Capella University.

Tuition and Fees, *continued*

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
4th 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 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 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.

Residency Tuition and Fees

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

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

Timing of Cancellation	Cancellation Fee	Tuition Refund
30+ days in advance of the residency	$0	100%
8 – 29 days in advance of the residency	$50	100%
3 – 7 days in advance of the residency	$150	100%
0 – 2 days in advance of the residency	$0	No refund

Other Fees

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

The amount of the application fee will be automatically determined based on information provided. All application fees are non-refundable.

Petition for Credit Fee
The petition process requires learners seeking credit for prior learning to pay an evaluation fee for each petition. See the Credit for Prior Learning policy in this catalog for details and restrictions. Petition for credit fees are non-refundable.

Late Registration Fee
Beginning fall quarter 2006, learners who register after 11:59 pm Central Time on the last day to register without a late registration fee will be charged $75.

Graduation Fee
A fee will be assessed when a learner applies for graduation. The learner's graduation fee and any outstanding balance must be paid in full prior to receiving a diploma or official transcripts. See the Tuition and Fees chart in this catalog and on iGuide.

Capella University

School of Undergraduate Studies

School of Undergraduate Studies

Valerie Perkins, EdD
Dean, School of Undergraduate Studies

From the Dean

I am pleased to welcome you to Capella University's School of Undergraduate Studies. Today's competitive work environment is rapidly changing, as are the skills necessary for career success. Programs in the School of Undergraduate Studies have an immediate and long-term impact, transforming the lives and careers of learners. Our programs and curricula help learners expand their experience into the global community through interactive technology, broad-based discussions, and a recognition of the importance and impact of diversity and culture.

Degree programs in the School of Undergraduate Studies are designed for working adult learners who want to develop relevant skills in a variety of areas in the fields of business and information technology. Capella's business program develops foundational knowledge and scholarship related to current issues in the specializations of accounting, business administration, finance, human resource management, management and leadership, and marketing. Learners in the information technology bachelor's program benefit from a relevant curriculum that addresses essential information technology competencies in project management, information security, enterprise systems integration, application development, network architecture and design, systems design and programming, and graphics multimedia specializations.

Online learning at Capella is led by experienced faculty who share their knowledge and passion for their subject areas; who link theory, research, and practice; who are active in business and information technology fields, and who support learners as they work to achieve personal goals and transform their lives and careers. The faculty and staff of the School of Undergraduate Studies are dedicated to offering a rewarding learning experience that provides professional and personal value; they join me in welcoming you.

Valerie Perkins, EdD
Dean

About the School of Undergraduate Studies

Mission Statement

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

Undergraduate Degree Programs

Bachelor of Science (BS) in Business

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

Capella's bachelor's degree in business curriculum focuses on providing a sound grounding in accounting, business administration, management and leadership, human resource management, finance, and marketing. The curriculum also provides an integrated approach to enterprise, preparing learners to work in collaboration with diverse work groups and functional areas.

Bachelor of Science (BS) in Information Technology

This School of Undergraduate Studies bachelor's degree program allows learners to efficiently complete their studies for a degree and focus on courses that teach the skills that prepare them for careers in technology.

The courses in information technology help learners build a deep knowledge of current IT tools and practices while preparing them to earn new certifications they may need. During the program, learners gain hands-on access to the applications they are learning and have the opportunity to demonstrate their new skills. When they are finished, learners have a bachelor's degree that validates their professional status and a portfolio of course work that demonstrates their mastery of the latest software, Web tools, and other applications.

General Education Requirements for the BS Degree

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

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

1. **Communication:** Capella learners develop the communication skills necessary to effectively use the English language to communicate both verbally and in written form. In addition, they learn to read, write, speak, and listen critically.

2. **Critical Thinking:** Capella learners develop the thinking skills necessary to critically evaluate information, integrate differing points of view, and establish a reasoned course of action for effectively solving problems. These critical thinking skills are reinforced throughout the program.

SPECIALIZATIONS OFFERED IN THE SCHOOL OF UNDERGRADUATE STUDIES

Business Program	Degree
Accounting *	BS
Business Administration	BS
Finance	BS
Human Resource Management	BS
Management and Leadership	BS
Marketing	BS

Information Technology Program	Degree
General Information Technology	BS
Graphics and Multimedia	BS
Information Assurance and Security **	BS
Network Technology	BS
Project Management	BS
Web Application Development	BS

* Approval for this specialization is pending in Arkansas. Applicants should contact an enrollment counselor for current approval status in this state.

** Approval for this specialization is pending in Arkansas and Ohio. Applicants should contact an enrollment counselor for current approval status in these states.

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

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

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

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

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

School of Undergraduate Studies Degree Programs

Bachelor of Science (BS) in Business Specializations

Accounting

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

General Education Requirements

Choose 60 quarter credits as indicated from the following categories:

Communication (12 quarter credits required)
ENG1000   English Composition
ENG2000   Research Writing
SPC2000   Intercultural Communication
SPC2050   Visual Design in Communications
              (3 quarter credits)

Ethical and Social Responsibility
(6 quarter credits required)
PHI2000   Ethics
PHI2050   Human Nature and Ethics
              (3 quarter credits)

Fine Arts and Humanities
(12 quarter credits required)
ART2000   Art History Survey
HUM1000   Introduction to the Humanities
HUM1050   World Religions (3 quarter credits)
LIT2000   Sports and Literature (3 quarter credits)
PHI1000   Introduction to Philosophy

Mathematical and Logical Reasoning
(6 quarter credits required)
MAT1050   College Algebra
MAT1051   Pre-Calculus
MAT2001 *   Statistical Reasoning
MAT2050   Statistical Literacy (3 quarter credits)
MAT2051   Discrete Mathematics (MAT1050)
* Required for specialization

Natural Science (12 quarter credits required)
BIO1000   Human Biology
BIO1050   Biology and Society (3 quarter credits)
CHM1000   Chemistry for Changing Times
PHY1000   Introduction to Astronomy

Social Science (12 quarter credits required)
ECO1050   Microeconomics
ECO1051   Macroeconomics
HIS1000   Immigrants in the American City
              (3 quarter credits)
PSY1000   Introduction to Psychology
POL1000   The Politics of American Government
SOC1000   Introduction to Human Society

Additional Program Requirements

Core Courses + Lab - 42 quarter credits
BUS3004   Developing a 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 - 48 quarter credits
BUS4060   Financial Accounting Principles
              (BUS3060)
BUS4061   Managerial Accounting Principles
              (BUS4060)
BUS4062   Intermediate Financial Accounting
              Topics & Trends (BUS4060)
BUS4063   Advanced Financial Accounting
              Topics & Trends (BUS4062)
BUS4064   Cost Accounting for Planning and
              Control (BUS4061)
BUS4065   Income Tax Concepts & Strategies
              (BUS4062)
BUS4066   Contemporary Auditing: An Ethical
              Perspective (BUS4063)
BUS4070   Foundations in Finance (BUS3060)

Elective Courses - 30 quarter credits
Choose 30 quarter credits of additional undergraduate courses.

Capstone Course - 6 quarter credits
To be taken during the learner's final quarter.
BUS4993   Business Capstone Project

Total   **186 quarter credits**

Capella University will seek approval of this new specialization from the state of Arkansas. Learners should contact an enrollment counselor for current approval status in this state.

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.

General Education Requirements

Choose 60 quarter credits as indicated from the following categories:

Communication (12 quarter credits required)
ENG1000   English Composition
ENG2000   Research Writing
SPC2000   Intercultural Communication
SPC2050   Visual Design in Communications
              (3 quarter credits)

Ethical and Social Responsibility
(6 quarter credits required)
PHI2000   Ethics
PHI2050   Human Nature and Ethics
              (3 quarter credits)

Fine Arts and Humanities
(12 quarter credits required)
ART2000   Art History Survey
HUM1000   Introduction to the Humanities
HUM1050   World Religions (3 quarter credits)
LIT2000   Sports and Literature (3 quarter credits)
PHI1000   Introduction to Philosophy

Mathematical and Logical Reasoning
(6 quarter credits required)
MAT1050   College Algebra
MAT1051   Pre-Calculus
MAT2001   Statistical Reasoning
MAT2050   Statistical Literacy (3 quarter credits)
MAT2051   Discrete Mathematics (MAT1050)

Natural Science (12 quarter credits required)
BIO1000   Human Biology
BIO1050   Biology and Society (3 quarter credits)
CHM1000   Chemistry for Changing Times
PHY1000   Introduction to Astronomy

Social Science (12 quarter credits required)
ECO1050   Microeconomics
ECO1051   Macroeconomics
HIS1000   Immigrants in the American City
              (3 quarter credits)
PSY1000   Introduction to Psychology
POL1000   The Politics of American Government
SOC1000   Introduction to Human Society

Additional Program Requirements

Core Courses + Lab - 42 quarter credits
BUS3004   Developing a Business Perspective
BUS3005   Undergraduate Learner Success Lab
              (non-credit)
BUS3010   Fundamentals of Management and
              Leadership
BUS3020   Fundamentals of E-Business

All courses are 6 quarter credits except as noted.
Courses listed in parentheses denote prerequisites.

Bachelor's in Business
Specializations, continued

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

Specialization Courses - 48 quarter credits
Required course:

BUS4801	Ethics and Enterprise

Choose 42 quarter credits from the following courses:

BUS4011	Virtual Team Collaboration (BUS3010)
BUS4012	Leadership in Organizations (BUS3010)
BUS4013	Organizational Structure, Learning, and Performance (BUS3010)
BUS4014	Operations Management for Competitive Advantage (BUS3010)
BUS4015	Strategic Planning and Implementation (BUS3010)
BUS4016	Global Business Relationships (BUS3010)
BUS4021	E-Business Technology Infrastructure (BUS3020)
BUS4022	E-Business Sourcing, Marketing, and Sales (BUS3020)
BUS4023	E-Business Project Implementation (BUS3020)
BUS4031	Marketing, Sales, and Channel Management (BUS3030)
BUS4032	Customer Psychology and Marketing Research (BUS3030)
BUS4033	Brand Identity and Marketing Communication (BUS3030)
BUS4034	Marketing Strategy (BUS3030)
BUS4035	Marketing Across Borders (BUS3030)
BUS4043	Compensation and Benefits Management (BUS3040)
BUS4044	Legal Issues in Human Resource Management (BUS3040)
BUS4045	Recruitment, Retention, and Development (BUS3040)
BUS4046	Employee and Labor Relations (BUS3040)
BUS4047	Employee Training and Development (BUS3040)
BUS4048	International Human Resources Management Issues (BUS3040)
BUS4060	Financial Accounting Principles (BUS3060)
BUS4061	Managerial Accounting Principles (BUS4060)
BUS4062	Intermediate Financial Accounting Topics & Trends (BUS4060)
BUS4063	Advanced Financial Accounting Topics & Trends (BUS4062)
BUS4064	Cost Accounting for Planning and Control (BUS4061)
BUS4065	Income Tax Concepts & Strategies (BUS4062)
BUS4066	Contemporary Auditing: An Ethical Perspective (BUS4063)
BUS4070	Foundations in Finance (BUS3060)
BUS4071	Financial Markets and Institutions (BUS4070)
BUS4072	Analysis for Financial Management (BUS4070)
BUS4073	Investments and Portfolio Management (BUS4070)
BUS4074	Entrepreneurial Finance (BUS4070)
BUS4075	Public and Nonprofit Finance (BUS4070)
BUS4076	Issues in International Finance (BUS4070)
BUS4077	Risk Management Strategies (BUS4070)
BUS4078	Financial Institution Management (BUS4070)
BUS4079	Real Estate Finance (BUS4070)
BUS4802	Change Management

Elective Courses - 30 quarter credits
Choose 30 quarter credits of additional undergraduate courses.

Capstone Course - 6 quarter credits
To be taken during the learner's final quarter.

BUS4993	Business Capstone Project

Total   **186 quarter credits**

Finance

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

General Education Requirements

Choose 60 quarter credits as indicated from the following categories:

Communication (12 quarter credits required)

ENG1000	English Composition
ENG2000	Research Writing
SPC2000	Intercultural Communication
SPC2050	Visual Design in Communications (3 quarter credits)

Ethical and Social Responsibility (6 quarter credits required)

PHI2000	Ethics
PHI2050	Human Nature and Ethics (3 quarter credits)

Fine Arts and Humanities (12 quarter credits required)

ART2000	Art History Survey
HUM1000	Introduction to the Humanities
HUM1050	World Religions (3 quarter credits)
LIT2000	Sports and Literature (3 quarter credits)
PHI1000	Introduction to Philosophy

Mathematical and Logical Reasoning (6 quarter credits required)

MAT1050	College Algebra
MAT1051	Pre-Calculus
MAT2001 *	Statistical Reasoning
MAT2050	Statistical Literacy (3 quarter credits)
MAT2051	Discrete Mathematics (MAT1050)

* Required for specialization

Natural Science (12 quarter credits required)

BIO1000	Human Biology
BIO1050	Biology and Society (3 quarter credits)
CHM1000	Chemistry for Changing Times
PHY1000	Introduction to Astronomy

Social Science (12 quarter credits required)

ECO1050	Microeconomics
ECO1051	Macroeconomics
HIS1000	Immigrants in the American City (3 quarter credits)
PSY1000	Introduction to Psychology
POL1000	The Politics of American Government
SOC1000	Introduction to Human Society

Additional Program Requirements

Core Courses + Lab - 42 quarter credits

BUS3004	Developing a 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 - 48 quarter credits

BUS4070	Foundations in Finance (BUS3060)
BUS4071	Financial Markets and Institutions (BUS4070)
BUS4072	Analysis for Financial Management (BUS4070)
BUS4073	Investments and Portfolio Management (BUS4070)
BUS4801	Ethics and Enterprise

Choose 18 quarter credits from the following courses:

BUS4074	Entrepreneurial Finance (BUS4070)
BUS4075	Public and Nonprofit Finance (BUS4070)
BUS4076	Issues in International Finance (BUS4070)
BUS4077	Risk Management Strategies (BUS4070)
BUS4078	Financial Institution Management (BUS4070)
BUS4079	Real Estate Finance (BUS4070)

Elective Courses - 30 quarter credits
Choose 30 quarter credits of additional undergraduate courses.

Capstone Course - 6 quarter credits
To be taken during the learner's final quarter.

BUS4993	Business Capstone Project

Total   **186 quarter credits**

All courses are 6 quarter credits except as noted.
Courses listed in parentheses denote prerequisites.

School of Undergraduate Studies Programs, *continued*

*Bachelor's in Business
Specializations, continued*

Human Resource Management

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

General Education Requirements

Choose 60 quarter credits as indicated from the following categories:

Communication (12 quarter credits required)
ENG1000   English Composition
ENG2000   Research Writing
SPC2000   Intercultural Communication
SPC2050   Visual Design in Communications (3 quarter credits)

Ethical and Social Responsibility (6 quarter credits required)
PHI2000   Ethics
PHI2050   Human Nature and Ethics (3 quarter credits)

Fine Arts and Humanities (12 quarter credits required)
ART2000   Art History Survey
HUM1000   Introduction to the Humanities
HUM1050   World Religions (3 quarter credits)
LIT2000   Sports and Literature (3 quarter credits)
PHI1000   Introduction to Philosophy

Mathematical and Logical Reasoning (6 quarter credits required)
MAT1050   College Algebra
MAT1051   Pre-Calculus
MAT2001   Statistical Reasoning
MAT2050   Statistical Literacy (3 quarter credits)
MAT2051   Discrete Mathematics *(MAT1050)*

Natural Science (12 quarter credits required)
BIO1000   Human Biology
BIO1050   Biology and Society (3 quarter credits)
CHM1000   Chemistry for Changing Times
PHY1000   Introduction to Astronomy

Social Science (12 quarter credits required)
ECO1050   Microeconomics
ECO1051   Macroeconomics
HIS1000   Immigrants in the American City (3 quarter credits)
PSY1000   Introduction to Psychology
POL1000   The Politics of American Government
SOC1000   Introduction to Human Society

Additional Program Requirements

Core Courses + Lab - 42 quarter credits
BUS3004   Developing a 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 - 48 quarter credits
BUS4043   Compensation and Benefits Management *(BUS3040)*
BUS4044   Legal Issues in Human Resource Management *(BUS3040)*
BUS4045   Recruitment, Retention, and Development *(BUS3040)*
BUS4046   Employee and Labor Relations *(BUS3040)*
BUS4047   Employee Training and Development *(BUS3040)*
BUS4048   International Human Resource Management Issues *(BUS3040)*
BUS4801   Ethics and Enterprise
BUS4802   Change Management

Elective Courses - 30 quarter credits
Choose 30 quarter credits of additional undergraduate courses.

Capstone Course - 6 quarter credits
To be taken during the learner's final quarter.
BUS4993   Business Capstone Project

Total   **186 quarter credits**

Management and Leadership

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

General Education Requirements

Choose 60 quarter credits as indicated from the following categories:

Communication (12 quarter credits required)
ENG1000   English Composition
ENG2000   Research Writing
SPC2000   Intercultural Communication
SPC2050   Visual Design in Communications (3 quarter credits)

Ethical and Social Responsibility (6 quarter credits required)
PHI2000   Ethics
PHI2050   Human Nature and Ethics (3 quarter credits)

Fine Arts and Humanities (12 quarter credits required)
ART2000   Art History Survey
HUM1000   Introduction to the Humanities
HUM1050   World Religions (3 quarter credits)
LIT2000   Sports and Literature (3 quarter credits)
PHI1000   Introduction to Philosophy

Mathematical and Logical Reasoning (6 quarter credits required)
MAT1050   College Algebra
MAT1051   Pre-Calculus
MAT2001   Statistical Reasoning
MAT2050   Statistical Literacy (3 quarter credits)
MAT2051   Discrete Mathematics *(MAT1050)*

Natural Science (12 quarter credits required)
BIO1000   Human Biology
BIO1050   Biology and Society (3 quarter credits)
CHM1000   Chemistry for Changing Times
PHY1000   Introduction to Astronomy

Social Science (12 quarter credits required)
ECO1050   Microeconomics
ECO1051   Macroeconomics
HIS1000   Immigrants in the American City (3 quarter credits)
PSY1000   Introduction to Psychology
POL1000   The Politics of American Government
SOC1000   Introduction to Human Society

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*All courses are 6 quarter credits except as noted.
Courses listed in parentheses denote prerequisites.*

*Bachelor's in Business
Specializations, continued*

Additional Program Requirements

Core Courses + Lab - 42 quarter credits

BUS3004	Developing a 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 - 48 quarter credits

BUS4011	Virtual Team Collaboration *(BUS3010)*
BUS4012	Leadership in Organizations *(BUS3010)*
BUS4013	Organizational Structure, Learning, and Performance *(BUS3010)*
BUS4014	Operations Management for Competitive Advantage *(BUS3010)*
BUS4015	Strategic Planning and Implementation *(BUS3010)*
BUS4016	Global Business Relationships *(BUS3010)*
BUS4801	Ethics and Enterprise
BUS4802	Change Management

Elective Courses - 30 quarter credits

Choose 30 quarter credits of additional undergraduate courses.

Capstone Course - 6 quarter credits

To be taken during the learner's final quarter.

BUS4993	Business Capstone Project

Total   **186 quarter credits**

Marketing

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

General Education Requirements

Choose 60 quarter credits as indicated from the following categories:

Communication (12 quarter credits required)

ENG1000	English Composition
ENG2000	Research Writing
SPC2000	Intercultural Communication
SPC2050	Visual Design in Communications (3 quarter credits)

Ethical and Social Responsibility (6 quarter credits required)

PHI2000	Ethics
PHI2050	Human Nature and Ethics (3 quarter credits)

Fine Arts and Humanities (12 quarter credits required)

ART2000	Art History Survey
HUM1000	Introduction to the Humanities
HUM1050	World Religions (3 quarter credits)
LIT2000	Sports and Literature (3 quarter credits)
PHI1000	Introduction to Philosophy

Mathematical and Logical Reasoning (6 quarter credits required)

MAT1050	College Algebra
MAT1051	Pre-Calculus
MAT2001 *	Statistical Reasoning
MAT2050	Statistical Literacy (3 quarter credits)
MAT2051	Discrete Mathematics *(MAT1050)*

* Required for specialization

Natural Science (12 quarter credits required)

BIO1000	Human Biology
BIO1050	Biology and Society (3 quarter credits)
CHM1000	Chemistry for Changing Times
PHY1000	Introduction to Astronomy

Social Science (12 quarter credits required)

ECO1050	Microeconomics
ECO1051	Macroeconomics
HIS1000	Immigrants in the American City (3 quarter credits)
PSY1000	Introduction to Psychology
POL1000	The Politics of American Government
SOC1000	Introduction to Human Society

Additional Program Requirements

Core Courses + Lab - 42 quarter credits

BUS3004	Developing a 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 - 48 quarter credits

BUS4022	E-Business Sourcing, Marketing, and Sales *(BUS3020)*
BUS4031	Marketing, Sales, and Channel Management *(BUS3030)*
BUS4032	Customer Psychology and Marketing Research *(BUS3030)*
BUS4033	Brand Identity and Marketing Communication *(BUS3030)*
BUS4801	Ethics and Enterprise
BUS4802	Change Management

Choose 12 quarter credits from the following courses:

BUS4021	E-Business Technology Infrastructure *(BUS3020)*
BUS4023	E-Business Project Implementation *(BUS3020)*
BUS4034	Marketing Strategy *(BUS3030)*
BUS4035	Marketing Across Borders *(BUS3030)*

Elective Courses - 30 quarter credits

Choose 30 quarter credits of additional undergraduate courses.

Capstone Course - 6 quarter credits

To be taken during the learner's final quarter.

BUS4993	Business Capstone Project

Total   **186 quarter credits**

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*All courses are 6 quarter credits except as noted.
Courses listed in parentheses denote prerequisites.*

School of Undergraduate Studies Programs, *continued*

Bachelor of Science (BS) in Information Technology Specializations

General

In this general information technology (IT) specialization, learners explore a range of IT topics. This program of study consists of a set of core courses that cover the fundamental IT domains of networking, database, Web development, systems analysis and design, and project management. Learners have an opportunity to select a variety of more advanced IT courses that allow them to develop deeper and broader knowledge and skills in diverse IT topic areas. These areas include Web development, networking, project management, and graphics and multimedia.

General Education Requirements

Choose 60 quarter credits as indicated from the following categories:

Communication (12 quarter credits required)
ENG1000   English Composition
ENG2000   Research Writing
SPC2000   Intercultural Communication
SPC2050   Visual Design in Communications (3 quarter credits)

Ethical and Social Responsibility (6 quarter credits required)
PHI2000   Ethics
PHI2050   Human Nature and Ethics (3 quarter credits)

Fine Arts and Humanities (12 quarter credits required)
ART2000   Art History Survey
HUM1000   Introduction to the Humanities
HUM1050   World Religions (3 quarter credits)
LIT2000   Sports and Literature (3 quarter credits)
PHI1000   Introduction to Philosophy

Mathematical and Logical Reasoning (6 quarter credits required)
MAT1050   College Algebra
MAT1051   Pre-Calculus
MAT2001   Statistical Reasoning
MAT2050   Statistical Literacy (3 quarter credits)
The following course is strongly recommended:
MAT2051   Discrete Mathematics *(MAT1050)*

Natural Science (12 quarter credits required)
BIO1000   Human Biology
BIO1050   Biology and Society (3 quarter credits)
CHM1000   Chemistry for Changing Times
PHY1000   Introduction to Astronomy

Social Science (12 quarter credits required)
ECO1050   Microeconomics
ECO1051   Macroeconomics
HIS1000   Immigrants in the American City (3 quarter credits)
PSY1000   Introduction to Psychology
POL1000   The Politics of American Government
SOC1000   Introduction to Human Society

Additional Program Requirements

Core Courses + Lab - 48 quarter credits
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 - 42 quarter credits
Choose 42 quarter credits from the following courses:
TS4010   Presentation Layer: Client Side Programming *(TS3100, TS4805)*
TS4012   Advanced Server Side Programming *(TS4811, TS4819, TS4820)*
TS4030   Project Estimation and Budgeting *(TS3120)*
TS4031   Risk Management in Information System Development *(TS3120)*
TS4032   Motivating IT Professionals *(TS3120)*
TS4040   Network Administration *(TS3150)*
TS4041   Advanced Network Administration *(TS4040)*
TS4042   Network Design *(TS3150)*
TS4043   Network Administration with Linux *(TS3150, TS4813)*
TS4050   Vector Graphics Animation *(TS3100)*
TS4051   Web Graphics Production *(TS3100)*
TS4052   Image Processing *(TS3100)*
TS4060   Managing the Project I *(TS3120)*
TS4061   Managing the Project II *(TS4060)*
TS4070   CyberDefense & Countermeasures
TS4071   CyberAttacks & Ethical Hacking *(TS3150, TS4803)*
TS4072   Operating Systems Security *(TS3150, TS4803)*
TS4073   Organizational Security *(TS3150, TS4803)*
TS4074   Applications Security *(TS3150, TS4803)*
TS4075   Computer Forensics *(TS3150, TS4803)*
TS4076   Security Management Practices *(TS3150, TS4803)*
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 *(TS3140)*
TS4809   Data Warehousing and Data Mining
TS4810   Web Design *(TS3100)*
TS4811   Object-oriented Programming in Java *(TS4805)*
TS4812   Advanced Java Programming *(TS4811)*
TS4813   Operating Systems
TS4815   Introduction to Telecommunications

TS4817   Security Management Practices *(TS3150)*
TS4819   Application Layer: Server Side Programming *(TS3130, TS4805, TS4010)*
TS4820   Server Side Programming ASP.NET *(TS4819)*
TS4899   Special Topics in Information Technology *(school permission)*

Elective Courses - 30 quarter credits
Choose 30 quarter credits of additional undergraduate courses. The School of Undergraduate Studies recommends that 18 of these quarter credits be earned through undergraduate information technology courses.

Capstone Course - 6 quarter credits
To be taken during the learner's final quarter:
TS4990   Integrated Action Learning Project

Total   **186 quarter credits**

All courses are 6 quarter credits except as noted.
Courses listed in parentheses denote prerequisites.

*Bachelor's in Information Technology
Specializations, continued*

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. The specialization in graphics and multimedia helps learners build the skills necessary to develop graphic-intensive content that enhances the appeal and navigability of Web sites.

While pursuing this specialization, learners are led by trained graphic artists and experts in Web-based design. Learners engage in a collaborative, online community that provides real-time feedback on their work from a variety of learner and instructor perspectives. The specialization leaves learners with a sound knowledge of the latest professional tools used for vector graphics, vector graphics animation, and image processing.

General Education Requirements

Choose 60 quarter credits as indicated from the following categories:

Communication (12 quarter credits required)
ENG1000   English Composition
ENG2000   Research Writing
SPC2000   Intercultural Communication
SPC2050   Visual Design in Communications
          (3 quarter credits)

*Ethical and Social Responsibility
(6 quarter credits required)*
PHI2000   Ethics
PHI2050   Human Nature and Ethics
          (3 quarter credits)

*Fine Arts and Humanities
(12 quarter credits required)*
ART2000   Art History Survey
HUM1000   Introduction to the Humanities
HUM1050   World Religions (3 quarter credits)
LIT2000   Sports and Literature (3 quarter credits)
PHI1000   Introduction to Philosophy

*Mathematical and Logical Reasoning
(6 quarter credits required)*
MAT1050   College Algebra
MAT1051   Pre-Calculus
MAT2001   Statistical Reasoning
MAT2050   Statistical Literacy (3 quarter credits)
The following course is strongly recommended:
MAT2051   Discrete Mathematics (MAT1050)

Natural Science (12 quarter credits required)
BIO1000   Human Biology
BIO1050   Biology and Society (3 quarter credits)
CHM1000   Chemistry for Changing Times
PHY1000   Introduction to Astronomy

Social Science (12 quarter credits required)
ECO1050   Microeconomics
ECO1051   Macroeconomics
HIS1000   Immigrants in the American City
          (3 quarter credits)
PSY1000   Introduction to Psychology
POL1000   The Politics of American Government
SOC1000   Introduction to Human Society

Additional Program Requirements

Core Courses + Lab - 48 quarter credits
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 - 42 quarter credits
TS4050   Vector Graphics Animation (TS3100)
TS4051   Web Graphics Production (TS3100)
TS4052   Image Processing (TS3100)
TS4801   Information Systems Analysis
         and Design
TS4802   System Assurance Quality and Testing
TS4810   Web Design (TS3100)
*6 quarter credits composed of any
4000-level course(s).*

Elective Courses - 30 quarter credits
Choose 30 quarter credits of additional undergraduate courses. The School of Undergraduate Studies recommends that 18 of these quarter credits be earned through undergraduate technology courses.

Capstone Course - 6 quarter credits
To be taken during the learner's final quarter:
TS4990   Integrated Action Learning Project

Total   **186 quarter credits**

Information Assurance and Security

Information assurance and security professionals design, install, configure, manage, and troubleshoot an organization's security policies, processes, network, hardware, and software infrastructure. These professionals apply many tools and technologies to ensure that the organization is secure. The information assurance and security specialization will allow students to acquire and apply various processes, tools, technologies, and methods of securing an enterprise including, but not limited to, security policies, social engineering, access control, authentication, perimeter security, disaster recovery and business continuity, risk management, incident response, viruses, malware, spam, encryption, and other infrastructure security techniques. In addition to information assurance and security expertise, learners in this specialization will demonstrate the business, interpersonal, and communication skills required to influence internal decision making and overall organizational effectiveness.

General Education Requirements

Choose 60 quarter credits as indicated from the following categories:

Communication (12 quarter credits required)
ENG1000   English Composition
ENG2000   Research Writing
SPC2000   Intercultural Communication
SPC2050   Visual Design in Communications
          (3 quarter credits)

*Ethical and Social Responsibility
(6 quarter credits required)*
PHI2000   Ethics
PHI2050   Human Nature and Ethics
          (3 quarter credits)

*Fine Arts and Humanities
(12 quarter credits required)*
ART2000   Art History Survey
HUM1000   Introduction to the Humanities
HUM1050   World Religions (3 quarter credits)
LIT2000   Sports and Literature (3 quarter credits)
PHI1000   Introduction to Philosophy

*Mathematical and Logical Reasoning
(6 quarter credits required)*
MAT1050   College Algebra
MAT1051   Pre-Calculus
MAT2001   Statistical Reasoning
MAT2050   Statistical Literacy (3 quarter credits)
The following course is strongly recommended:
MAT2051   Discrete Mathematics (MAT1050)

School of Undergraduate Studies Programs, *continued*

*Bachelor's in Information Technology
Specializations, continued*

Natural Science (12 quarter credits required)
BIO1000   Human Biology
BIO1050   Biology and Society (3 quarter credits)
CHM1000   Chemistry for Changing Times
PHY1000   Introduction to Astronomy

Social Science (12 quarter credits required)
ECO1050   Microeconomics
ECO1051   Macroeconomics
HIS1000   Immigrants in the American City
                   (3 quarter credits)
PSY1000   Introduction to Psychology
POL1000   The Politics of American Government
SOC1000   Introduction to Human Society

Additional Program Requirements
Core Courses + Lab - 48 quarter credits
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 - 48 quarter credits
TS4803   System Assurance Security
TS4070   CyberDefense & Countermeasures
TS4071   CyberAttacks & Ethical Hacking
                 (TS3150, TS4803)
TS4072   Operating Systems Security
                 (TS3150, TS4803)
TS4073   Organizational Security *(TS3150, TS4803)*
TS4074   Applications Security *(TS3150, TS4803)*
TS4075   Computer Forensics *(TS3150, TS4803)*
TS4076   Security Management Practices
                 (TS3150, TS4803)

Elective Courses - 24 quarter credits
Choose 24 quarter credits of additional
undergraduate courses. The School of
Undergraduate Studies recommends that 18
of these quarter credits be earned through
undergraduate information technology courses.

Capstone Course - 6 quarter credits
To be taken during the learner's final quarter:
TS4990   Integrated Action Learning Project

Total   **186 quarter credits**

Capella University is seeking approval of this
specialization from the state of Arkansas. Contact
an enrollment counselor for current approval status
in this state.

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 are introduced, including local
and wide area networking, directory services,
network security, authentication schemes, and
various operating systems. Innovative software
tools and Capella's advanced IT infrastructure
enable simulated hands-on learning in a flexible,
online environment.

Equally important, as learners work toward
various in-demand certifications, they continue
acquiring the broader critical thinking, strategic,
and managerial skills that last a lifetime and
make the IT professional a valuable asset to
every department within an organization.

General Education Requirements
*Choose 60 quarter credits as indicated from the
following categories:*
Communication (12 quarter credits required)
ENG1000   English Composition
ENG2000   Research Writing
SPC2000   Intercultural Communication
SPC2050   Visual Design in Communications
                   (3 quarter credits)

*Ethical and Social Responsibility
(6 quarter credits required)*
PHI2000   Ethics
PHI2050   Human Nature and Ethics
                 (3 quarter credits)

*Fine Arts and Humanities
(12 quarter credits required)*
ART2000   Art History Survey
HUM1000   Introduction to the Humanities
HUM1050   World Religions (3 quarter credits)
LIT2000   Sports and Literature (3 quarter credits)
PHI1000   Introduction to Philosophy

*Mathematical and Logical Reasoning
(6 quarter credits required)*
MAT1050   College Algebra
MAT1051   Pre-Calculus
MAT2001   Statistical Reasoning
MAT2050   Statistical Literacy (3 quarter credits)
The following course is strongly recommended:
MAT2051   Discrete Mathematics *(MAT1050)*

Natural Science (12 quarter credits required)
BIO1000   Human Biology
BIO1050   Biology and Society (3 quarter credits)
CHM1000   Chemistry for Changing Times
PHY1000   Introduction to Astronomy

Social Science (12 quarter credits required)
ECO1050   Microeconomics
ECO1051   Macroeconomics
HIS1000   Immigrants in the American City
                   (3 quarter credits)
PSY1000   Introduction to Psychology
POL1000   The Politics of American Government
SOC1000   Introduction to Human Society

Additional Program Requirements
Core Courses + Lab - 48 quarter credits
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 - 42 quarter credits
TS4040   Network Administration *(TS3150)*
TS4041   Advanced Network Administration
                 (TS4040)
TS4042   Network Design *(TS3150)*
TS4803   System Assurance Security
TS4813   Operating Systems
TS4815   Introduction to Telecommunications
*6 quarter credits composed of any
4000-level course(s).*

Elective Courses - 30 quarter credits
Choose 30 quarter credits of additional
undergraduate courses. The School of Undergraduate
Studies recommends that 18 of these quarter credits
be earned through undergraduate information
technology courses.

Capstone Course - 6 quarter credits
To be taken during the learner's final quarter:
TS4990   Integrated Action Learning Project

Total   **186 quarter credits**

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*All courses are 6 quarter credits except as noted.
Courses listed in parentheses denote prerequisites.*

*Bachelor's in Information Technology
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 are introduced to a variety of topics including assessing product requirements; establishing configuration management; understanding the impact of evolving legal and regulatory issues on a project; understanding team dynamics; and using tools for project planning, estimation, budgeting, and risk management. Learners will ultimately integrate IT fundamentals, professional practice, and project management specialization course work in an integrated action learning project.

General Education Requirements

Choose 60 quarter credits as indicated from the following categories:

Communication (12 quarter credits required)

ENG1000	English Composition
ENG2000	Research Writing
SPC2000	Intercultural Communication
SPC2050	Visual Design in Communications (3 quarter credits)

*Ethical and Social Responsibility
(6 quarter credits required)*

PHI2000	Ethics
PHI2050	Human Nature and Ethics (3 quarter credits)

*Fine Arts and Humanities
(12 quarter credits required)*

ART2000	Art History Survey
HUM1000	Introduction to the Humanities
HUM1050	World Religions (3 quarter credits)
LIT2000	Sports and Literature (3 quarter credits)
PHI1000	Introduction to Philosophy

*Mathematical and Logical Reasoning
(6 quarter credits required)*

MAT1050	College Algebra
MAT1051	Pre-Calculus
MAT2001	Statistical Reasoning
MAT2050	Statistical Literacy (3 quarter credits)

The following course is strongly recommended:

MAT2051	Discrete Mathematics (MAT1050)

Natural Science (12 quarter credits required)

BIO1000	Human Biology
BIO1050	Biology and Society (3 quarter credits)
CHM1000	Chemistry for Changing Times
PHY1000	Introduction to Astronomy

Social Science (12 quarter credits required)

ECO1050	Microeconomics
ECO1051	Macroeconomics
HIS1000	Immigrants in the American City (3 quarter credits)
PSY1000	Introduction to Psychology
POL1000	The Politics of American Government
SOC1000	Introduction to Human Society

Additional Program Requirements

Core Courses + Lab - 48 quarter credits

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 - 42 quarter credits

TS4030	Project Estimating and Budgeting
TS4031	Risk Management in Information System Development (TS3120)
TS4032	Motivating IT Professionals (TS3120)
TS4060	Managing the Project I (TS3120)
TS4061	Managing the Project II (TS4060)
TS4802	Systems Assurance Quality and Testing
TS4807	Legal Issues in IT

Elective Courses - 30 quarter credits

Choose 30 quarter credits of additional undergraduate courses. The School of Undergraduate Studies recommends that 18 of these quarter credits be earned through undergraduate information technology courses.

Capstone Course - 6 quarter credits

To be taken during the learner's final quarter:

TS4990	Integrated Action Learning Project

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 to prepare learners for the variety of development environments. Some key technologies will be introduced using the Virtual Lab Environment (VLE) including Enterprise Java-Beans, Common Object Request Broker Architecture (CORBA), Extensible Markup Language (XML), and Open Database Connectivity (ODBC)/Java Database Connectivity (JDBC), and Application Programming Interfaces (APIs). Learners will ultimately integrate IT fundamentals, professional practice, and Web application development specialization course work in an integrated action learning project.

General Education Requirements

Choose 60 quarter credits as indicated from the following categories:

Communication (12 quarter credits required)

ENG1000	English Composition
ENG2000	Research Writing
SPC2000	Intercultural Communication
SPC2050	Visual Design in Communications (3 quarter credits)

*Ethical and Social Responsibility
(6 quarter credits required)*

PHI2000	Ethics
PHI2050	Human Nature and Ethics (3 quarter credits)

*Fine Arts and Humanities
(12 quarter credits required)*

ART2000	Art History Survey
HUM1000	Introduction to the Humanities
HUM1050	World Religions (3 quarter credits)
LIT2000	Sports and Literature (3 quarter credits)
PHI1000	Introduction to Philosophy

*Mathematical and Logical Reasoning
(6 quarter credits required)*

MAT1050	College Algebra
MAT1051	Pre-Calculus
MAT2001	Statistical Reasoning
MAT2050	Statistical Literacy (3 quarter credits)

The following course is strongly recommended:

MAT2051	Discrete Mathematics (MAT1050)

Natural Science (12 quarter credits required)

BIO1000	Human Biology
BIO1050	Biology and Society (3 quarter credits)
CHM1000	Chemistry for Changing Times
PHY1000	Introduction to Astronomy

School of Undergraduate Studies Programs, *continued*

Bachelor's in Information Technology Specializations, continued

Social Science (12 quarter credits required)

ECO1050 Microeconomics

ECO1051 Macroeconomics

HIS1000 Immigrants in the American City (3 quarter credits)

PSY1000 Introduction to Psychology

POL1000 The Politics of American Government

SOC1000 Introduction to Human Society

Additional Program Requirements

Core Courses + Lab - 48 quarter credits

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 - 42 quarter credits

TS4010 Presentation Layer: Client Side Programming *(TS3100, TS4805)*

TS4012 Advanced Server Side Programming *(TS4010, TS4819, TS4820)*

TS4802 System Assurance Quality and Testing

TS4805 Programming Concepts and Practices

TS4811 Object-oriented Programming in Java *(TS4805)*

TS4819 Application Layer: Server Side Programming *(TS3130, TS4010, TS4805)*

TS4820 Server Side Programming ASP.NET *(TS4819)*

Elective Courses - 30 quarter credits

Choose 30 quarter credits of additional undergraduate courses. The School of Undergraduate Studies recommends that 18 of these quarter credits be earned through undergraduate information technology courses.

Capstone Course - 6 quarter credits

To be taken during the learner's final quarter:

TS4990 Integrated Action Learning Project

Total   **186 quarter credits**

Undergraduate Course Descriptions

in Numerical Order by Program Prefix

The following course list is correct as of the date this catalog was prepared. These descriptions indicate the general content and topics typically covered in the course. Capella University retains the right to withdraw, modify, or add courses to the existing list without prior notice.

Three-credit general education courses are offered during both the first and second half of each quarter.

Undergraduate Readiness Labs

UG0085 and UG0086 Mathematics Readiness Labs (Non credit). This lab is a diagnostic tool that assesses a learner's mathematics ability and skills, identifies gaps in readiness, and offers instruction. Learners completing the lab are evaluated to determine whether they have the demonstrated mathematics skills required to be successful in Capella's undergraduate program.

UG0095 and UG0096 Writing Readiness Labs (Non Credit). This lab is a diagnostic tool that assesses a learner's writing ability and skills, identifies gaps in readiness, and offers instruction. Learners completing the lab are evaluated to determine whether they have the demonstrated writing skills required to be successful in Capella's undergraduate program.

General Education Courses

COMMUNICATION

ENG1000 - English Composition (6 quarter credits). This course is an introduction to expository writing and includes learning research techniques and writing in a variety of forms. Particular attention is given to increasing learners' effectiveness in organizing and developing topics, thinking critically, and revising for clarity of purpose, readability, and style.

ENG2000 - Research Writing (6 quarter credits). This course helps learners become more familiar and comfortable with writing that depends on source material. Since most writing in professional or academic contexts calls for evaluating or interpreting information provided by others, this course's main goal is to give learners portable and adaptable skills that help them critically assess sources and incorporate them appropriately into professional or academic writing.

SPC2000 - Intercultural Communication (6 quarter credits). Learners in this course explore cultural differences and their implications for communication including differences in values, norms, social interaction, and code systems.

SPC2050 - Visual Design in Communications (3 quarter credits). This course introduces learners to the use of visual design in communication. Learners apply fundamental concepts of graphic design and the principles of visual design through the use of online exercises, discussions, critiques, and texts. Learners also explore methods of analyzing visual images and their influence on communication.

ETHICAL AND SOCIAL RESPONSIBILITY

PHI2000 - Ethics (6 quarter credits). In this course learners explore major philosophical approaches to evaluating moral actions and apply them to contemporary issues. Learners reflect on their own moral beliefs and the ways in which these beliefs influence and inform their moral judgments and behavior.

PHI2050 - Human Nature and Ethics (3 quarter credits). This course introduces learners to some of the principal Western conceptions of human nature and how these conceptions give rise to and affect ethical issues. Specific course topics include the human aspiration to improve human nature, the scientific view and approach to human nature, the relation between bodies and minds (souls), how we change over the course of our lives and yet still remain "ourselves," and the character and dignity of human beings. Interdisciplinary readings range from the ancient Greeks to the twenty-first century.

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 exploring museums or galleries, analyzing art and buildings, and examining art in everyday life.

HUM1000 - Introduction to the Humanities (6 quarter credits). This course provides learners with a broad-based introduction to the humanities including topics within the various arts, philosophy, and religion. The course emphasizes 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.

HUM1050 - World Religions (3 quarter credits). This course introduces learners to the religious wisdom and traditions of both East and West including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam.

LIT2000 - Sports and Literature (3 quarter credits). Learners in this course explore the intersection of sports and society as depicted in novels, short stories, poetry, and journalism. Learners consider what sport means and how it functions as symbol, myth, and metaphor. To achieve this understanding, learners analyze texts and timely issues pertinent to sports and society in a variety of ways including literary analysis and journaling.

PHI1000 - Introduction to Philosophy (6 quarter credits). Learners analyze the main problems of philosophical inquiry beginning with an introduction to the nature of philosophy and a logic module that includes basic logic concepts, syllogistic reasoning, Venn diagrams, deductive reasoning, inductive reasoning, and informal fallacies. Learners also explore topics in philosophy such as religion, knowledge and perspectives on truth, rationality and cognitive relativism, philosophy of mind issues including monism/dualism, personal identity and immortality, freedom of the will and determinism, theoretic and applied ethics, and the meaning of human existence.

MATHEMATICAL AND LOGICAL REASONING

MAT1050 - College Algebra (6 quarter credits). This course introduces learners to the study of mathematical functions including linear, exponential, logarithmic, and other functions that include algebraic, graphic, and numeric properties. The course emphasizes applying these concepts to applications in the social and natural sciences, business, and everyday life.

MAT1051 - Pre-calculus (6 quarter credits). Pre-calculus extends the formal study of elementary functions introduced in algebra. In this course, learners use technology, modeling, and problem solving skills to study and apply trigonometric and circular functions, identities, and inverses, polar coordinates, complex numbers, and vectors in two and three dimensions. The course focuses on problem solving by applying multiple tools: algebraic, graphic, and numeric. Quadratic relations are represented in polar, rectangular, and parametric forms. Each of these topics provides a bridge to further study in calculus and other fields including economics, business, physics, chemistry, biology, computer science, and natural and social sciences. *Prior college algebra course work or completion of MAT1050 is strongly recommended prior to enrollment in this course.*

MAT2001 - Statistical Reasoning (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. While the computation of statistics (with software) is important, more emphasis is placed on the application and interpretation of statistical results.

MAT2050 - Statistical Literacy (3 quarter credits). Learners in this course concentrate on applying critical thinking skills to arguments involving statistics. The course emphasizes the learner as a consumer of statistics rather than a producer of statistical calculations. Course activities focus on interpreting, evaluating, and communicating real-world situations and news stories.

Undergraduate Course Descriptions, *continued*

MAT2051 - Discrete Mathematics (6 quarter credits). Topics for this course include number logic and set theory, functions and sequences, relations equivalence, partial order, digraphs, recurrence relations, counting techniques, logic and techniques of proof, graphs, and algorithms. Other topics include networks (graphs), fundamentals of counting and discrete probability, and matrices. This course prepares learners for further study in business, especially marketing and information technology. *Prerequisite(s): MAT1050.*

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.

BIO1050 - Biology and Society (3 quarter credits). This course builds an awareness of environmental issues that shape our world. Learners explore human roles in the environment, consider the causes for environmental stresses and degradation, and study initiatives currently underway to deal with these issues.

CHM1000 - Chemistry for Changing Times (6 quarter credits). This course provides a broad introduction to basic chemistry and basic risk analysis. These concepts are applied to ecological, environmental, health, nuclear, and medical concerns with an emphasis on understanding the impact of chemistry in society. There is no lab associated with the course.

PHY1000 - Introduction to Astronomy (6 quarter credits). This course provides an overview of our solar system, stars, and galaxies. The development of scientific thought is traced from early civilization to the present day.

SOCIAL SCIENCE

ECO1050 - Microeconomics (6 quarter credits). This economics course focuses on the optimizing behavior of individual consumers and firms and the coordination of these individual decisions through markets. It includes the evaluation of market outcomes in terms of efficiency and fairness. Topics include the theory of the consumer, the theory of the firm, market structures and market failure, and the role of government. Application to real-world events provides examples of microeconomics principles.

ECO1051 - Macroeconomics (6 quarter credits). This course provides an introduction to the major topics of macroeconomics: national income analysis, unemployment and price stability, the business cycle, monetary and fiscal policy, and international trade. Applications to real-world

events are used to provide examples of principles of elementary economic theory.

HIS1000 - Immigrants in the American City (3 quarter credits). This course covers the historical experiences of immigrants moving to and living in American cities and how these factors affect immigrants living in American cities today. Topics include immigration history, responses of immigrants to conditions they faced, and urban policies and their effects on immigrants.

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 are addressed. Applying psychology concepts to everyday situations is emphasized.

POL1000 - The Politics of American Government (6 quarter credits). This course covers the fundamental workings of the American political system, particularly how the constitutional structure shapes American politics and how institutions and processes connect individuals to the larger political system.

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 course helps learners discuss the ways sociology offers insights into discovering the world and one's place in it. The course also emphasizes developing an understanding of culture, social structure, institutions, and our interactions with each other.

Business Courses

BUS3004 - Developing a Business Perspective (6 quarter credits). This course prepares learners to broaden their business perspective, participate in building a learning community, and tap into the talents and resources of the class. Learners gain a business perspective on ways that higher education can prepare them for careers in a constantly changing workplace. Learners practice thinking habits, investigate the new business realities that business professionals must deal with in the twenty-first century, and develop 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. Topics include written communication, research skills, teamwork skills, critical thinking and problem solving skills, project creation, and business fundamental principles. *BUS3004 must be taken by bachelor's learners in their first quarter. BUS3004 cannot be fulfilled by transfer or petition.*

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, academic standards and best practices, and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. *BUS3005 is 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 is an introduction to the primary forces that drive contemporary business. Learners explore the implications for organizational management and collaborative leadership within a changing business climate. The course focuses on key elements of the business world including the manager, the enterprise, and the environment within which both the manager and the enterprise operate.

BUS3020 - Fundamentals of E-Business (6 quarter credits). This course presents fundamentals of e-business, acquisition of hands-on experience with e-business technology, evaluation of primary management considerations in the development process of commercial e-business systems, and assessment of the implications of an e-business initiative. Learners also study the development of an e-business technological and management plan for an enterprise.

BUS3030 - Fundamentals of Marketing and Sales (6 quarter credits). In this course, learners examine the fundamentals of marketing and sales: market research and planning, product differentiation and positioning, marketing communications, differences between consumer and business markets, and relational marketing and sales strategy. Learners prepare a marketing and sales plan, and a corresponding marketing and sales strategy for a simple product offering.

BUS3040 - Fundamentals of Human Resource Management (6 quarter credits). This course helps learners develop an understanding of the fundamentals of human resource management, explore the human capital perspective of employees as the principal economic asset of the enterprise, examine human capital development, and study how the human resource management function is evolving in different types of organizations. The implications for human resource professionals are underscored in each of these functions. Learners are assigned a case study in which they work to identify and understand the evolving talents, motivations, and needs of employees of different generations, backgrounds, and personalities.

BUS3050 - Fundamentals of Organizational Communication (6 quarter credits). This course helps learners develop an understanding of the fundamentals of organizational communication; explore the interrelationship of organizational communication, symbols, culture, and performance; learn effective communication practices in relationships internal and external to the enterprise; and realize how they contribute to successful organizational performance. Through participation in a case study, learners examine the ways organizational communication factors are interrelated and function in an enterprise.

BUS3060 - Fundamentals of Finance and Accounting (6 quarter credits). This course enables learners to gain knowledge of the fundamentals of finance and accounting, to understand and create the standard financial statements of a simple enterprise, and to evaluate the financial condition of this simple enterprise from the different perspectives of various financial institutions using typical financial ratios and metrics. Learners practice reading and understanding annual reports of more complex publicly traded enterprises to interpret explanatory footnotes and to relate financial statements to the business performance of the enterprise.

BUS4011 - Virtual Team Collaboration (6 quarter credits). Learners examine practical communication and collaboration skills for effective participation in and leadership of teams in a virtual networked context. Learners also examine various forms of collaborative leadership and participate in collaborative leadership experiences within a virtual networked organizational setting. *Prerequisite(s): BUS3010.*

BUS4012 - Leadership in Organizations (6 quarter credits). In this course learners examine the art and science of leadership in the networked enterprise at different organizational levels and from different perspectives. Learners study personal characteristics of effective leaders including coaching skills, personal integrity, trustworthiness, courage and generosity, and an ability to encourage others to participate in leadership. *Prerequisite(s): BUS3010.*

BUS4013 - Organizational Structure, Learning, and Performance (6 quarter credits). Learners study types of organizational structures and their influence on organizational intelligence, learning ability, and the practical performance of an enterprise. Special attention is given to the adaptive and responsive organization and its relationship to enterprise stakeholders and environment. The course includes a collaborative case study that illustrates the interrelatedness of organizational structure, learning, and performance. *Prerequisite(s): BUS3010.*

BUS4014 - Operations Management for Competitive Advantage (6 quarter credits). This course is a survey of the operations management field in both service and manufacturing environments. The course covers topics ranging from the strategic issues of designing products and services and making major capacity and location decisions to operating processes and control systems. Case studies help demonstrate important concepts and decision-making tools. *Prerequisite(s): BUS3010.*

BUS4015 - Strategic Planning and Implementation (6 quarter credits). Learners develop an understanding of strategic planning and implementation by participating in case studies and simulations of various business planning processes and by examining the unpredictable dimension of strategic business planning. Successfully integrating unplanned developments into an existing strategy and implementing them are addressed as an important part of real-world strategy. *Prerequisite(s): BUS3010.*

BUS4016 - Global Business Relationships (6 quarter credits). In this course learners develop a broad understanding of international business by participating in selected case studies that are complemented by theory and an international business research framework. Multiple dimensions of international business are addressed including cultural; business structure; finance and trade; technology and communications; and political, economic, and legal dimensions. *Prerequisite(s): BUS3010.*

BUS4021 - E-Business Technology Infrastructure (6 quarter credits). Learners explore key characteristics of the Internet and related technologies for their implications to developing successful e-business enterprise models. The history of e-business technology's ability to provide a context for management in an evolving field and its future possibilities are also examined. Learners develop an e-business technology plan for an enterprise including scenarios of the plausible future of e-business driven by technological change. *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 and create a new e-business enterprise model. Other topics include supply chain and logistics enabled by e-business, marketing operations and strategy, and sales cycle and management. Learners prepare an e-business sourcing, marketing, and sales plan for an enterprise. *Prerequisite(s): BUS3020.*

BUS4023 - E-Business Project Implementation (6 quarter credits). This course helps learners identify the key factors for successful implementation of e-business projects. Learners participate in a case study project, illustrating the nature of the e-business technology development process, risk management issues, and the uncertainty and potential for the unexpected in this rapidly evolving field. Special attention is given to nurturing effective working relationships with diverse stakeholders in e-business initiatives. *Prerequisite(s): BUS3020.*

BUS4031 - Marketing, Sales, and Channel Management (6 quarter credits). In this course learners develop an understanding of marketing, sales, and channel management as an integrated and interrelated process. A case study that illustrates the mutual interdependencies of marketing, sales, and channel management required for success in a new product launch helps learners explore both the strategic and operational aspects of marketing, sales, and channel functions. Learners prepare and present a plan for marketing, sales, and channel management. *Prerequisite(s): BUS3030.*

BUS4032 - Customer Psychology and Marketing Research (6 quarter credits). In this course learners explore market research on customer psychology including topics such as why customers buy; surface reasons for buying; deep needs customers attempt to satisfy when they buy, and the significance of customer trust and membership-in-community with the enterprise. Learners examine the methodology and assumptions underlying market research on customer psychology. *Prerequisite(s): BUS3030.*

BUS4033 - Brand Identity and Marketing Communications (6 quarter credits). Learners explore multiple forms of marketing communications media and messages in this course including the hidden power of word-of-mouth marketing and the expanding media of the Internet. The communication-saturated nature of the marketplace is explored for its practical significance in focusing brand identity and selecting marketing communications. *Prerequisite(s): BUS3030.*

BUS4034 - Marketing Strategy (6 quarter credits). This course introduces and illustrates major concepts and strategies that help learners connect concepts to real-world marketing strategy situations and problems. Learners analyze the kinds of marketing information available, learn about the tools and procedures used to gather and evaluate this information, and develop an understanding of the growing role of the Internet in market opportunities. Other topics include advances in information technology and the role these advances play in affecting environmental, competitive, and customer information. *Prerequisite(s): BUS3030.*

Undergraduate Course Descriptions, *continued*

BUS4035 - Marketing Across Borders (6 quarter credits). This course presents an accurate picture of events in the global marketplace without overemphasizing current issues and includes discussion of the negative side of global business especially relevant to recent world events. Course topics progress from marketing an existing product outside the domestic market and developing a new product for specific local markets to broader issues in marketing and managing topics from a global managerial perspective. Legal, regulatory, political, and cultural issues are discussed as appropriate throughout the course. *Prerequisite(s): BUS3030.*

BUS4043 - Compensation and Benefits Management (6 quarter credits). This course addresses the trends and evolution of compensation and benefits in both strategic and operational dimensions and allows learners to explore cost evaluation associated with various approaches to compensation and benefits. Learners participate in a case study project involving selected compensation and benefit issues and apply 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 goal of this course is to enable learners to recognize the spirit and purpose of the legal framework of enterprise so they can embrace compatible strategies and avoid cutting corners, which ultimately results in major, long-term difficulties. Learners explore case studies that illustrate how a minor legal issue can be managed well or can become unmanageable from legal, financial, and public relations standpoints. *Prerequisite(s): BUS3040.*

BUS4045 - Recruiting, Retention, and Development (6 quarter credits). The primary focus of this course is on the characteristics and motivations of applicants and employees from varying backgrounds and the match between their needs and aspirations and relevant characteristics of the employing enterprise. Learners examine the practical operations of recruiting, retention, and development of employees. Special attention is paid to effective performance review processes and their relationship to coaching and mentoring. *Prerequisite(s): BUS3040.*

BUS 4046 - Employee and Labor Relations (6 quarter credits). In this course learners examine the types of relationships and contracts an employer may offer and the regulatory framework that governs how they may be interpreted within various organizational structures. The history of Labor in the U.S. and how it has evolved is central to this course. Union organizing, bargaining, dispute resolution, and employment-at-will are also core topics that are studied along with the policies inherent in communicating performance expectations within union and non-union organizations. Understanding the dynamics of creating a balance between employer goals and employee rights is the overarching theme of this course. *Prerequisite(s): BUS3040.*

BUS4047 - Employee Training and Development (6 quarter credits). This course covers the most up-to-date developments in training and research including the strategic role of training and the use of new technologies. Course material realistically balances research with company practices and 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. Current topics such as strategic training and development processes, 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 also discussed. *Prerequisite(s): BUS3040.*

BUS4048 - International HR Management Issues (6 quarter credits). In the globalization of business, human resource management (HRM) is one of the major partners at the strategy table. Whether a company is considering its international presence, transitioning to a global entity, or acquiring new business lines, HRM issues factor into the multitude of "must-make" decisions. Learners in this course examine the critical role that HRM plays in this new competitive and collaborative world of business. Topics include managing expatriates, re-tooling policies for global practice, creating inclusive management structures, and avoiding the pitfalls of international joint ventures. Equipping HRM professionals to act as effective support for change and serve as internal consultants to the growing multinational organization is the ultimate goal of the course. *Prerequisite(s): BUS3040.*

BUS4060 - Financial Accounting Principles (6 quarter credits). Learners are introduced to Generally Accepted Accounting Principles, which provide guidance for an organization's financial accounting systems and reports generated by these systems such as income statements and balance sheets. Learners are introduced to ways that external stakeholders and internal managers and leaders use accounting information to assess the performance and financial strength of an organization. *Prerequisite(s): BUS3060.*

BUS4061 - Managerial Accounting Principles (6 quarter credits). This course provides insight into the roles of accounting and finance as they relate to direct management of a firm and emphasizes internal business reporting and fundamental analysis. Various costing systems and the comprehensive budget process are a particular focus. Other topics include cash flow planning, inventory control, capital investments, differential analysis, product pricing, and financial statement analysis. *Prerequisite(s): BUS4060.*

BUS4062 - Intermediate Financial Accounting Topics and Trends (6 quarter credits). This course is an in-depth study of financial accounting theory and practice with a focus on Generally Accepted Accounting Principles (GAAP) and Financial Accounting Standards Board (FASB) pronouncements, which are guides for recording economic resources and obligations. Topics include principal financial statements, the time value of money, investments, pension and post-retirement benefits, and revenue recognition. Learners develop an understanding of accounting concepts and the ability to apply this knowledge to solve problems. *Prerequisite(s): BUS4060.*

BUS4063 - Advanced Financial Accounting Topics and Trends (6 quarter credits). This course offers intensive study of financial accounting; covering topics such as business combinations and consolidation; interim and segment reporting; and accounting for leases, liquidations, and reorganizations. Topics also include analyzing the influence the Securities Exchange Commission has on Generally Accepted Accounting Principles. *Prerequisite(s): BUS4062.*

BUS4064 - Cost Accounting for Planning and Control (6 quarter credits). This course emphasizes the role of cost and managerial accounting for planning, control, and performance evaluation in business, government, and not-for-profit organizations within a global context. Topics include costing, pricing, analyses, budgeting, performance evaluation, centers of responsibility, modern control methods, allocation, and transfer pricing. Along with a focus on managerial decision making in organizations with an emphasis on the effective use of financial data and critical thinking processes, the course focuses on the theory and practice of management control with particular attention to strategic aspects within the decision cycles. *Prerequisite(s): BUS4061.*

BUS4065 - Income Tax Concepts and Strategies (6 quarter credits). This course is an introduction to basic concepts of individual income taxation and tax-related transactions that pertain to gains, losses, income, expenses, tax free exchanges, depreciation, deductions, and credits. Course material is presented on a conceptual level with additional projects that teach and reinforce tax compliance rules and provide a basic foundation for tax research. The course highlights topics from an individual taxation standpoint with an emphasis on business application. *Prerequisite(s): BUS4062.*

BUS4066 - Contemporary Auditing: An Ethical Perspective (6 quarter credits). This course emphasizes the philosophy and current environment of the auditing profession. It focuses on the nature and economic purpose of auditing, auditing standards, professional conduct, and the legal liability of auditors. Other topics include the

auditor's consideration of internal control, audit sampling, and the nature of audit evidence. The course also covers the American Institute Certified Public Accountants (AICPA) code of professional ethics, auditing techniques, the auditor's reporting responsibilities, and other attestation and accounting services. *Prerequisite(s): BUS4063.*

BUS4070 - Foundations in Finance (6 quarter credits). This course emphasizes an intuitive and conceptual understanding of the financial decision-making process rather than just introducing formulas and calculations. Course content includes the "big picture" as well as actual practice, that is, 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 introduces financial markets and institutions by providing a conceptual framework for the reasons markets exist and their role 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. Topics include regulatory aspects, management, use of financial markets, and performance of financial institutions. *Prerequisite(s): BUS4070.*

BUS4072 - Analysis for Financial Management (6 quarter credits). Learners in this course examine financial statements as the basis for a wide range of business analysis, and the ways managers, securities analysts, bankers, and consultants use these statements to make business decisions. The course provides learners with a 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). This course provides learners with a survey of important components of investment: valuation, the marketplace, fixed income instruments and markets, equity instruments and markets, and derivative instruments. Special topics include international markets and mutual funds. The course establishes an appropriate theoretical base for investing while applying theory to real-world examples. *Prerequisite(s): BUS4070.*

BUS4074 - Entrepreneurial Finance (6 quarter credits). In this course learners examine personal finance concepts, small business finance issues, and real estate financing and investments. Other topics include personal financial planning principles such as investment planning, tax planning, estate planning, retirement planning, education planning, and risk management. Learners examine and analyze small business finance concepts such as sources of capital, payroll, taxation, and forecasting. *Prerequisite(s): BUS4070.*

BUS4075 - Public and Nonprofit Finance (6 quarter credits). This course provides an overview of non-corporate finance practices, techniques, and concepts. Learners examine public finance principles at all governmental and municipal levels including government revenues and expenditures, intergovernment fiscal relations, public debt, and fiscal policy. Financial issues of nonprofit organizations such as health care financing and nonprofit financial statements are also presented. *Prerequisite(s): BUS4070.*

BUS4076 - Issues in International Finance (6 quarter credits). This course focuses on the fundamental environment of international financial management. Learners explore the financial environment in which the multinational firm and its managers must function, foreign exchange management, and financial management in multinational firms. The course emphasizes business strategy more than accessibility so that learners assume the role of the financial manager making real-world decisions. Learners are provided with thorough information and follow-up on the effects of the European and Asian currency crises as well as other topics in international finance. *Prerequisite(s): BUS4070.*

BUS4077 - Risk Management Strategies (6 quarter credits). This course provides a thorough introduction to risk management. Learners identify, analyze, and manage risk through insurance and alternative tools and techniques such as loss control, risk retention, and risk transfer. Risk management concepts are presented as they apply to business, personal, and international situations. *Prerequisite(s): BUS4070.*

BUS4078 - Financial Institution Management (6 quarter credits). In this course learners focus on managing return and risk in modern financial institutions. The central themes are the risks faced by financial institution managers and the methods and markets through which these risks are managed, methods that 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). Learners in this course develop an understanding of real estate partnerships, secondary mortgage markets, fixed and adjustable rate mortgages, and real estate construction and land development. Corporate real estate topics include lease-versus-own analysis, sale and leaseback decisions, and the role of real estate in corporate restructuring. The course also covers the importance of understanding underlying economic factors that affect property values. *Prerequisite(s): BUS4070.*

BUS4801 - Ethics and Enterprise (6 quarter credits). In this course 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 the ways commitment to social and environmental ethical responsibility can be compatible with and complement the economic success of an enterprise and satisfy 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 help learners understand the dynamics of planned and unplanned change within organizations. Many-to-many network communications and language changes are identified as primary resources for effective change management. Topics that receive special attention are trust building, fear-containment, and broad participation in the change process.

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 that will increase their success. The capstone project demonstrates the learner's ability to identify ideas for a new product or service, create a vision, and develop a strategic plan that describes how the concept would be implemented. *This course must be taken during the learner's final quarter. Cannot be fulfilled by transfer.*

Information Technology Courses

TS3004 - Communicating in New Media (6 quarter credits). This course provides learners with the enhanced skills needed to be successful in their program and in the workplace. Learners focus on their individualized career goals while exploring a variety of communication media and collaboration techniques. Through interactive activities, learners develop and refine their knowledge of information technology (IT) specializations and prepare professional caliber documents. This course prepares learners to broaden their IT industry perspective, participate in building a learning community, and tap into the talents and resources of the class. Topics include written communication, research skills, teamwork skills, critical thinking and problem solving skills, project creation, and fundamental IT principles. *TS3004 must be taken by bachelor's and certificate learners in their first quarter. TS3004 cannot be fulfilled by transfer or petition.*

Undergraduate Course Descriptions, *continued*

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, academic standards and best practices, and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. *TS3005 is taken in the first quarter, in conjunction with TS3004. Cannot be fulfilled by transfer or petition.*

TS3100 - Fundamentals of Web Application Development (6 quarter credits). This course emphasizes Web application development fundamentals and provides learners with the intellectual and software tools necessary for developing professional Web applications. Learners gain experience with the professional process of planning and developing prototype Web applications. In addition, learners develop a personal Web site that serves as an e-portfolio and resume of learning performance at Capella University.

TS3110 - Fundamentals of E-Business (6 quarter credits). This course emphasizes foundational business concepts, helping learners analyze key business units such as marketing, finance, and operations and key business competencies such as team work and communications. Learners practice exercises in which fundamental business techniques help them understand how information technology is integrated with the enterprise as a whole. Course topics focus on learner development as IT professionals within a business environment.

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. Learners explore case studies of information technology project successes and failures and are introduced to software management practices within the Software Engineering Institute's Capability Maturity Model. In addition, learners build and apply a project plan during this course.

TS3130 - Fundamentals of Database Systems (6 quarter credits). In this course learners are introduced to database analysis, database design, and N-tiered client-server database systems. Topics include database structures, data dictionaries, data analysis, and common database applications. Course material includes developing 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 the data mining methods that extract 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. It introduces learners to current techniques used in large-scale information system software development including requirements analysis, functional specification, system design, implementation, testing, and maintenance. Learners use a problem-based approach using practical examples. 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 is 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). 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 IT 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 IT. *Cannot be fulfilled by transfer or petition.*

TS4010 - Presentation Layer: Client-Side Programming (6 quarter credits). This course focuses on advanced client-side programming with an introduction to server-side programming. It is an extension of the course TS3100 - Fundamentals of Web Application Development. The course also includes an introduction to CGI programming, Server Side Includes (SSI), and multimedia and plug-in functionalities. Topics include dynamic HTML, JavaScript, Java Applets, cascading style sheets, design templates, and principles of user-centered design. 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 learners to non-Microsoft Web server technologies. It focuses in particular 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): TS4010, TS4819, TS4820 or equivalent experience upon school approval.*

TS4030 - Project Estimation and Budgeting (6 quarter credits). This course focuses on the critical aspects of planning an IT project including estimating the schedule, effort, cost, and required quality level of the resulting IT product. Learners develop skills to systematically estimate the projects in which they are involved using readings, online discussions, practical exercises, and computer-based tools. *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 IT project managers and project leaders use to better meet their project estimates. Learners develop skills to systematically manage project risks using readings, online discussions, practical exercises, and computer-based tools. *Prerequisite(s): 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). In this course, learners explore the latest network operating system's (NOS) concepts and tools to administer a local area network (LAN). Topics include planning, installing, configuring, optimizing, securing, printing, and troubleshooting networks. Upon completion, learners have a solid understanding of network administration practices in a productive environment. In addition, learners are prepared to take one of the industry certification exams after successfully 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 have a solid understanding of administering wide area networks. In addition, learners are prepared to take one of the industry certification exams after successfully 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, both local and wide area, forming an enterprise network. Designing intranets, virtual local area networks, firewalls using different Internet-working devices and media are carefully studied based on different situations taking into consideration cost, compatibility, expandability, security, and future requirements. In addition, learners are prepared to take one of the industry certification exams after successfully completing this course. *Prerequisite(s): TS3150 or equivalent experience upon school approval.*

TS4043 - Network Administration with Linux (6 quarter credits). This course focuses on the latest Network Operating Systems (NOS) concepts and tools using the Linux operating system to administer a Local Area Network (LAN). Topics include logical and physical design, LDAP planning, installing, configuring, optimizing, securing, printing, and troubleshooting networks. Learners who successfully complete this course have a solid understanding of Linux network administration practices in a productive environment and are prepared to take one of the industry certification exams. *Prerequisite(s): TS3150, TS4813.*

TS4050 - Vector Graphics Animation (6 quarter credits). This course covers the basic functionality of Web animation and interactivity. Learners become familiar with illustrating with Flash using animation techniques and special effects. This course familiarizes learners with embedding 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 gain knowledge of launching and editing Fireworks graphics from inside Dreamweaver or Macromedia Flash. In addition, 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 use Photoshop, the industry-standard program for image editing for Web site design, digital photography, collage, prepress production, and fine art. Learners develop their skill in using 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 focus of this course is image processing for the Web, learners are able to use the same image for high DPI print media, such as brochures and catalogs. It is recommended that learners have access to a scanner or digital camera. *Prerequisite(s): TS3100 or equivalent experience upon school approval.*

TS4060 - Managing the Project I (6 quarter credits). This course focuses on the critical aspects of initiating, planning, and executing a project. These typically relate to the first three phases associated with project development and execution. This course prepares learners to gather, assess, and integrate budget resources, schedules, and other related resources in the project planning process. Upon completion, learners are able to identify and negotiate with stakeholders, assist the team in defining appropriate performance measures, identify key cultural opportunities and constraints, and prepare a cost and resource estimate of the project. Process and knowledge areas covered include work breakdown structure. *Prerequisite(s): TS3120.*

TS4061 - Managing the Project II (6 quarter credits). This course focuses on the critical aspects of controlling and closing a project. These typically relate to the last two phases associated with operational activities and project closure. Additionally, this course covers the important responsibilities associated with managing a project such as diversity, ethics, continuous improvements, interpersonal skills, philosophical reflection, and training opportunities. In this course, learners become familiar with data collection techniques, apply risk management tools and techniques, describe the process of inspection, record project results, prepare closing documents, and set up procedures for implementation after project completion. *Prerequisite(s): TS4060.*

TS4070 - Cyber Defense and Countermeasures (6 quarter credits). This course provides an in-depth coverage of the design, implementation, and troubleshooting of security infrastructure. Learners explore and apply the principles of cyber defense in-depth techniques utilizing cryptography, encryption, Public Key Infrastructure (PKI), digital signatures, and perimeter security techniques.

TS4071 - Cyber Attacks and Ethical Hacking (6 quarter credits). This course covers ways that computers and networks are attacked by hackers using techniques and common utilities. Learners explore security threats and ways that system vulnerabilities are exploited to attack systems. Topics include Intrusion Detection Systems (IDS), ethical hacking techniques, sniffers, protocols, social engineering, vulnerability analysis, and penetration testing to ensure infrastructure security. *Prerequisite(s): TS3150, TS4803.*

TS4072 - Operating Systems Security (6 quarter credits). This course focuses on securing and hardening both Windows and Linux operating systems, as well as techniques for maintaining the confidentiality and integrity of systems. Topics include patch management, authentication, auditing and monitoring, and access control. *Prerequisite(s): TS3150, TS4803.*

TS4073 - Organizational Security (6 quarter credits). This course covers the people and process aspect of information assurance and security, which is the most widely ignored part of the IT industry. Topics include security life cycle, certification and accreditation, configuration management, employment practices, and security awareness. The course covers best practices of policy development along with industry specific standards. Industr-specific laws and regulations such as Health Insurance Portability and Accountability Act (HIPAA), Sarbanes-Oxley (SARBOX), and National Institute of Standards and Technology (NIST), are explored. Privacy issues in computing, personnel, and physical security are discussed along with biometrics. *Prerequisite(s): TS3150, TS4803.*

TS4074 - Applications Security (6 quarter credits). This course addresses securing applications, security vulnerabilities, services, and learning secure coding techniques. The course covers all classes of applications including mobile, e-mail, databases, and Web applications. *Prerequisite(s): TS3150, TS4803.*

TS4075 - Computer Forensics (6 quarter credits). Computer forensics is a discipline that supports law enforcement and lawyers in investigating white collar crime. Learners in this course explore computer forensic tools and techniques, investigations, incident response and handling, and legal issues. *Prerequisite(s): TS3150, TS4803.*

TS4076 - Security Management & Policies (6 quarter credits). This course covers hands-on security management practices through the study of security policies and procedures, risk management, and business continuity planning. Topics include: security and business need trade-offs, risk assessments, designing security policies and procedures and a business continuity plan, and enforcement of security policies and procedures. *Prerequisite(s): TS3150, TS4803.*

Undergraduate Course Descriptions, *continued*

TS4801 - Information Systems Analysis and Design (6 quarter credits). This course covers the process of developing an information system from conception to implementation. Although the course focuses on the traditional system development methods, alternative methods are also described. These alternative methods include object-oriented, rapid application development, and joint applications development. A variety of 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 is an introduction to information assurance and security. It is an overview for network administrators who must implement security strategies to protect their organization from exposure to the Internet and helps network designers incorporate security-conscious designs. The course presents strategies to guard against hackers and forms of viruses, describes firewalls and gateways, and helps learners explore authentication and encryption techniques. The course also covers a list of the most often used methods for attacking a network system and how to defend against them. Upon successful completion of this course learners are prepared to take the exam for the Security+ certification. *Prerequisite(s): TS3150.*

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. Learners use Microsoft's Visual Basic as the tool to explore these programming concepts. Topics include the programming development cycle, objects, events, numbers, strings, constants, variables, loops, input/output, functions, methods, procedures, and data types. Learners are also exposed to SQL query language as they work to connect an application to a database. In addition, learners use Visual Basic to produce a course project that demonstrates their competencies in fundamental programming concepts and practices.

TS4806 - Future of Information Technology (6 quarter credits). This course acquaints learners with both the positive and negative potential that IT has to affect our lives in the future. Learners study the historical development of IT to obtain a perspective for understanding legacy systems, for assessment of current trends, and for anticipating future possibilities. This course helps develop the learner's ability to 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 the rapidly evolving legal issues associated with IT and e-business. Topics include intellectual property, privacy rules, encryption regulations, and current legislative activities. Since new laws may impact the design of Web applications, e-business strategies, and many other IT activities, this course emphasizes the technical aspects associated with legal issues to prepare learners for upcoming changes in their profession.

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 Java programming language. The course emphasizes sound practices for designing, constructing, testing, and debugging object-oriented software applications. This course also introduces designing and programming 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 covers general design elements of page layout and typography as it relates to Web pages. Learners are expected to be familiar with 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. The focus of this course is on developing applications using the Java Software Development Kit (SDK) with numerous example programs and a course project. Learners 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 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 the fundamental concepts in operating systems. Topics include main memory management, virtual memory, I/O and device drivers, secondary storage management, and file systems. The course includes practical examples using the Unix operating system including the study of process, file structures, and inter-process communication. Learners explore how key concepts are implemented in Unix compared to other leading operating systems including Windows and Linux.

TS4815 - Introduction to Telecommunications (6 quarter credits). This course is an introduction to basic concepts and structural components of the telephony and voice telecommunications industry. Learners explore a telecommunications platform that includes switching, wiring, and networking as well as facilities that provide and support telecommunications. Voice-over IP, switching, and wireless are examined. This course focuses on the hardware aspect of the convergence of networking and telecommunications along with the software that is required to make it work. In addition, the course surveys the convergence of communications technologies.

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 successfully completing this course, learners are prepared to take the System Security Certified Practitioner (SSCP) certification exam. *Prerequisite(s): TS3150 or equivalent experience upon school approval.*

TS4819 - Application Layer: Server Side Programming (6 quarter credits). This course provides learners with the skills to build a Web application that interfaces to an existing database. Course content builds upon the knowledge gained from TS3100, TS3130, TS4805, and TS4010. In this course learners 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 also become familiar with

uploading those pages to a remote Web server and running them using a remote SQL server database. Throughout the course learners reinforce their SQL skills and become proficient with connecting a Web page to a database and using SQL SELECT statements to create dynamic Web pages. In addition, learners use a tool on the PC to manage a remote SQL database. The final course project expands the business Web site created in TS4010 by interfacing it to a SQL server database. The project results in a Web store that can display data from existing customer, product, and order tables. This course is intended for learners who have little or no previous experience with Web server programming or who have weak database skills. The course uses ASP.NET, VB.NET and ADO.NET. *Prerequisite(s): TS3130, TS4805, and TS4010, or equivalent experience upon school approval.*

TS4820 - Server Side Programming ASP.NET (6 quarter credits). This course provides learners with the advanced skills to build a professional Web application using .NET technology. It builds upon the knowledge and skills gained from TS4819. Learners develop administrative Web pages that can add/delete/update records in a remote database table. Learners refresh their knowledge of SQL JOINs and use them to create more complicated Web pages. In this course learners 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 study 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 IT. 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.*

TS4990 - Integrated Action Learning Project (6 quarter credits). This course allows learners to apply knowledge and skills from other courses as they develop a project that benefits an organization, community, or industry. Learners prepare a proposal that includes a project description, deliverables, completion dates, and associated learning. Upon approval from the instructor, learners execute the proposal, record their progress weekly using a project tracking Web site, and produce a final project report.

Capella University

Graduate Schools

School of Business and Technology

Kurt R. Linberg, PhD
Dean, School of Business and Technology

From the Dean

Welcome to the School of Business and Technology. Our programs offer an integrated approach to solving contemporary issues in business and technology.

In the past decade, the business and technology disciplines have coalesced; today, information technology is an integral function of business — essential to workplace productivity, customer relationship management, commerce, and the development of new business models.

In the School of Business and Technology, our high-caliber degree programs are designed to reflect the competitive and rapidly changing business environment. Programs provide opportunities to build knowledge and upgrade skills and support career success through relevant curriculum. Professionals who have benefited from our approach to business and technology education include systems analysts, human resource professionals, project managers, health care professionals, corporate executives, corporate information officers, financial analysts, network designers, general managers, consultants, educators, and others.

School of Business and Technology faculty bring academic credentials and industry experience to our courserooms and contribute enormously to the success of our programs. With deep knowledge and passion for their subject areas, faculty members create learning experiences that link theory and practice and have immediate application to the workplace. Whether learners are at the beginning, middle, or peak of their careers, our faculty support their personal goals and professional evolution.

The Doctor of Philosophy in organization and management (with specializations in leadership, human resource management, and information technology management, in addition to the general program of study) is designed to develop scholar-practitioners with the ability to teach, lead, and conduct research in a variety of organizational and academic contexts.

The Master of Science in organization and management (with specializations in information technology management, leadership, and human resource management) provides deep subject matter knowledge and professional preparation for the workplace.

The Master of Science in information technology (with specializations in project management and leadership, information security, system design and programming, and network architecture and design) helps learners develop core information technology leadership and business skills as well as deep subject matter expertise.

The Master of Business Administration (with specializations in accounting, finance, health care management, information technology management, marketing, and project management) offers high-impact curriculum focused on core business skills and professional effectiveness competencies that are essential for long-term results.

I am pleased to welcome you to Capella University's School of Business and Technology. We are committed to providing a rich and rewarding learning experience and look forward to helping you celebrate the completion of your program.

Kurt R. Linberg, PhD
Dean

About the School of Business and Technology

Mission Statement

Our mission is to educate adult learners using highly relevant curriculum and exceptional instruction to deliver competency-based learning. Our learners' educational experiences provide immediate impact to their job as well as lay the foundation for addressing challenges throughout their professional careers. Our learners participate in powerful, faculty-guided learning communities that support the sharing of experience and knowledge across industries, professions, and geographies. The School of Business and Technology is committed to continual integration of relevant theory with effective practice. In our own work and in the education of our learners, we provide and develop the necessary framework to drive meaningful solutions to complex problems. Through the development of business, research, and information technology knowledge, our learners are uniquely equipped to be exceptional problem-solvers who make a positive impact in their organizations and society.

Degree Programs

Doctor of Philosophy (PhD) in Organization and Management
The PhD in organization and management program prepares scholar-practitioners for professional teaching or organizational roles in the fast-paced, competitive, global enterprise system. Doctoral-level course work prepares men and women to utilize research and theory to make informed organizational decisions. PhD learners may pursue the general program of study or specialize in human resource management, information technology management, or leadership. Mid-level and executive managers and leaders study existing practices, investigate new management and leadership techniques, and translate theory into practice.

Master of Science (MS) in Organization and Management
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 Science (MS) in Information Technology
The Master of Science in information technology is specifically designed to help working adults acquire the skills and knowledge needed to advance their careers and make significant contributions in their organizations. For the IT professional who wants to lead in the design and deployment of secure enterprise applications and network technologies, Capella University offers specializations in system design and programming, network architecture and design, or information security. In addition, the information technology MS with a specialization in project management and leadership offers learners a broad understanding of technology used in enterprise-wide systems projects and the methods and mastery of skills necessary for disciplined project management professionals. The program helps learners acquire higher-level managerial skills while familiarizing them with the newest applications being used by leading corporations. Learners also apply their course work to work-related systems challenges in the virtual lab, immediately increasing their credibility and effectiveness in their jobs.

SPECIALIZATIONS OFFERED IN THE SCHOOL OF BUSINESS AND TECHNOLOGY

Specializations	Degrees and Certificates
Accounting	MBA
Finance	MBA
Health Care Management	MBA*
Human Resource Management	PhD, MSOM, Certificate
Information Security	MSIT
Information Security Professional	Certificate
Information Technology Management	PhD, MBA*, MSOM, Certificate
Leadership	PhD, MSOM, Certificate
Marketing	MBA
Network Architecture and Design	MSIT
Project Management and Leadership	MSIT
Project Management	MBA*
Professional Project Management	Certificate
System Design and Programming	MSIT
General	PhD, MSOM, MSIT, MBA

* Approval for this specialization is pending in Ohio. Applicants should contact an enrollment counselor for current approval status in this state.

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 professional effectiveness process, individualized assessments, and self-reflection with a challenging curriculum and a deep commitment to adult-centered learning. The faculty that support the curriculum are experienced scholar-practitioners who are committed to learner success. Learners receive broad exposure to core business disciplines and have the option to increase the depth of their competency in the accounting, finance, health care management, information technology management, marketing, or project management specializations.

Learners enrolled in specializations outside the MBA program may not take MBA courses.

MBA learners may not take courses associated with any other program within the School of Business and Technology or any other school at Capella University while they are enrolled in the MBA program.

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

School of Business and Technology Degree Programs

Doctor of Philosophy (PhD) in Organization and Management Specializations

Learners in the PhD in organization and management should carefully assess their ability to write and think critically and from a scholarly perspective. Learners with any potential deficits in these areas are encouraged to take OM7006 - Research and Writing for Graduate Learners and OM7007 - Focused Research and Writing for Graduate Learners.

Human Resource Management

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

Residency Requirement(s):

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

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

Core courses:

OM8004	Managing and Organizing People
OM8005	Doctoral Learner Success Lab (non-credit)
OM7020	Marketing Strategy and Practice
OM7040	Accounting and Financial Management
OM7050	Ethics and Social Responsibility
OM7080	Statistical Research Techniques
OM8010	Principles of Organization Theory and Practice
OM8012	Strategy
OM8021 *	Management Theory Creation
OM8022 *	Survey of Applied Research Methods
OM8025 *	Advanced Qualitative Research *OR*
OM8026 *	Applied Multivariate Modeling *OR*
OM8027 *	Survey Research Methodology
OM8910 *	Teaching Practice Seminar *OR*
OM8920 *	Leadership Practice Seminar *OR*
OM8930 *	Consulting Practice Seminar

Specialization courses:

Choose five from the following courses:

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

Upon completion of all required course work:

OM9984 *	Doctoral Comprehensive Examination I
OM9985 *	Doctoral Comprehensive Examination II
OM9986 *	Dissertation Research I
OM9987 *	Dissertation Research II
OM9988 *	Dissertation Research III
OM9989 *	Dissertation Research IV

Eight Elective Courses   **32 quarter credits**

Choose any graduate course(s).

Total   **120 quarter credits**

Information Technology Management

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

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)
OM7020	Marketing Strategy and Practice
OM7040	Accounting and Financial Management
OM7050	Ethics and Social Responsibility
OM7080	Statistical Research Techniques

OM8010	Principles of Organization Theory and Practice
OM8012	Strategy
OM8021 *	Management Theory Creation
OM8022 *	Survey of Applied Research Methods
OM8025 *	Advanced Qualitative Research *OR*
OM8026 *	Applied Multivariate Modeling *OR*
OM8027 *	Survey Research Methodology
OM8910 *	Teaching Practice Seminar *OR*
OM8920 *	Leadership Practice Seminar *OR*
OM8930 *	Consulting Practice Seminar

Specialization courses:

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

Upon completion of all required course work:

OM9984 *	Doctoral Comprehensive Examination I
OM9985 *	Doctoral Comprehensive Examination II
OM9986 *	Dissertation Research I
OM9987 *	Dissertation Research II
OM9988 *	Dissertation Research III
OM9989 *	Dissertation Research IV

Eight Elective Courses   **32 quarter credits**

Choose any graduate course(s).

Total   **120 quarter credits**

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

PhD in Organization and Management 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. Executives, mid-level managers, and those in the initial stages of their careers benefit from the relevant topics and are 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 area 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)
OM7020	Marketing Strategy and Practice
OM7040	Accounting and Financial Management
OM7050	Ethics and Social Responsibility
OM7080	Statistical Research Techniques
OM8010	Principles of Organization Theory and Practice
OM8012	Strategy
OM8021 *	Management Theory Creation
OM8022 *	Survey of Applied Research Methods
OM8025 *	Advanced Qualitative Research **OR**
OM8026 *	Applied Multivariate Modeling **OR**
OM8027 *	Survey Research Methodology
OM8910 *	Teaching Practice Seminar **OR**
OM8920 *	Leadership Practice Seminar **OR**
OM8930 *	Consulting Practice Seminar

Specialization courses:
Choose five from the following courses:

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

Upon completion of all required course work:

OM9984 *	Doctoral Comprehensive Examination I
OM9985 *	Doctoral Comprehensive Examination II
OM9986 *	Dissertation Research I
OM9987 *	Dissertation Research II
OM9988 *	Dissertation Research III
OM9989 *	Dissertation Research IV

Eight Elective Courses   **32 quarter credits**
Choose any graduate course(s).
Total   **120 quarter credits**

General

Learners in the general organization and management specialization may select courses and electives from one or more specializations, provided that they meet the general requirements for the program and any prerequisites for the courses. It is expected that learners choose electives that provide a coherent foundation for research in an area of organization and management inquiry. Completing the general PhD program prepares learners to lead, consult, or teach in the field of management from an informed, strategic viewpoint, creating practical solutions to real-world problems.

Residency Requirement(s):

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

Seventeen Required
Courses + Lab   **68 quarter credits**

OM8004	Managing and Organizing People
OM8005	Doctoral Learner Success Lab (non-credit)
OM7020	Marketing Strategy and Practice
OM7040	Accounting and Financial Management
OM7050	Ethics and Social Responsibility
OM7080	Statistical Research Techniques
OM8010	Principles of Organization Theory and Practice
OM8012	Strategy
OM8021 *	Management Theory Creation
OM8022 *	Survey of Applied Research Methods
OM8025 *	Advanced Qualitative Research **OR**
OM8026 *	Applied Multivariate Modeling **OR**
OM8027*	Survey Research Methodology
OM8910 *	Teaching Practice Seminar **OR**
OM8920 *	Leadership Practice Seminar **OR**
OM8930 *	Consulting Practice Seminar

Upon completion of all required course work:

OM9984 *	Doctoral Comprehensive Examination I
OM9985 *	Doctoral Comprehensive Examination II
OM9986 *	Dissertation Research I
OM9987 *	Dissertation Research II
OM9988 *	Dissertation Research III
OM9989 *	Dissertation Research IV

Thirteen Elective Courses   **52 quarter credits**
Choose any graduate course(s).
Total   **120 quarter credits**

Master of Science (MS) in Organization and Management Specializations

Human Resource Management

The human resource management (HRM) specialization targets mid-level managers who aspire to HR executive leadership roles in organizations. The curriculum prepares learners to think critically—beyond traditional functional boundaries—and to turn strategic plans into workplace practices that deliver business results. The course work also prepares learners to solve real-world human resource challenges from a business perspective. Learners enhance their HRM knowledge and acquire the skills needed to become strategic business partners in their organizations. Completion of this specialization helps position learners for a career as a human resource leader.

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

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

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**

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

School of Business and Technology Degree Programs, *continued*

Master's in Organization and Management Specializations, continued

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
OM5399 *	Special Topics in IT Management
TS5508	Enterprise System Security
TS5531	Security Management Practices

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 businesses, and not-for-profit organizations through assessment, skill-building and the review of applicable leadership theories available to them as managers. Completing this specialization prepares learners to take on leadership or management roles within a variety of businesses, organizations, and industries.

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 consisting of courses from more than one area of specialization within the organization and management MS program. The general MS specialization provides a broader examination of the fields of human resource management, information technology management, and/or leadership.

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 courses from other Capella University schools.

Total   **48 quarter credits**

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

Master of Science (MS) in Information Technology Specializations

School of Business and Technology learners pursuing a master's degree in an IT specialization who need to enhance their skills in the areas of Web application development, database systems, software design, and/or network systems are strongly encouraged to enroll in TS5590 - Web Development and Networks and/or TS5591 - Programming and Database Systems. Additionally, the Admissions Committee may request that the applicant enroll in one or both of these courses. In either case, these courses are in addition to the specialization requirements.

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 also 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
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	Operating System Theory and Application
TS5521 *	Advanced Network Technology - Switching
TS5522 *	Advanced Network Technology - Remote Access
TS5523 *	Advanced Network Technology - Troubleshooting
TS5524	Advanced Project Management
TS5525	Project Risk Management
TS5526	Leadership and Human Resource Management
TS5527	Procurement Management
TS5528	Project Integration Management
TS5529 *	Component Development - Java Framework
TS5530 *	Component Development - Microsoft Framework
TS5531	Security Management Practices
TS5532	Secure System Development and Cryptology
TS5536	Ethical and Legal Considerations in Information Technology
TS5538 *	Programming Strategies – Microsoft Environment
TS5539 *	Enterprise Database Systems
TS5540 *	Introduction to XML and Web Services
TS5899 *	Special Topics in Technology **OR**

Choose two, two-credit intensive study courses in place of one four-credit specialization course:

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

Information Security

Information technology professionals need an in-depth knowledge of emerging security threats and solutions to ensure that networks and computer systems are secure. Today, they are responsible for developing information security and disaster recovery plans that proactively protect the enterprise. This specialization prepares technology leaders to identify, develop, and implement highly secure networks that support organizational goals. It combines both technical and policy-level course work to provide information assurance (IA) skills to protect information systems by ensuring their availability, integrity, and confidentiality. The curriculum is designed around the domains of knowledge represented in the Certified Information Systems Security Professional (CISSP) 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
TS5520	Operating System Theory and Application
TS5525	Project Risk Management
TS5531	Security Management Practices
TS5532	Secure System Development and Cryptology
TS5536	Ethical and Legal Considerations in Information Technology
TS5899 *	Special Topics in Technology **OR**

Choose two, two-credit intensive study courses in place of one four-credit specialization course:

TS5270	Cyber Threats to Enterprise Security
TS5271	Network Security Solutions for the Enterprise

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

TS5990 *	Integrative Project

Total   48 quarter credits

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

School of Business and Technology Degree Programs, *continued*

Master's in Information Technology Specializations, continued

Network Architecture and Design

Organizations need systems design and programming personnel, but without a secure and high-performing network infrastructure, a business cannot be successful. Network professionals ensure that networks are designed and maintained to support the success of an organization. They are responsible for making the right connections for the Internet, intranets, and extranets, including designing and maintaining local area networks and wide area networks. They are also responsible for developing and implementing the organization's information security and disaster recovery plans. The network architecture and design specialization helps provide technology leaders with the skills necessary to design and implement high-quality networks that meet the needs of business.

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

Core courses:

TS5004	Technical Communications
TS5005	Master's Learner Success Lab (non-credit)
TS5110	Enterprise System and Application Development **OR**
TS5111	Overview of Enterprise Applications
TS5120	Project Management for Technology Professionals
TS5130	System Development Theory and Practice
TS5140	System Usability Analysis and Design **OR**
TS5150	Enterprise Application Testing **OR**
TS5151	Quality Assurance
TS5160	Business Foundations

Specialization courses:

Choose five of the following courses AND the Integrative Project course:

TS5507	Network Technology
TS5508	Enterprise System Security
TS5516	Client Server Architecture and Design
TS5517	Network Enterprise Architecture and Design
TS5518	Advanced Network Technology - Routing
TS5521*	Advanced Network Technology - Switching
TS5522*	Advanced Network Technology - Remote Access
TS5523*	Advanced Network Technology - Troubleshooting
TS5536	Ethical and Legal Considerations in Information Technology
TS5899 *	Special Topics in Technology **OR**

Choose two, two-credit intensive study courses in place of one four-credit specialization course:

TS5270	Cyber Threats to Enterprise Security
TS5271	Network Security Solutions for the Enterprise

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

TS5990 *	Integrative Project

Total   **48 quarter credits**

Project Management and Leadership

Information technology professionals 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 influencing technology, and how to effectively motivate individuals and teams. The project management and leadership specialization helps prepare technical leaders and managers with the skills necessary to successfully lead multiple technology projects that span dispersed geographical areas.

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

Core courses:

TS5004	Technical Communications
TS5005	Master's Learner Success Lab (non-credit)
TS5110	Enterprise System and Application Development **OR**
TS5111	Overview of Enterprise Applications
TS5120	Project Management for Technology Professionals
TS5130	System Development Theory and Practice
TS5140	System Usability Analysis and Design **OR**
TS5150	Enterprise Application Testing **OR**
TS5151	Quality Assurance
TS5160	Business Foundations

Specialization courses:

Choose five of the following courses AND the Integrative Project course:

TS5500	Systems Analysis and Design
TS5508	Enterprise System Security
TS5524	Advanced Project Management
TS5525	Project Risk Management
TS5526	Leadership and Human Resource Management
TS5527	Procurement Management
TS5528	Project Integration Management
TS5536	Ethical and Legal Considerations in Information Technology
TS5899 *	Special Topics in Technology

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

TS5990 *	Integrative Project

Total   **48 quarter credits**

System Design and Programming

The Internet, Web, and related technologies (XML, Web Services, Distributed Database Systems) have become integral to today's business applications, creating higher demands on technology professionals. Many companies estimate that their greatest demand for information technology professionals will fall in the area of systems integration, information management, software engineering, software development, and the management of development efforts locally and offshore. This specialization helps prepare technology leaders with the skills necessary to design and implement high-quality applications and to utilize the components involved in that effort most effectively to meet the needs of business.

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

Core courses:

TS5004	Technical Communications
TS5005	Master's Learner Success Lab (non-credit)
TS5110	Enterprise System and Application Development
TS5120	Project Management for Technology Professionals
TS5130	System Development Theory and Practice
TS5140	System Usability Analysis and Design **OR**
TS5150	Enterprise Application Testing **OR**
TS5151	Quality Assurance
TS5160	Business Foundations

Specialization courses:

Choose five of the following courses AND the Integrative Project course:

TS5500	Systems Analysis and Design
TS5501	Database Analysis and Design
TS5502 *	Programming Strategies
TS5503 *	Advanced Enterprise System Development
TS5504	Wireless Web Design and Development
TS5505	Object-oriented Design and Development
TS5506 *	Graphics and Multimedia
TS5513 *	Advanced Programming Strategies
TS5514 *	Advanced Graphics and Multimedia
TS5515 *	Advanced Wireless and Mobile Development
TS5520	Operating System Theory and Application
TS5529 *	Component Development - Java Framework
TS5530 *	Component Development - Microsoft Framework
TS5538*	Programming Strategies – Microsoft Environment
TS5539 *	Enterprise Database Systems
TS5540 *	Introduction to XML and Web Services
TS5899 *	Special Topics in Technology

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

TS5990 *	Integrative Project

Total   **48 quarter credits**

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

Master of Business Administration (MBA) Specializations

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

Professional Effectiveness Coaching SM

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

General

The general MBA specialization provides a broad examination of core business functions and organizational management aspects and meets the needs of business professionals by providing a thorough introduction to traditional business disciplines such as finance, marketing, operations, strategy, and sales/CRM. This solid business foundation is supplemented with a core set of professional effectiveness courses that emphasize best practices for leading and managing others — the skills that corporate executives tell us distinguish their best people — such as managing change, leading teams, negotiating for results, building relationships, and ethical leadership. The balanced curriculum of business discipline and professional effectiveness competencies prepares graduates to excel in a variety of business settings.

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

Accounting

The accounting specialization emphasizes accounting applications with respect to the nature and scope of business operations. The specialization cultivates learners' abilities to plan and control organizational budgeting. Learners gain knowledge and skills in the audit and evaluation of controls and computerized information systems of accounting. Learners examine the nature and function of accounting information in the decision-making process. Learners also study the conceptual framework of accounting theory and practice, focusing on processes of identification, measurement, documentation, and financial reporting. This specialization is not designed to lead to professional licensure in accounting.

Sixteen Required Courses   48 quarter credits
Core courses:
First two courses taken first and in sequence:
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:
MBA9182   Advanced Accounting
MBA9184 *Budget Planning and Control
MBA9186 *Audit and Control of Accounting Information Systems
MBA9188 *Accounting Information for Decision Making
The Accounting Capstone course should be taken during the learner's final quarter.
MBA9380 *Accounting Capstone: Judgment, Planning, and Action
Total   48 quarter credits

Admissions to the accounting specialization requires a fundamental understanding of accounting principles. Applicants must meet one or more of the following requirements: 1. Completed at least eight quarter hour credits of upper-level undergraduate accounting course work with a grade of "B" or better; 2. Earned an undergraduate degree in accounting from a regionally accredited or internationally recognized institution. 3. Completed at least four quarter hour credits of graduate accounting course work with a grade of "B" or better. 4. Passed the CPA or CMA examination.

Applicants to the accounting specialization must complete and submit the Capella University School of Business and Technology Accounting Experience form located at http://www.capella.edu/inc/pdf/ accountingexperience.pdf.

Capella University does not guarantee that the MBA with a specialization in accounting will, on its own, provide learners with the educational requirements necessary to sit for the CPA examination or other professional licensures. Learners are encouraged to contact their state boards of accountancy for requirements in their state.

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

School of Business and Technology Degree Programs, *continued*

Master of Business Administration (MBA)
Specializations, continued

Finance

The finance specialization provides learners with current knowledge and skills in financial analysis and decision making, preparing them for careers in finance at middle or senior management levels. Learners who select finance as their area of specialization are required to complete designated MBA core business and professional effectiveness courses that focus on leading and managing others, strategy, operations management, information technology, and marketing. The courses in the finance specialization extend the core competencies by examining theories and techniques related to corporate finance, investment and portfolio management, international finance, and emerging topics in the field.

Sixteen Required Courses   48 quarter credits
Core courses:

First two courses taken first and in sequence:
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:
MBA9141 *Financial Markets and Institutions
MBA9142 *Advanced Finance
MBA9143 *Bank Management
MBA9144 *International Financial Management
MBA9146 *Investment and Portfolio Management
MBA9147 *Risk 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

Health Care Management

The MBA health care management specialization enhances the management and business skills learners need to function effectively within the health care industry. The specialization emphasizes business models and analytics that are applicable within health care including medical device product development, health care financial management, clinical research methodologies, medical sales, information technology benefits programs, and health care e-business consulting. Upon successful completion of this course, learners possess knowledge that helps them assume mid-level and executive-level positions within a health care organization or an organization that serves the health care industry.

Sixteen Required Courses   48 quarter credits
Core Courses:

First two courses taken first and in sequence:
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:
MBA9132   Strategic Management of
              Health Care Systems
MBA9134 *Health Care Financial Management
MBA9136 *Health Care Policy Analysis and
              Decision-making
MBA9138 *Ethical and Legal Considerations
              in Health Care
The Health Care Management Capstone course should be taken during the learner's final quarter.
MBA9330 *Health Care Management Capstone:
              Judgment, Planning, and Action

Total   48 quarter credits

Approval for this specialization is pending in Ohio. Applicants should contact an enrollment counselor for current approval status in this state.

Information Technology Management

The information technology (IT) management specialization is targeted toward individuals interested in moving into middle and senior management positions in IT organizations. In preparation for this expanded responsibility, learners acquire the broader business perspectives and professional effectiveness skills to lead and manage others in the broader organization. The IT management specialization equips learners to leverage information technology in order to enhance business competitiveness and optimize business management. The course work provides learners with techniques and skills needed to assess the impact of advances in technology on business. In addition, learners will have an opportunity to practice evaluating and choosing the right leadership style for managing IT functions and staff in order to deliver the value of IT to the organization.

Sixteen Required Courses   48 quarter credits
Core Courses:

First two courses taken first and in sequence:
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:
MBA9152 *Impact of Advances in Information
Technology
MBA9122 *Project Planning, Management, and
              Financial Control
MBA9154 *Techniques for Managing IT Professionals
MBA9156 *Strategic Information System Planning
The Information Technology Management Capstone course should be taken during the learner's final quarter.
MBA9350 *IT Management Capstone:
              Judgment, Planning, and Action

Total   48 quarter credits

Approval for this specialization is pending in Ohio. Applicants should contact an enrollment counselor for current approval status in this state.

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

*Master of Business Administration (MBA)
Specializations, continued*

Marketing

The marketing specialization prepares learners to move into middle or senior marketing management positions within their organizations. The marketing specialization provides deeper insight into contemporary issues and examines various theories and techniques used by marketers in today's competitive environment. The specialization extends a learner's competencies in market research, analysis, planning, execution, and evaluation. During the capstone course, all learners synthesize and apply what they have learned into a final marketing plan. Learners who select marketing as their area of specialization are required to complete designated MBA core business and professional effectiveness courses that focus on leading and managing others, strategy, operations management, information technology, and finance.

Sixteen Required Courses   48 quarter credits

Core courses:

First two courses taken first and in sequence:

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

Project Management

The project management specialization prepares individuals for expanded responsibility in an organization by sharpening their project management skills. In alignment with the Project Management Institute's (PMI) standards, this specialization equips learners to manage projects in global enterprises and entrepreneurial start-ups. The course work provides learners with techniques in project procurement and solicitation and teaches learners to assess and mitigate risks to ensure project success. The capstone project allows learners to apply their skills in planning, managing, and controlling the processes to complete the project on time and within budget. Most important, this specialization offers learners an opportunity not only to exercise their skills in decision making but also to reflect upon the impact of their judgment in dynamic project situations.

Sixteen Required Courses   48 quarter credits

Core Courses:

First two courses taken first and in sequence:

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:

MBA9122 *Project Planning, Management, and Financial Control
MBA9124 *Assessing and Mitigating Risk
MBA9126 *Project Procurement and Solicitation
MBA9128 *Advanced Project Management Techniques

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

MBA9320 *Project Management Capstone: Judgment, Planning, and Action

Total   48 quarter credits

Approval for this specialization is pending in Ohio. Applicants should contact an enrollment counselor for current approval status in this state.

Note: Learners enrolled in specializations outside the MBA program may not take MBA courses.

MBA Learners may not take courses associated with any other program within the School of Business and Technology or any other school at Capella University while they are enrolled in the MBA program.

Graduate Certificates

Certificates are an ideal way to update existing knowledge, gain new knowledge, and study at the graduate level. Course work completed in a certificate program may be transferred into the related Capella Master of Science specialization.

Note: Certification and Certificates — There is an important distinction between the two terms. The School of Business and Technology offers a variety of graduate 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 resource competencies. By providing learners a better understanding of various human resource disciplines, the certificate prepares participants for the challenges and demands faced by human resource professionals.

Four Required Courses   16 quarter credits

OM5210   Human Resource Management

Choose three from the following courses:

OM5212 * Managing Diversity and Inclusion in Organizations
OM5214 * Employment Law: Legal Structures, Compliance, and Reporting
OM5216 * Conflict Management and Employee Dispute Resolution
OM5218 * Managing Compensation, Benefits, and Reward Systems
OM5220 * Recruitment, Selection, and Assessment
OM5222 * Training, Development, and Succession Planning

Total   16 quarter credits

School of Business and Technology Degree Programs, *continued*

Information Technology Management

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

Four Required Courses	**16 quarter credits**
OM5310	Strategic Information Technology Management

Choose three from the following courses:

OM5312 *	Advances in Information Technology
OM5314 *	System Planning and Delivery
OM5316 *	Project Planning, Management, and Financial Control
OM5318 *	Managing IT Professionals
TS5508	Enterprise System Security
TS5531	Security Management Practices
Total	**16 quarter credits**

Leadership

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

Four Required Courses	**16 quarter credits**
OM5112	Leadership

Choose three from the following courses:

OM5114 *	Organization Structure and Design
OM5116 *	Personal Leadership Development
OM5118 *	Leading Organizational Change
OM5120 *	Leading and Building Teams
OM5122 *	Leading and Coaching Others
Total	**16 quarter credits**

Professional Project Management

There is a significant need for professionals with a background in both enterprise technology and project management mastery to complete complex projects on time, on budget, and to specification. This program prepares learners who have previously earned a bachelor's degree to manage larger projects utilizing methodology based on the Project Management Book of Knowledge (PMBOK) from the Project Management Institute. The program goes well beyond the certification in providing an opportunity to expand critical thinking skills and master project management principles through practice and interaction. This graduate certificate develops the competencies associated with the Project Management Professional certification from The Project Management Institute.

Five Required Courses	**20 quarter credits**
TS5524	Advanced Project Management
TS5525	Project Risk Management
TS5526	Leadership and Human Resource Management
TS5527	Procurement Management
TS5528	Project Integration Management
Total	**20 quarter credits**

Information Security Professional

Technology professionals with a background in both information security technology and policy-level management are in high demand in today's organizations and corporations. This program prepares learners who have previously earned a bachelor's degree to manage a large organization's enterprise security based on the 10 domains of the Certified Information Systems Security Professional (CISSP) certification from International Information Systems Security Certification Consortium, Inc. (ISC)[2]. The program moves beyond the certification by providing an opportunity to master information security principles through practice and interaction. This graduate certificate expands learners' critical thinking skills and develops the competencies associated with the CISSP certification from (ISC)[2].

Five Required Courses	**20 quarter credits**
TS5507	Network Technology
TS5508	Enterprise System Security
TS5531	Security Management Practices
TS5532	Secure System Development and Cryptology
TS5536	Ethical and Legal Considerations in Information Technology
Total	**20 quarter credits**

School of Education

**James Wold, PhD
Dean, School of Education**

From the Dean

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

Capella's specializations in higher education (leadership for higher education, postsecondary and adult education, instructional design for online learning, training and performance improvement, and enrollment management) focus on career requirements for educators and trainers working in adult learning environments. The competencies learners acquire are based on current adult learning theory and are designed for professionals in community colleges, four-year colleges, and other organizations serving adult learners. The specialization in instructional design for online learning prepares professionals to lead and to manage instructional challenges in Web-based environments and places equal importance on design and delivery of adult instruction.

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

Our specialization in professional studies in education offers learners the opportunity to customize their program to meet profession-related requirements beyond the bachelor's degree. The program can be designed to address current and future career requirements for individuals in the K-12 and higher education worlds.

At Capella University you will be invigorated, challenged, and emboldened to achieve your educational goals. Your future is in your hands, and we would like to help you realize that future.

James Wold, PhD
Dean

About the School of Education

Mission Statement

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

Degree Programs

Doctor of Philosophy (PhD)

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

Master of Science (MS)

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

Certificate

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

Professional Licensure and Certification

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

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

SPECIALIZATIONS OFFERED IN THE SCHOOL OF EDUCATION

Specializations	Degrees and Certificates
Leadership in Educational Administration	PhD, MS, Post-master's Certificate
Leadership for Higher Education	PhD, MS
Curriculum and Instruction	PhD, MS
Postsecondary and Adult Education	PhD, MS
Instructional Design for Online Learning	PhD, MS
Training and Performance Improvement	PhD, MS
Professional Studies in Education	PhD, MS
K-12 Studies in Education	PhD, MS*
Reading and Literacy	MS
Enrollment Management	MS
College Teaching	Post-master's Certificate**

Learners in Kentucky, Washington, and Wisconsin are advised that the reading and literacy specialization is not pre-approved for specialist endorsement/licensure. Learners should verify home state and local district requirements prior to enrollment. Individuals seeking endorsement must perform a transcript review with their state upon completion of their program.

 * Formerly named Advanced Classroom Instruction.

** Capella University is seeking approval of this certificate program in the state of Florida. Contact an enrollment counselor for current approval status in this state.

School of Education Degree Programs

Doctor of Philosophy (PhD) Specializations

To fulfill the School of Education's graduation requirements, doctoral learners must complete a minimum of 24 credits of approved doctoral-level Capella course work after matriculation into the doctoral program, not including the required comprehensive examination and dissertation courses. Learners must complete 24 credits regardless of the number or type of credits completed prior to matriculating into a doctoral program or specialization.

Leadership in Educational Administration

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

Residency Requirement(s):

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

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

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
ED7542	The Politics of Pre-K-12 Education
ED7545	Special Education Administration
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
ED9984 *	Doctoral Comprehensive Examination I
ED9985 *	Doctoral Comprehensive Examination II
ED9986 *	Dissertation Research I
ED9987 *	Dissertation Research II
ED9988 *	Dissertation Research III
ED9989 *	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

Twelve Elective Courses   48 quarter credits

Recommended elective courses:

ED7543	The Superintendency (required for those seeking superintendent license)
ED8910	The Minnesota Superintendency
ED8911	The Minnesota K-12 Principalship
ED7544	Introduction to School Business Administration
ED7560	Innovative Leadership
ED812	The Governance of Educational Institutions
ED814	Evaluating the Effectiveness of the Educational Process
ED815	The Future of Educational Institutions: Topics and Trends
ED818	The Future of Teaching and Learning: Issues for the Educational Leader
ED825	Curriculum Development
ED853	Elementary School Administration **OR**
ED854	Secondary School Administration
ED857	Personnel Administration **OR**

Choose any graduate course(s).

Total   120 quarter credits

Learners seeking endorsement for Minnesota superintendency must take ED8910. Learners seeking endorsement for the Minnesota principalship must take ED8911.

Learners who have already taken an internship and who have the principal or superintendent license/certificate may petition the faculty chair to replace the internship with electives.

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. The Pre-assessment form is included in the application process.

Learners seeking licensure in Arizona after August 2006 must secure a Structured English Immersion endorsement (SEI). Capella University has entered into an alliance with Rio Salado College regarding course work for the SEI endorsement, Learners who need this endorsement are encouraged to contact academicadvisement@mail.riosalado.edu to discuss the necessary courses and the application process at Rio Salado College.

Leadership for Higher Education

Learners in the doctoral specialization in leadership for higher education prepare themselves to guide community colleges, universities, and other postsecondary, human service, military, and religious organizations at both the academic and executive levels. The specialization content, 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
ED815	The Future of Educational Institutions: Topics and Trends **OR**
ED818	The Future of Teaching and Learning: Issues for the Educational Leader
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
ED9984 *	Doctoral Comprehensive Examination I
ED9985 *	Doctoral Comprehensive Examination II
ED9986 *	Dissertation Research I
ED9987 *	Dissertation Research II
ED9988 *	Dissertation Research III
ED9989 *	Dissertation Research IV

Twelve Elective Courses   48 quarter credits

Recommended elective courses:

ED7541	Teacher Supervision and Evaluation
ED7692	Strategies for Building Online Learning Communities
ED7703	Student Development Challenges and Successes
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
ED857	Personnel Administration **OR**

Choose any graduate course(s).

Total   120 quarter credits

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

School of Education Degree Programs, *continued*

PhD Specializations, continued

Curriculum and Instruction

Learners in the PhD in education 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 and administrators interested in leadership careers as building or district level administrators or as teacher leaders guiding curriculum and instructional improvement initiatives supported by current theory and research in curriculum design, instructional models, and assessment strategies focused on increasing student achievement. Learners participate in course discussions and activities that provide practical experiences and projects that demonstrate innovative and timely theory, research, and practice.

Residency Requirement(s):

Three 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**

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
ED820	Principles of Educational Administration
ED825	Curriculum Development
ED8533	Advanced Curriculum Mapping: Reflection and Practice
ED8534	Advanced Instruction and Assessment: Theory and Practice
ED8535	Advanced Collaboration for the Improvement of Curriculum and Instruction
ED8536	Advanced Application of Research for the Improvement of Curriculum and Instruction
ED822	The Funding of Educational Institutions
ED823	Education and the Law
ED9984	Doctoral Comprehensives Examination I*
ED9985	Doctoral Comprehensives Examination II*
ED9986	Dissertation Research I*
ED9987	Dissertation Research II*
ED9988	Dissertation Research III*
ED9989	Dissertation Research IV*

Thirteen Elective Courses   **52 quarter credit**

Recommended Elective Courses

ED5501	Assessment and Improvement of Instruction
ED5500	Standards-Based Curriculum, Instruction, and Assessment
ED5504	Strategies for Eliminating the Achievement Gap
ED5537	Emerging Technology and Multimedia for Curriculum and Instruction
ED5538	Curriculum and Instruction: Program Evaluation

ED7700	Learning Theory and the Educational Process
ED7701	Educational Philosophy and Change
ED7711	Course Design and Development
ED7560	Innovative Leadership
ED838	Teaching and Learning with Diverse Populations
ED8111	The Historical and Social Foundations of Education
ED812	The Governance of Educational Institutions
ED814	Evaluating the Effectiveness of the Educational Process
ED815	The Future of Educational Institutions: Topics and Trends
ED818	The Future of Teaching and Learning: Issues for the Educational Leader
HS834	Ethnic and Cultural Awareness
	OR

Choose any graduate course(s).

Total   **120 quarter credits**

Postsecondary and Adult Education

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

Residency Requirement(s):

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

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

Core courses:

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

Specialization courses:

ED7701	Educational Philosophy and Change
ED815	The Future of Educational Institutions: Topics and Trends
ED7590	Critical Thinking in Adult Education
ED814	Evaluating the Effectiveness of the Educational Process
ED829	Theory and Methods of Educating Adults
ED838	Teaching and Learning with Diverse Populations
ED9984 *	Doctoral Comprehensive Examination I
ED9985 *	Doctoral Comprehensive Examination II
ED9986 *	Dissertation Research I
ED9987 *	Dissertation Research II
ED9988 *	Dissertation Research III
ED9989 *	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
	OR

Choose any graduate course(s).

Total   **120 quarter credits**

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* 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 in education 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 Instructional Design
ED7620	Theoretical Basis of Instructional Design
ED7624*	Theories of Learning and Instruction
ED852	Ethics and Social Responsibility in Distance Education
ED7496 *	Advanced Instructional Design
ED7504	Leadership for Instructional Design
ED9984 *	Doctoral Comprehensive Examination I
ED9985 *	Doctoral Comprehensive Examination II
ED9986 *	Dissertation Research I
ED9987 *	Dissertation Research II
ED9988 *	Dissertation Research III
ED9989 *	Dissertation Research IV

Choose three 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

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: Models and Procedures

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

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

Choose any graduate 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 broaden and deepen the learner's understanding of both strategic and tactical issues that are important to the success of any performance improvement intervention. The entire doctoral experience is designed to help create reflective scholar-practitioners and innovative thinkers with advanced skills in critical thinking, research, and problem solving. The curriculum is based on ASTD's Human Performance Improvement model.

Residency Requirement(s):

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

**Eighteen Required
Courses + Lab   72 quarter credits**

Core courses:

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

Specialization courses (suggested sequence as follows):

ED7631	Introduction to Training and Performance Systems
ED7641	Needs Assessment: Models and Procedures
ED7662	Designing Training and Performance Solutions
ED7672	Delivery Systems for Training and Performance Improvement
ED7652	Evaluating Training and Performance Improvement Systems
ED7674	Managing Training and Performance Improvement
ED502	Survey of Human Resource Development Research
ED9984 *	Doctoral Comprehensive Examination I
ED9985 *	Doctoral Comprehensive Examination II
ED9986 *	Dissertation Research I
ED9987 *	Dissertation Research II
ED9988 *	Dissertation Research III
ED9989 *	Dissertation Research IV

Choose three from the following courses:

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

Twelve Elective Courses   48 quarter credits

Choose any graduate 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

K-12 Studies in Education

The PhD in education specialization in K-12 Studies in Education is designed for K-12 career-oriented professionals who wish to excel as scholar-practitioners. The specialization delivers research-based competencies focused on current issues in education including such broad topics as school governance and leadership and such focused topics as math instruction, science instruction, virtual school teaching, and teacher leadership. The specialization's flexibility permits learners to create an individualized doctoral program whatever their K-12 research interests.

Residency Requirement(s):

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

Fifteen Required
Courses + Lab   **60 quarter credits**
Core courses:

ED8004	Societal and Cultural Change
ED8005	Doctoral Learner Success Lab (non-credit)
ED8113	Advanced Study in Research Methods
ED8515	Advanced Action Research for Teacher-Leaders

Specialization courses:

ED8111	The Historical and Social Foundations of Education
ED814	Evaluating the Effectiveness of the Educational Process
ED7542	The Politics of Pre-K-12 Education
ED8502	Advanced Learning Theory and Instructional Practice
ED7701	Educational Philosophy and Change
ED815	The Future of Educational Institutions
ED9984	Doctoral Comprehensives Examination I*
ED9985	Doctoral Comprehensives Examination II*
ED9986	Dissertation Research I*
ED9987	Dissertation Research II*
ED9988	Dissertation Research III*
ED9989	Dissertation Research IV*

Fifteen Elective Courses   **60 quarter credits**
Recommended Elective Courses:

ED5516	Adult Learning and Professional Development
ED5523	Inquiry-Based Curriculum and Resources for Elementary Science Teachers
ED5508	Research and Best Practices in Mathematics Instruction
ED5513	Middle-Level Issues
ED5528	Technology Skills for the Virtual School Teacher
ED5511	Teaching Algebra for Understanding
ED5514	Educational Leadership for Teacher-Leaders
ED5522	The Art of Planning Science Instruction: Creating the Engaged Science Student
ED5524	Inquiry-Based Curriculum and Resources for Secondary Science Teachers

ED5526	Student Assessment and Work Analysis in Science Instruction
ED5506	Standards and the K-12 Mathematics Curriculum
ED5507	The Art of Planning Mathematics Instruction
ED5529	Instructional Strategies for the Virtual School Teacher
ED5530	Assessment Strategies for the Virtual School Teacher
ED5533	Curriculum Mapping: Reflection and Practice *(recommended elective for all K-12 teachers.)*
	OR

Choose any graduate course(s).

Total   **120 quarter credits**

Professional Studies in Education

The PhD in education specialization in professional studies in education is designed for experienced career professionals in a variety of teaching and/or education training situations. Learners may come from areas of K-12, alternative programs, adult education, allied health care, military, higher education, government or other occupations and professions, but are united by the motivation to excel as educators and leaders. Professional studies learners seek this degree whether they want to remain in their current profession or be prepared to change professions. This specialization provides optimal opportunity to customize a program of study that meets the unique needs of a diverse group of learners. The entire doctoral experience is designed to create scholar-practitioners with advanced skills in critical thinking, problem solving and research.

Residency Requirement(s):

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

Twelve Required
Courses + Lab   **48 quarter credits**
Core courses:

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

Specialization courses:

ED7701	Educational Philosophy and Change
ED815	The Future of Educational Institutions: Topics and Trends
ED7700	Learning Theory and the Educational Process **OR**
ED829	Theory and Methods of Educating Adults
ED7712	Classroom Assessment in Education **OR**
ED814	Evaluating the Effectiveness of the Educational Process
ED9984 *	Doctoral Comprehensive Examination I
ED9985 *	Doctoral Comprehensive Examination II
ED9986 *	Dissertation Research I
ED9987 *	Dissertation Research II
ED9988 *	Dissertation Research III
ED9989 *	Dissertation Research IV

Eighteen Elective Courses   **72 quarter credits**
Choose any graduate course(s).

Total   **120 quarter credits**

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

Master of Science (MS) Specializations

K-12 Studies in Education

Formerly named Advanced Classroom Instruction

Learners in the master's specialization in K-12 studies in education 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 any of the specialization courses below. The following courses have been designed for licensed teachers and may require K-12 classroom access.

Nine Required Courses   40 quarter credits

Core courses:

ED5007	Foundations of Educational Leadership (6 quarter credits)
ED5006	Survey of Research Methodology
ED5501	Assessment and Improvement of Instruction **OR**
ED7541	Teacher Supervision and Evaluation +
ED5500	Standards-Based Curriculum, Instruction, and Assessment
ED5503	Classroom Management Strategies **OR**
ED5502	Learning Theory and Instructional Practice +
ED5504	Strategies for Eliminating the Achievement Gap

Specialization courses:

ED5541 *	Master's Practicum in K-12 Studies in Education (6 quarter credits) **OR**
ED5542 *	Master's Capstone in K-12 Studies in Education (6 quarter credits) +

In addition, choose two specialization courses from the list below:

ED5502	Learning Theory and Instructional Practice
ED5506	Standards and the K-12 Mathematics Curriculum
ED5507	The Art of Planning Mathematics Instruction
ED5508	Research and Best Practices in Mathematics Instruction

ED5511	Teaching Algebra for Understanding
ED5513	Middle-Level Issues
ED5514	Educational Leadership for Teacher-Leaders
ED5515	Action Research for Teacher-Leaders
ED5516	Adult Learning and Professional Development
ED5522	The Art of Planning Science Instruction: Creating the Engaged Science Student
ED5523	Inquiry-Based Curriculum and Resources for Elementary Science Teachers
ED5524	Inquiry-Based Curriculum and Resources for Secondary Science Teachers
ED5526	Student Assessment and Work Analysis in Science Instruction
ED5528	Technology Skills for the Virtual School Teacher
ED5529	Instructional Strategies for the Virtual School Teacher
ED5530	Assessment Strategies for the Virtual School Teacher
ED5531	Communication Skills for the Virtual School Teacher
ED5532	Social Issues and Virtual School Teaching

Two Elective Courses   8 quarter credits

Choose any graduate course(s).

Total   48 quarter credits

Admission to the **K-12 studies in education** master's specialization requires learners to complete and submit the Capella University School of Education Certification of Teacher Licensure form located at www.capella.edu/ aspscripts/schools/Teacher Licensure.pdf.

+ For learners without classroom access.

Curriculum and Instruction

Learners in the master's 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 participate in course discussions and activities that provide practical experiences and projects that demonstrate innovative and timely theory, research, and practice.

Ten Required Courses   44 quarter credits

Core courses:

ED5007	Foundations of Educational Leadership (6 quarter credits)
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:

ED5006	Survey of Research Methodology
ED5533	Curriculum Mapping: Reflection and Practice
ED5534	Instruction and Assessment: Theory and Practice
ED5535	Collaboration for 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**
ED5536	Applying Research to the Improvement of Curriculum and Instruction **OR**

Choose any graduate course(s).

Total   48 quarter credits

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

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* 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

Reading and Literacy

Capella University's reading and literacy specialization is offered in partnership with the University of California, Irvine Extension. Graduates of this specialization earn a master's degree from Capella University and a reading certificate from UC-Irvine Extension. UC-Irvine Extension's reading certificate is state approved in California and is aligned with nationally recognized teaching standards.

Learners in this master's specialization will demonstrate and further build the research-based knowledge, skills, and attitudes of exceptional elementary and secondary teachers. The specialization is designed for licensed K-12 classroom teachers who want to enhance the reading skills of their students and to impart best practices and key instructional strategies to peers and others involved in teaching reading. Capella learners completing the reading and literacy specialization are prepared to assess student reading and provide reading instruction employing multiple modalities and learning styles based on assessment data as well as to develop, implement, and adapt the reading curriculum within and across grade levels at the school site. The specialization courses present a host of research-based concepts, demonstrate those concepts in action, and provide opportunities to put those concepts into practice.

Thirteen Required Courses   47 quarter credits

Core courses:

ED5007	Foundations of Educational Leadership (6 quarter credits)	
ED5501	Assessment and Improvement of Instruction (4 quarter credits)	
ED5500	Standards-based Curriculum, Instruction, and Assessment (4 quarter credits)	
ED5503	Classroom Management Strategies (4 quarter credits)	
ED5504	Strategies for Eliminating the Achievement Gap (4 quarter credits)	
ED5006	Survey of Research Methodology (4 quarter credits)	

Specialization courses:

ED5551	Developing Fluent Readers (3 quarter credits)
ED5552	Teaching Comprehension Strategies (3 quarter credits)
ED5553	Assessment-based Reading Instruction (3 quarter credits)
ED5554	Socio-cultural Context of Reading Instruction (3 quarter credits)
ED5555	Foundational Theories in Reading Instruction (3 quarter credits)
ED5556	Reading and Literacy Practicum (3 quarter credits)+
ED5557	Reading and Literacy Portfolio Review (3 quarter credits)+

Total   47 quarter credits

+ED5556 and ED5557 must be taken concurrently.

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

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

Learners in Kentucky, Washington, and Wisconsin are advised that the reading and literacy specialization is not pre-approved for specialist endorsement/licensure. Learners should verify home state and local district requirements prior to enrollment. Individuals seeking endorsement must perform a transcript review with their state upon completion of their program.

Leadership in Educational Administration

Learners in the master's 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   48 quarter credits

Core courses:

ED5007	Foundations of Educational Leadership (6 quarter credits)	
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:

ED820	Principles of Educational Administration	
ED822	The Funding of Educational Institutions	
ED823	Education and the Law	
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

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.

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

Learners seeking principal licensure should contact their state to determine whether they should take ED853 or ED854 or both courses.

Learners seeking licensure in Arizona after August 2006, must secure a Structured English Immersion endorsement (SEI). Capella University has entered into a strategic alliance with Rio Salado College regarding course work for the SEI endorsement, Learners who need this endorsement are encouraged to contact academicadvisement@mail.riosalado.edu to discuss the necessary courses and the application process at Rio Salado College.

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

Master's Specializations, continued

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 community colleges, universities, and other postsecondary, human service, military, and nonprofit 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
ED814	Evaluating the Effectiveness of the Educational Process
ED834	Higher Education 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
ED5990 *	Integrative Project

One Elective Course   **4 quarter credits**

Recommended elective courses:

ED7541	Teacher Supervision and Evaluation
ED7692	Strategies for Building Online Learning Communities
ED7703	Student Development Challenges and Successes
ED7713	Student Advising and Retention
ED7819	Grantsmanship
ED8111	The Historical and Social Foundations of Education
ED815	The Future of Educational Institutions: Topics and Trends
ED818	The Future of Teaching and Learning: Issues for the Educational Leader
ED825	Curriculum Development
ED857	Personnel Administration
	OR

Choose any graduate course(s).

Total   **48 quarter credits**

Enrollment Management

Capella University's enrollment management specialization is offered in partnership with Noel-Levitz, a nationally recognized consulting firm specializing in higher education student recruitment, financial aid, predictive modeling, and student retention. Graduates of this specialization earn a master's degree from Capella University and certification in enrollment management—a professional certificate issued by Noel-Levitz.

Learners in this master's specialization develop the investigative knowledge, abilities, and attributes of outstanding college and university enrollment management professionals. The curriculum prepares learners to apply best principles and practices in enrollment management.

With specialized course content based on the expertise of Noel-Levitz professionals, this specialization provides the latest tools and strategies for enrollment management. Applicable immediately to real-world higher education demands, the specialization's curriculum focuses on effective enrollment planning, retention efforts, marketing strategies, technology applications, and strategic planning.

Eight Required Courses + Lab   32 quarter credits

Core courses:

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

Specialization courses:

ED5601	Enrollment Management in Higher Education
ED5603	Essentials of Effective Retention in Higher Education
ED5605	Applying Technology to Enrollment Management
ED5607	Financial Aid and Enrollment Management
ED5609	Communications and Marketing in Enrollment Management
ED5611	Strategic Enrollment Planning+

Four Elective Courses   **16 quarter credits**

Recommended elective courses:

ED7703	Student Development Challenges and Successes
ED7713	Student Advising and Retention
ED841	History of Higher Education
ED7540	Leadership in Higher Education
ED855	Higher Education Administration
ED834	Higher Education and the Law
ED840	The Politics of Higher Education
ED837	Funding and Managing the Educational Enterprise
	OR

Choose any graduate course(s).

Total   **48 quarter credits**

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
	OR

Choose any graduate course(s).

Total   **48 quarter credits**

+ Capstone course

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

School of Education Degree Programs, *continued*

Master's Specializations, continued

Instructional Design for Online Learning

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

Ten Required Courses + Lab   40 quarter credits
Core courses:
ED5004   Societal and Cultural Change
ED5005   Master's Learner Success Lab (non-credit)
ED5006   Survey of Research Methodology

Specialization courses:
ED851   Principles of Instructional Design
ED7624*   Theories of Learning and Instruction
ED815   The Future of Educational Institutions: Topics and Trends   **OR**
ED8111   The Historical and Social Foundations of Education
ED5990 * Integrative Project
Choose four 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 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 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 learners' grasp of recognized theory and best practices while preparing them for more challenging job responsibilities. The curriculum is based on ASTD's Human Performance Improvement model.

Ten Required Courses + Lab   40 quarter credits
Core courses:
ED5004   Societal and Cultural Change
ED5005   Master's Learner Success Lab (non-credit)
ED5006   Survey of Research Methodology

Specialization courses (suggested sequence):
ED7631   Introduction to Training and Performance Systems (prerequisite for specialization)
ED7641   Needs Assessment: Models and Procedures
ED7662   Designing Training and Performance Solutions
ED7672   Delivery Systems for Training and Performance Improvement
ED7652   Evaluating Training and Performance Improvement Systems
ED7674   Managing 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 course(s).
Total   48 quarter credits

Professional Studies in Education

The master's specialization in professional studies prepares learners to excel as educators in a variety of teaching and/or educational training situations. Learners may come from areas of adult education, alternative programs, K-12, allied health care, military, higher education, government or other occupations and professions, but are united by the motivation to excel as educators and leaders. Professional studies learners seek this degree whether they want to remain in their current profession or be prepared to change professions. This specialization provides optimal opportunity to customize a program of study that meets the unique needs of a diverse group of learners. The entire master's experience is designed to develop teaching practitioners and builds upon previous knowledge and experience.

Seven Required Courses + 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 course(s).
Total   48 quarter credits

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

Certificates

Leadership in Educational Administration Post-master's Certificate

This post-master's certificate is designed exclusively for learners with three years licensed teaching experience seeking principal and/or superintendent licensure in Minnesota. The 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. The post-master's certificate program is for learners specifically seeking licensure in the state of Minnesota.

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

Residency Requirement(s):
One one-week colloquium session (Track I).

Twelve Required Courses	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:

ED7901	Internship in Educational Administration I **AND**
ED7902 *	Internship in Educational Administration II **OR**
ED7903	Internship in the Superintendency I **AND**
ED7904 *	Internship in the Superintendency II
Total	**48 quarter credits**

Learners who have completed this post-master's certificate may transfer up to 48 master's degree credits and 48 post-master's certificate credits into the Capella doctoral program in leadership in educational administration. 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 in Minnesota (or vice versa), the internship is 320 hours (MR, 3512.0200, Subp. 3.).

Learners who have already taken an internship and who have the principal or superintendent license/certificate may petition the faculty chair to replace the internship with electives.

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. The Pre-assessment form is included in the application process.

Post-master's Certificate in College Teaching

The post-master's certificate in college teaching is designed to assist college-level academic subject experts in mastering academic instructional skills, including the ability to teach effectively online. The specialization prepares learners to excel as teachers, based on acquired knowledge of learning theory, educational philosophy, classroom assessment, course design, and development and other essential instructional skills. The certificate program requires learners to complete four courses and one residential colloquium. The courses in the post-master's certificate in college teaching articulate with the postsecondary and adult education and professional studies specializations of the Capella University Doctor of Philosophy in Education and are directly applicable to those degrees.

Required Courses	16 quarter credits
ED851	Principles of Learning and Instructional Design (4 quarter credits)
ED7700	Learning Theory and the Educational Process (4 quarter credits)
ED7712	Classroom Assessment in Education (4 quarter credits)
ED7711	Course Design and Development (4 quarter credits) **OR**
ED7211	Designing Online Instruction (4 quarter credits)
Total	**16 quarter credits**

In addition, all learners must complete one practical residential colloquium focused on acquiring and demonstrating teaching, classroom research, and career development competencies.

Capella University is seeking approval of this certificate program in the state of Florida. Contact an enrollment counselor for current approval status in this state.

School of Human Services

**Christopher Cassirer, ScD, MPH
Dean, School of Human Services**

From the Dean

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 preparation needed by today's human services professionals.

The school provides graduate study in eight areas including two CACREP-accredited counselor education specializations (mental health counseling, and marital, couple, and family counseling/therapy). Our leading-edge MS and PhD 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. These challenges demand the attention and commitment of professionals who have achieved advanced graduate education. With such dedicated involvement, workable solutions to these complex issues can be found.

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 online learning environment that is supportive, stimulating, and sensitive to diversity and multiculturalism. Such an environment makes dreams come true, makes visions for a better society a possibility, and makes 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.

Christopher Cassirer, ScD, MPH
Dean

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 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 program mission is to prepare practitioner-scholar 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 guarantee that successful completion of the course of study will permit the learner to obtain licensure or certification. Learners who enroll in a Capella University degree program in a field for which professional practice requires any type of licensure or certification, are solely responsible for determining and complying with state, local, or professional licensure and certification requirements. These learners are also responsible for taking the steps necessary to satisfy those requirements.

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

SPECIALIZATIONS OFFERED IN THE SCHOOL OF HUMAN SERVICES

Specializations	Degrees and Certificates
General Human Services	PhD, MS
Criminal Justice	PhD, MS, Certificate
Counseling Studies	PhD, MS
Health Care Administration	PhD, MS, Certificate
Management of Nonprofit Agencies	PhD, MS, Certificate
Marital, Couple, and Family Counseling/Therapy	MS
Mental Health Counseling	MS
Social 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 study can be positioned. Emphasis is on the acquisition of advanced academic skill sets and competencies that prepare the graduate to teach, consult, and contribute to diverse professions and disciplines.

Residency Requirement(s):

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

Sixteen Required Courses	**64 quarter credits**
HS8002	Advanced Research in Adult Human Development and Behavior with LSL
HS8300	Diversity in the Workplace
HS8502	Health Care Strategic Planning and Management
HS8505	Ethics and Decision Making in Health Care
HS869	Families, Systems, and Healthcare
HS8106	Epistemology of Practice Knowledge
HS8100 *	Fundamentals of Social Science Research
HS8111 *	Quantitative Research Methods in the Human Services
HS8112 *	Advanced Qualitative Research Methods
HS8113 *	Advanced Study in Research Methods
HS9984 *	Doctoral Comprehensive Examination I
HS9985 *	Doctoral Comprehensive Examination II
HS9986 *	Dissertation Research I
HS9987 *	Dissertation Research II
HS9988 *	Dissertation Research III
HS9989 *	Dissertation Research IV

Fourteen Elective Courses	**56 quarter credits**

Choose any graduate course(s).

Total	**120 quarter credits**

Criminal Justice

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

Residency Requirement(s):

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

Twenty-three

Required Courses	**92 quarter credits**

Core courses:

HS8002	Advanced Research in Adult Human Development and Behavior with LSL
HS864	Contemporary Issues in Compulsive and Addictive Behavior Treatment
HS8106	Epistemology of Practice Knowledge
HS8100 *	Fundamentals of Social Science Research
HS8111 *	Quantitative Research Methods in the Human Services
HS8112 *	Advanced Qualitative Research Methods
HS8113 *	Advanced Study in Research Methods

Specialization courses:

HS8210	Issues in Police-Community Relations
HS8370	The Criminal Mind
HS8371	Race/Culture in Criminal Justice
HS8372	Criminal Behavior: A Sociological Primus
HS8373	Understanding Criminology
HS8374	Current Research on Violent Behavior
HS8375	Deviance: The Interactionist Perspective
HS8376	Correlates of Crime
HS8377	The Penal System: Its Role in the U.S. Society
HS847	Applied/Clinical Sociology Services
HS9984 *	Doctoral Comprehensive Examination I
HS9985 *	Doctoral Comprehensive Examination II
HS9986 *	Dissertation Research I
HS9987 *	Dissertation Research II
HS9988 *	Dissertation Research III
HS9989 *	Dissertation Research IV

Seven Elective Courses	**28 quarter credits**

Choose any graduate 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	**92 quarter credits**

Core courses:

HS8002	Advanced Research in Adult Human Development and Behavior with LSL
HS831	Psychopathology: Assessment and Treatment
HS839	Theories of Psychotherapy
HS879	Life Planning and Career Development
HS8106	Epistemology of Practice Knowledge
HS8100 *	Fundamentals of Social Science Research
HS8111 *	Quantitative Research Methods in the Human Services
HS8112 *	Advanced Qualitative Research Methods
HS8113 *	Advanced Study in Research Methods

Specialization courses:

HS825	Human Sexuality
HS841	Group Counseling and Psychotherapy
HS845	Grief and Bereavement Counseling
HS854	Child and Adolescent Counseling
HS858	Mental Health and Aging
HS864	Contemporary Issues in Compulsive and Addictive Behaviors
HS878	Family in the Social Context
HS8501	Contemporary Issues in Counseling Studies
HS9984 *	Doctoral Comprehensive Examination I
HS9985 *	Doctoral Comprehensive Examination II
HS9986 *	Dissertation Research I
HS9987 *	Dissertation Research II
HS9988 *	Dissertation Research III
HS9989 *	Dissertation Research IV

Seven Elective Courses	**28 quarter credits**

Choose any graduate course(s).

Total	**120 quarter credits**

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

School of Human Services Degree Programs, *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   92 quarter credits
Core courses:

HS8002	Advanced Research in Adult Human Development and Behavior with LSL
HS8106	Epistemology of Practice Knowledge
HS8100 *	Fundamentals of Social Science Research
HS8111*	Quantitative Research Methods in the Human Services
HS8112 *	Advanced Qualitative Research Methods
HS8113 *	Advanced Study in Research Methods

Specialization courses:

HS8114	Operations in Health Care Systems
HS8115	Managing Human Capital in Health Care Environments
HS8116	Financial Analysis in Health Care Systems
HS8117	Strategic Management of Health Care Reimbursement Systems
HS8118	Health Policies Analysis and Strategy
HS8502	Health Care Strategic Planning and Management
HS8503	Health Systems Analysis and Evaluation
HS8504	Law and Health Care Administration
HS8505	Ethics and Decision Making in Health Care
HS8506	Leading Organizational Change in Health Care Systems
HS7500	Quality Improvement and Organizational Performance in Health Care
HS9984 *	Doctoral Comprehensive Examination I
HS9985 *	Doctoral Comprehensive Examination II
HS9986 *	Dissertation Research I
HS9987 *	Dissertation Research II
HS9988 *	Dissertation Research III
HS9989 *	Dissertation Research IV

Seven Elective Courses   28 quarter credits
Choose any graduate course(s).
Total   120 quarter credits

Management of Nonprofit Agencies

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

Residency Requirement(s):

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

Twenty-four
Required Courses   96 quarter credits
Core courses:

HS8002	Advanced Research in Adult Human Development and Behavior with LSL
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:

HS893	Management of Human Service Agencies
HS889	Role and Function of Boards and CEOs
HS8107	Marketing and Public Relations for Nonprofits
HS8108	Financial Analysis and Reporting for Nonprofit Executives
HS8109	Nonprofit Public Policy and Advocacy
HS7501	Fundraising Strategies for Nonprofit Organizations
HS7502	Grant Proposal Development and Administration
HS8508	Ethics for Nonprofit Executives
HS8509	Law and Nonprofit Organizations
HS8511	Resource Management in Nonprofit Organizations
HS8512	Organizational Assessment and Program Evaluation in Nonprofit Organizations
HS9984 *	Doctoral Comprehensive Examination I
HS9985 *	Doctoral Comprehensive Examination II
HS9986 *	Dissertation Research I
HS9987 *	Dissertation Research II
HS9988 *	Dissertation Research III
HS9989 *	Dissertation Research IV

Six Elective Courses   24 quarter credits
Choose any graduate course(s).
Total   120 quarter credits

Social and Community Services

The specialization in social 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   88 quarter credits
Core courses:

HS8002	Advanced Research in Adult Human Development and Behavior with LSL
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:

HS813	Social Influences of Behavior
HS845	Grief and Bereavement
HS847	Applied/Clinical Sociology Services
HS853	Prevention and Causes of Child Abuse
HS864	Contemporary Issues in Compulsive and Addictive Behavior Treatment
HS876	Methods of Family Research
HS878	The Family in Social Context
HS8103	Principles and Practice of Social Work
HS9984 *	Doctoral Comprehensive Examination I
HS9985 *	Doctoral Comprehensive Examination II
HS9986 *	Dissertation Research I
HS9987 *	Dissertation Research II
HS9988 *	Dissertation Research III
HS9989 *	Dissertation Research IV

Eight Elective Courses   32 quarter credits
Choose any graduate course(s).
Total   120 quarter credits

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* 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   28 quarter credits

HS5002	Survey of Research in Human Development and Behavior with LSL
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 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   36 quarter credits

Core courses:

HS5002	Survey of Research in Human Development and Behavior with LSL
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
HS867	Intervention with Compulsive and Addictive Behaviors

Three Elective Courses   12 quarter credits

Choose any graduate 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   40 quarter credits

Core courses:

HS5002	Survey of Research in Human Development and Behavior with LSL
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 in Diverse Populations
HS5108	Foundations of Addictive and Compulsive Behavior
HS5990 *	Integrative Project

Two Elective Courses   8 quarter credits

Choose any graduate 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.

Ten Required Courses   40 quarter credits

Core courses:

HS5002	Survey of Research in Human Development and Behavior with LSL
HS5500	Multicultural Issues in Health Care
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

Two Elective Courses   8 quarter credits

Choose any graduate course(s).

Total   48 quarter credits

Management of Nonprofit Agencies

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

Nine Required Courses   36 quarter credits

Core courses:

HS5002	Survey of Research in Human Development and Behavior with LSL
HS5502	Nonprofit Entrepreneurship
HS834	Ethnic and Cultural Awareness
HS5006	Survey of Research Methodology

Specialization courses:

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

Three Elective Courses   12 quarter credits

Choose any graduate course(s).

Total   48 quarter credits

Social and Community Services

The specialization in social 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   36 quarter credits

Core courses:

HS5002	Survey of Research in Human Development and Behavior with LSL
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 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

Marital, Couple, and Family Counseling/Therapy

The mission of the CACREP-accredited 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 primary goal is to develop the ability to apply systems-based counseling theory to services and to integrate wellness theory, as well as research, into the contemporary practice of relationship-building with families and couples. This specialization contains course work and clinical experience; **see Clinical Experience.**

Residency Requirement(s):
Two 6-day residencies (HS-R5900, HS-R5901).

Twenty-two
Required Courses   88 quarter credits
Core courses:

HS5002	Survey of Research in Human Development and Behavior with LSL
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 10-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 I (4 quarter credits plus 300 hours field experience)
HS9032 *	Clinical Internship II (4 quarter credits plus 300 hours field experience)
HS9033 *	Clinical Internship III (4 quarter credits plus 300 hours field experience)

Specialization courses:

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

One Elective Course   4 quarter credits
Choose one from the following courses:

HS876	Methods of Family Research
HS869	Families, Systems, and Health Care
HS871	Marriage and Family Systems
HS825	Human Sexuality
HS5108	Foundations of Addictive and Compulsive Behavior
HS849	Health Advocacy and the Community
HS8212	History of the Juvenile Criminal Justice System
HS881	Health in the Workplace
HS8300	Diversity in the Workplace
PSY8420	Multicultural Issues in Addiction (5 quarter credits)
PSY7230	Adolescent Psychology (5 quarter credits)
PSY7330	Psychopharmacology (5 quarter credits)
Total	**92 quarter credits**

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

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

Mental Health Counseling

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

Residency Requirement(s):
Two 6-day residencies (HS-R5900, HS-R5901).

Twenty-two
Required Courses   88 quarter credits
Core Courses:

HS5002	Survey of Research in Human Development and Behavior with LSL
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 10-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 I (4 quarter credits plus 300 hours field experience)
HS9032 *	Clinical Internship II (4 quarter credits plus 300 hours field experience)
HS9033 *	Clinical Internship III (4 quarter credits plus 300 hours field experience)

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

Master's Specializations, continued

Specialization courses:

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

One Elective Course   **4 quarter credits**

Choose one from the following courses:

HS876	Methods of Family Research
HS877	Family Therapy Theory and Methods
HS869	Families, Systems, and Health Care
HS854	Child and Adolescent Counseling
HS872	Marriage and Marital Therapy
HS825	Human Sexuality
HS8212	History of the Juvenile Criminal Justice System
HS881	Health in the Workplace
HS8300	Diversity in the Workplace
PSY8420	Multicultural Issues in Addiction (5 quarter credits)
PSY7230	Adolescent Psychology (5 quarter credits)
PSY7330	Psychopharmacology (5 quarter credits)

Total   **92 quarter credits**

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

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

Clinical Experience

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

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

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

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

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

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 Behaviors

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 addiction counseling.

Four Required Courses   **16 quarter credits**

HS827	Juvenile Delinquency
HS867	Intervention with Compulsive and Addictive Behaviors
HS8211	Practices of Probation, Parole and Community Corrections
HS8212	History of the Juvenile Criminal Justice System

Total   **16 quarter credits**

Diversity Studies

This certificate in diversity studies is designed for professionals who desire greater understanding of ethnic, gender, cultural, and multicultural issues and applications in order to practice in industry, schools, the military, government, and other sectors of American society.

Four Required Courses   **16 quarter credits**

HS5500	Multicultural Issues in Health Care
HS834	Ethnic and Cultural Awareness
HS8300	Diversity in the Workplace
HS837	Counseling and Guidance in Diverse Populations

Total   **16 quarter credits**

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

School of Human Services Degree Programs, *continued*

Certificates, continued

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 Health Services
Total	**16 quarter credits**

Management of Nonprofit Agencies

The certificate in management of nonprofit agencies provides professionals with a foundation of knowledge required to manage nonprofit 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 Nonprofit Organizations
HS5102	Nonprofit Organization and Management
HS7502	Grant Proposal Development and Administration
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 of 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	The Family in Social Context
Total	**16 quarter credits**

Harold Abel School of Psychology

Garvey House, PhD
Dean, Harold Abel School
of Psychology

From the Dean

Welcome to the Harold Abel School of Psychology (HASOP) at Capella University. Our programs provide advanced education in fields of psychology that play important roles in our society and are designed around national standards to provide you with a high-quality learning experience and prepare you for careers as psychology practitioners. The school's specializations follow two tracks of study, preparing learners for professional or academic practice at the master's and doctoral level.

Learners interested in a career leading to professional practice in psychology may choose among the clinical, counseling, and school psychology specializations. The Master of Science is offered in each of these areas. The school psychology specialization and specialist certificate in school psychology are designed around standards of the National Association of School Psychologists (NASP). Doctoral specializations in clinical and counseling psychology lead to the Doctor of Psychology (PsyD). Capella's PsyD specializations are designed around the national standards of the American Psychological Association (APA). The PsyD reflects our commitment to training practitioner psychologists within a scholar-practitioner model. While no program of psychology can guarantee its graduates will become licensed psychologists, the PsyD specializations in clinical and counseling psychology prepares learners for that opportunity.

Learners interested in a career leading to academic practice in psychology may choose among educational, general, industrial/organizational, and sport psychology. The Master of Science is offered in each of these areas. For learners interested in advanced academic practice, PhD programs are offered in educational, general, and industrial/organizational psychology. Learners may focus their area of study in instructional design science, teaching science, and developmental science, or elect a breadth of study in educational psychology. The general psychology specialization offers focus areas in addiction, family, and health psychology. Academic track specializations are not intended to provide the necessary curricular or experiential requirements for graduates to become licensed as a psychologist, but will provide relevant knowledge sets, academic and intellectual skills, practice proficiencies, and effective attitudinal training to apply psychological principles in a variety of careers. We believe there is no limit to the range of psychosocial arenas that can benefit from applying psychological principles and raising psychological consciousness.

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

Garvey House, PhD
Dean

HAROLD ABEL SCHOOL OF PSYCHOLOGY

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 offers a Doctor of Psychology (PsyD) with specializations in clinical psychology and counseling psychology. Training requirements are outlined by a specific set of goals, objectives, and competencies that define the practice of professional psychology. Activities completed in course work, the year-in-residence, and field training prepare learners for a career as a clinical or counseling psychologist.

Professional training in these programs emphasizes the ability to form effective professional relationships, conduct assessments, and implement empirically supported interventions as well as provide consultation and supervision. In addition, the scholar-practitioner model prepares learners to conduct research and evaluate outcomes of programs and therapeutic interventions. The highest

level of ethical standards and sensitivity to issues of diversity pervades every level of training.

The PsyD represents advanced preparation for professional practice that requires the incorporation of scientific knowledge and the 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.

Doctor of Philosophy (PhD)

The Harold Abel School of Psychology offers a Doctor of Philosophy (PhD) with specializations in educational, industrial/organizational, and general psychology. Graduates from these three academic tracks can apply psychological principles in areas such as teaching, administration, research, consultation, coaching, management, and leadership.

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

Certificate

The Harold Abel School of Psychology offers a specialist certificate program in school psychology that is designed to be coupled with the master's specialization in school psychology. The master's degree and specialist certificate in combination are offered to prepare graduates for certification as a school psychologist. Obtaining the specialist

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
Educational Psychology	PhD, MS
Sport Psychology	MS

certificate alone 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 guarantee 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.

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 PSY7023 before other courses.
- Up to 15 quarter credits (three courses) may be transferred to the PsyD program.
- Three academic years of full-time enrollment (at least nine quarters with 10 or more credits, exclusive of the internship and dissertation courses), of which two academic years must be in the Harold Abel School of Psychology at Capella University.
- Must complete a minimum of 15 credits at Capella University prior to beginning the year-in-residence.
- PSY7540, PSY7656, PSY8220, PSY8230, PSY8240, PSY8310, PSY8315, PSY8330, PSY8371, must be taken during the quarter in which the complementary weekend-in-residence is offered. Many of these courses have prerequisites that must be completed in advance. (Refer to the Clinical PsyD Learner Manual for general sequencing guidelines.)
- Full-time enrollment during year-in-residence (at least 30 credits).

Residency Requirement(s):

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

Field Training Requirement(s):

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

Twenty-eight Required
Courses + Lab   140 quarter credits

Core courses:

PSY7021	Foundations of Psychology – Doctoral Learners
PSY7023	PsyD Learner Success Lab (non-credit)
PSY7110	History and Systems of Psychology
PSY7210	Lifespan Development
PSY7421	Cognitive/Affective Psychology
PSY7520	Social Psychology
PSY7540	Multicultural Perspectives in Human Behavior
PSY7625 *	Advanced Inferential Statistics
PSY7656 *	Advanced Research Methods
PSY8220 *	Advanced Psychopathology
PSY8230 *	Psychological Testing
PSY8240 *	Advanced Psychological Testing
PSY8371	Strategies of Clinical Supervision and Consultation

Specialization courses:

PSY7320 *	Advanced Biological Psychology
PSY8310	Theories of Psychotherapy
PSY8315	Research in Psychotherapy and Empirically Supported Treatments
PSY8330	Ethics and Standards of Professional Practice
PSY8392 *	Doctoral Practicum I
PSY8394 *	Doctoral Practicum II
PSY8401 *	Internship I
PSY8402 *	Internship II
PSY8403 *	Internship III
PSY8404 *	Internship IV
PSY9984 *	Doctoral Comprehensive Examination I
PSY9985 *	Doctoral Comprehensive Examination II
PSY9986 *	Dissertation Research I
PSY9987 *	Dissertation Research II
PSY9988 *	Dissertation Research III
PSY9989 *	Dissertation Research IV

One Elective Course   5 quarter credits

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

Total   145 quarter credits

Check state licensure requirements. The ability to practice as a professional psychologist—independently and without supervision—is regulated in all states. Learners who intend to seek licensure or certification should check the program requirements in their home state. This program is not accredited by the American Psychological Association (APA).

Counseling Psychology

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

Degree Requirement(s):

- Counseling PsyD learners start their program only in the first month of the quarter and complete PSY7021 and PSY7023 before other courses.
- Up to 15 quarter credits (three courses) may be transferred to the PsyD program.
- Three academic years of full-time enrollment (at least nine quarters with 10 or more credits, exclusive of the internship), of which two academic years must be in the Harold Abel School of Psychology at Capella University.

- Complete 30 credits before starting the year-in-residence.
- Full-time enrollment during year-in-residence (at least 30 credits).

Residency Requirement(s):

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

Field Training Requirement(s):

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

Twenty-eight Required
Courses + Lab   140 quarter credits

Core courses:

PSY7021	Foundations of Psychology – Doctoral Learners
PSY7023	PsyD Learner Success Lab (non-credit)
PSY7110	History and Systems of Psychology
PSY7210	Lifespan Development
PSY7421	Cognitive/Affective Psychology
PSY7520	Social Psychology
PSY7540	Multicultural Perspectives in Human Behavior
PSY7625 *	Advanced Inferential Statistics
PSY7656 *	Advanced Research Methods
PSY8220 *	Advanced Psychopathology
PSY8230 *	Psychological Testing
PSY8240 *	Advanced Psychological Testing
PSY8371	Strategies of Clinical Supervision and Consultation

Specialization courses:

PSY7310	Biological Basis of Behavior
PSY8090	Counseling Theories
PSY8093	Professional Standards and Ethics of Counseling
PSY8160	Strategies for Career and Life Planning
PSY8392 *	Doctoral Practicum I
PSY8394 *	Doctoral Practicum II
PSY8401 *	Internship I
PSY8402 *	Internship II
PSY8403 *	Internship III
PSY8404 *	Internship IV
PSY9984 *	Doctoral Comprehensive Examination I
PSY9985 *	Doctoral Comprehensive Examination II
PSY9986 *	Dissertation Research I
PSY9987 *	Dissertation Research II
PSY9988 *	Dissertation Research III
PSY9989 *	Dissertation Research IV

One Elective Course   5 quarter credits

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

Total   145 quarter credits

Check state licensure requirements. The ability to practice as a professional psychologist—independently and without supervision—is regulated in all states. Learners who intend to seek licensure or certification should check the program requirements in their home state. This program is not accredited by the American Psychological Association (APA).

Doctor of Philosophy (PhD) Specializations

General Psychology

The PhD specialization in general psychology is offered to those learners who want a great deal of flexibility in designing and individualizing their education based on their professional interests. Learners may choose electives that allow them to concentrate their course work in an established focus area of study such as addictions, family, or health psychology. Learners may also choose electives to design an individualized focus area of study in psychology or design an interdisciplinary focus area of study that blends psychology with education, business, or human services courses. The degree requirements in general psychology are designed for learners who are not seeking licensure as a professional psychologist but who are interested in seeking careers such as university professor, researcher, consultant, and program administrator.

Residency Requirement(s):

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

Eighteen Required
Courses + Lab   90 quarter credits

Core courses:

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

Specialization courses:

PSY7110	History and Systems of Psychology
PSY7510	Psychology of Personality
PSY9984 *	Doctoral Comprehensive Examination I
PSY9985 *	Doctoral Comprehensive Examination II
PSY9986 *	Dissertation Research I
PSY9987 *	Dissertation Research II
PSY9988 *	Dissertation Research III
PSY9989 *	Dissertation Research IV

Six Elective Courses   30 quarter credits

Choose at least six elective courses from the lists below.

For a focus in addiction psychology recommended electives include:

PSY7330	Psychopharmacology
PSY8410	Substance Abuse Therapies
PSY8420	Multicultural Issues in Addictions
PSY8430	Issues and Trends in Addiction/ Compulsion Treatments
PSY8440	Substance Abuse Program Evaluation
PSY8450	Compulsive Behavior and the Disturbance of the Self
PSY8460	Dual Diagnosis in Mental and Addictive Disorders
PSY8570	Family Systems Approach to Addictive Behavior Problems

For a focus in family psychology recommended electives include:

PSY8510	Family Systems Theories
PSY8520	Couples Therapy
PSY8530	Family Therapy
PSY8540	Current Issues and Methods in Family Research
PSY8560	Principles of Family Pathology
PSY8570	Family Systems Approach to Addictive Behavior Problems

For a focus in health psychology recommended electives include:

PSY7320 *	Advanced Biological Psychology
PSY7330	Psychopharmacology
PSY8610	Principles of Health Psychology
PSY8630	Health Care Delivery
PSY8640	Community Psychology
PSY8650	Innovative Health Care Practices
PSY8660	Coping with Chronic Physical Illness
PSY8670	Cognitive/Affective Basis of Physical Illness
	OR

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

Note: *Courses without a PSY designation may be worth fewer than 5 credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Psychology can be used as an option to complete the total required credits needed for graduation.*

Total   120 quarter credits

Industrial/Organizational Psychology

The doctoral specialization in industrial/organizational psychology is designed for learners interested in the structure of behavior in the workplace and other organizational settings. Learners in this specialization are interested in leadership development, group development, organizational change management, systems planning, industrial/organizational assessment, employee motivation/performance improvement, and administrative and human resource management (including employee support services). Doctoral graduates typically pursue positions as consultants to organizations, including government, higher education, and scientific research. These degree requirements are not designed for licensure as a professional psychologist.

Residency Requirement(s):

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

Twenty-two Required
Courses + Lab   110 quarter credits

Core courses:

PSY7021	Foundations of Psychology – Doctoral Learners
PSY7022	PhD Learner Success Lab (non-credit)
PSY7240	Adult Psychology
PSY7310	Biological Basis of Behavior
PSY7421	Cognitive/Affective Psychology
PSY7520	Social Psychology
PSY7530	Group Psychology
PSY7610	Tests and Measurements
PSY7625 *	Advanced Inferential Statistics
PSY7656 *	Advanced Research Methods
PSY8330	Ethics and Standards of Professional Practice

Specialization courses:

PSY8711	Principles of Industrial/Organizational Psychology
PSY8720	Psychology of Leadership
PSY8730	Consultation Psychology
PSY8740	Psychology Practices in Personnel and Human Resource Management
PSY8750	Managing Psychological Services
PSY8765 *	Testing and Assessment in Workplace Psychology
PSY9984 *	Doctoral Comprehensive Examination I
PSY9985 *	Doctoral Comprehensive Examination II
PSY9986 *	Dissertation Research I
PSY9987 *	Dissertation Research II
PSY9988 *	Dissertation Research III
PSY9989 *	Dissertation Research IV

Two Elective Courses   10 quarter credits

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

Total   120 quarter credits

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

Harold Abel School of Psychology Degree Programs, *continued*

PhD Specializations, continued

Educational Psychology

Doctoral learners in this specialization acquire a broad base of information about learning, development, testing, research methods, and data analysis. Core courses provide a foundation in the discipline of psychology. Recommended electives allow learners to focus their study in areas such as instructional design science, teaching science, or developmental science. Learners who desire a broader field of study may work from the recommended electives for a breadth of study. Career opportunities available to graduates of this program include college-level teaching, corporate and military educational training, institutional research, program evaluation and test construction specialists. These degree requirements are not intended to prepare graduates for licensure as a professional counselor or psychologist.

Residency Requirement(s):

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

Twenty Required

Courses + Lab   **100 quarter credits**

Core courses:

PSY7021	Foundations of Psychology – Doctoral Learners	
PSY7022	PhD Learner Success Lab (non-credit)	
PSY7210	Lifespan Development	
PSY7421	Cognitive/Affective Psychology	
PSY7520	Social Psychology	
PSY7540	Multicultural Perspectives in Human Behavior	
PSY7610	Tests and Measurements	
PSY7630	Qualitative Analysis	
PSY7656 *	Advanced Research Methods	
PSY8330	Ethics and Standards of Professional Practice	
PSY7625 *	Advanced Inferential Statistical Analysis **OR**	
HS8112 *	Advanced Qualitative Research Methods	

See notation regarding total credit hours.

Specialization courses:

PSY8100	Principles of Educational Psychology
PSY7410	Psychology of Learning
PSY8110	Teaching Psychology
PSY8120	Computer Mediated Instruction/Learning
PSY9984 *	Doctoral Comprehensive Examination I
PSY9985 *	Doctoral Comprehensive Examination II
PSY9986 *	Dissertation Research I
PSY9987 *	Dissertation Research II
PSY9988 *	Dissertation Research III
PSY9989 *	Dissertation Research IV

Four Elective Courses   **20 quarter credits**

Choose at least four elective courses from the lists below.

For a focus in instructional design science recommended electives include:

PSY8130	Adult Learner in the Classroom
PSY8170	Principles of Instructional Design
PSY8182	Field Experience in Educational Psychology
ED7211	Designing Online Instruction

For a focus in teaching science recommended electives include:

PSY7110	History and Systems of Psychology
PSY7530	Group Psychology
PSY8130	Adult Learner in the Classroom
PSY8182	Field Experience in Educational Psychology

For a focus in developmental science recommended electives include:

PSY7225	Child and Adolescent Psychology
PSY7230	Adolescent Psychology
PSY7240	Adult Psychology
PSY8820	Research in the Aging Process

For a breadth of study in educational psychology, recommended electives include:

PSY7110	History and Systems of Psychology
PSY7310	Biological Basis of Behavior
PSY7510	Psychology of Personality
PSY7530	Group Psychology
PSY8130	Adult Learner in the Classroom
PSY8140	Mentoring Psychological Research **OR**

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

Note: *Courses without a PSY designation may be worth fewer than 5 credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Psychology can be used as an option to complete the total required credits needed for graduation.*

Total   **120 quarter credits**

Master of Science (MS) Specializations

Clinical Psychology

The master's degree in clinical psychology trains learners in the foundational scientific theories and practices of clinical psychology. Learners admitted to this specialization typically intend to pursue a doctoral degree in clinical psychology. The master's degree introduces learners to clinical interviewing and interventions, testing and assessment, research methods, psychopathology, and diagnosis. The degree requirements for this specialization are not designed to 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.

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**

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

Master's Specializations, continued

Counseling Psychology

The master's degree in counseling psychology trains learners in the basic theories, practices, and research methods of the counseling psychology profession. Learners admitted to this specialization typically intend to pursue doctoral degrees in counseling psychology or in counseling-related fields such as human services, counselor education, community counseling, or clinical psychology. The master's degree introduces learners to individual and group counseling interventions, testing and assessment, research methods, and counseling diagnosis. The degree requirements for this specialization are not designed to 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):

None required. Learners do have the option to gain practicum experience through a two course series. See elective options below. Should this option be selected, see the following section, Field Training, for more details.

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
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
PSY9150 *	Master's Final Project

Two Elective Courses   **10 quarter credits**

Choose from any graduate courses in the Harold Abel School of Psychology, excluding 8000-level psychology testing and internship courses. Recommended elective courses include:

PSY7225	Child and Adolescent Psychology
PSY7310	Biological Basis of Behavior
PSY8160	Strategies for Career & Life Planning
PSY8310	Theories of Psychotherapy
PSY8510	Family Systems Theories
PSY8520	Couples Therapy

For learners interested in gaining practicum experience, the following two course sequence is available. Both courses must be taken to complete the practicum experience:

PSY8391	Master's Practicum I
PSY8393	Master's Practicum II

Total   **70 quarter credits**

School Psychology

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

Degree Requirement(s):

- Master's learners are admitted and start the academic program on a quarterly basis.
- Up to 15 quarter credits (three courses) may be transferred to the MS program.
- Learners must complete the following course sequence prior to starting the year-in-residence: PSY7011 and 7012 the first quarter; PSY7610 the second quarter; PSY8231 the third quarter.
- Successfully pass final review, which evaluates overall progress and professional development while enrolled in MS program.

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 Behavioral Assessment
PSY8231 *	Psychological Assessments for School Psychologists I
PSY8331	Principles of School Psychology
PSY8335	Consultation and Collaboration in the Schools
PSY8337	Legal and Ethical Issues in the School
PSY9150 *	Master's Final Project

Total   **70 quarter credits**

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

Specialist Certificate in School Psychology

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

Degree Requirement(s):

- Specialist certificate learners start their program only in the first month of the quarter.
- Completion of master's degree in school psychology from Capella University.
- Learners may not transfer credit into the certificate program in order to reduce overall course work and/or program requirements. Course substitutions may be considered.
- Successfully pass formative portfolio review during Year-in-Residency, Part II.
- Successfully pass annual review which evaluates overall progress and professional development while enrolled in specialist certificate program.
- Complete PSY8150, PSY8232, and PSY8332 prior to beginning practicum.
- Complete all course work, residencies, and initial portfolio review prior to beginning internship.
- Completion of final, culminating portfolio review toward the end of field training, demonstrating proficiency across competency areas.

Residency Requirement(s):

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

Field Training Requirement(s):

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

Eleven Required Courses   **50 quarter credits**

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

Total   **50 quarter credits**

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

* 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

General Psychology

This specialization 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
                    OR

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

Note: *Courses without a PSY designation may be worth fewer than 5 credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Psychology can be used as an option to complete the total required credits needed for graduation.*

Total   65 quarter credits

Industrial/Organizational Psychology

Master's learners interested in the application of industrial/organizational behavior principles and research found in the workplace and other organizational settings will choose this field of study. Learners explore the application of leadership theories, group development, motivation and workplace performance, conflict resolution, and organizational processes in pursuit of entry-level to mid-management positions in business services, consulting, human resources, teaching, training and development, and organizational administration. These 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)
PSY7110	History and Systems of Psychology
PSY7210	Lifespan Development
PSY7410	Psychology of Learning
PSY7610	Tests and Measurements
PSY7620	Inferential Statistics
PSY7650	Research Methods

Specialization courses:

PSY8711	Principles of Industrial/Organizational Psychology
PSY8720	Psychology of Leadership
PSY8730	Consultation Psychology
PSY8740	Psychology Practices in Personnel and Human Resource Management
PSY9101 *	Master's Integrative Project

One Elective Course   5 quarter credits

Choose from graduate 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 plan to teach at the community college level or work with people in various levels of lifespan development from early childhood through aging adults. Program outcomes allow learners to gain knowledge and skills in the application of teaching, training, and learning issues. Learners gain an understanding of the psychological foundations of education, instructional strategies and designs, psychological research, human development, and adult learning. 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
PSY7520	Social Psychology
PSY7540	Multicultural Perspectives in Human Behavior
PSY7610	Tests and Measurements
PSY7620	Inferential Statistics
PSY7650	Research Methods
PSY8330	Ethics and Standards of Professional Practice

Specialization courses:

PSY8100	Principles of Educational Psychology
PSY9101 *	Master's Integrative Project

Two Elective Courses   10 quarter credits

Recommended electives for learners anticipating matriculation to the PhD program in Educational Psychology include:

PSY7110	History and Systems of Psychology
PSY7220	Child Psychology
PSY8130	Adult Learner in the Classroom
PSY8182	Field Experience in Educational Psychology

Or choose two graduate courses in the Harold Abel School of Psychology, excluding 8000-level testing courses, practicum, and internship.

Total   65 quarter credits

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* 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 learners plan to apply 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 Sports
PSY8842	Applied Sport Psychology
PSY9101 *	Master's Integrative Project

One Elective Course   5 quarter credits

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

Total   65 quarter credits

Certificate

Specialist Certificate in School Psychology

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

Degree Requirement(s):

- Specialist certificate learners start their program only in the first month of the quarter.
- Complete the master's degree with the school psychology specialization from Capella University.
- Successfully pass formative portfolio review during the year-in-residence part II.
- Successfully pass annual review, which evaluates overall progress and professional development while enrolled in the specialist certificate program.
- Complete PSY8150, PSY8232, and PSY8332 prior to beginning practicum.
- Complete all course work, residencies, and initial portfolio review prior to beginning internship.
- Complete final, culminating portfolio review toward the end of field training, demonstrating proficiency across competency areas.

Residency Requirement(s):

School psychology year-in-residence, part II; see the following section, Academic Residencies, for more details.

Field Training Requirement(s):

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

Eleven Required Courses   50 quarter credits

PSY7310	Biological Basis of Behavior
PSY8150	Exceptional Children in the Classroom
PSY8210	Principles of Psychopathology
PSY8232 *	Psychological Assessments for School Psychologists II
PSY8332	Advanced Methods in School Psychology
PSY8336	Organization and Operation of the School
PSY8377 *	School Psychology Practicum I (3 quarter credits)
PSY8378 *	School Psychology Practicum II (2 quarter credits)
PSY8385 *	School Psychology Internship I
PSY8386 *	School Psychology Internship II
PSY8387 *	School Psychology Internship III
Total	**50 quarter credits**

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

Harold Abel School of Psychology Degree Programs, *continued*

Academic Residencies

The Harold Abel School of Psychology (HASOP) offers residencies that supplement course work and help learners to develop their 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 the doctoral programs and in professional master's degree specializations 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.

For more detailed information on residencies, learners should consult their specialization manual.

MS and PhD Residential Colloquia

MS and PhD residential colloquia are required for PhD and MS learners in the following specializations:

• PhD learners in educational psychology, industrial/organizational psychology, and general psychology.

• MS learners in clinical psychology and counseling psychology.

The residency requirement for these programs is satisfied by attendance at three one-week colloquia (Track I, Track II, and Track III). PhD learners are required to complete three colloquia: one week each year for the first three years of their programs. Master's learners take all three tracks prior to starting their master's final projects. HASOP recommends that all learners attend the first colloquium (Track I) within the first two quarters of enrollment, Track II between 36 and 60 quarter credits, and Track III prior to completing 61 quarter credits.

Through residential colloquia, 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 are covered at each of the PhD colloquia:
Area 1: Development of scholar-practitioners
Area 2: Critical analysis skills
Area 3: Research skills
Area 4: Professional communication skills
Area 5: Development of learning communities
Area 6: Psychology-specific content and offerings

These content areas offer sequenced workshops, with Track 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 addressed at colloquia include issues in psychology such as critical thinking and analysis, the product and process of comps and dissertation, research design, quantitative and qualitative analysis, research ethics, and trends in psychology.

For master's learners, these colloquia address skills training and practice in areas of interventions, assessment, ethics, diversity, and culture-specific issues. These workshops or labs function as the "practice labs" associated with specialization course work. The three tracks are cumulative rather than sequential, allowing learners to achieve 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 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.

PsyD Clinical and Counseling Year-in-Residence

The year-in-residence is a requirement for the PsyD clinical and counseling specializations.

The clinical and counseling year-in-residencies require the following:

• **Clinical learners** must complete a minimum of 15 quarter credits at Capella University prior to beginning the year-in-residence. PSY7540, PSY7656, PSY8220, PSY8230, PSY8240, PSY8310, PSY8315, PSY8330, and PSY8371 must be taken during the quarter in which the complementary weekend-in-residence is offered. Many of these courses also have prerequisites that must be completed in advance. (Refer to the Clinical PsyD Learner Manual for general sequencing guidelines.)

• **Counseling learners** must complete at least 30 quarter credits (including transferred credits) prior to starting the year-in-residence.

• **Clinical and counseling learners** must enroll full time during the year-in-residence. That is, they must be enrolled each quarter and take at least 30 quarter credits during the year depending on the specialization's sequencing guidelines.

• **Clinical and counseling learners** must demonstrate readiness for field training.

• **Clinical and counseling learners** must complete no fewer than 1,250 hours of psychological study, training, and interaction with faculty and other graduate psychology learners during the year. These hours are divided as follows:

A. At least 500 hours of formally scheduled face-to-face instruction with clinical or counseling psychology faculty and learners, demonstrating competency in assessment, intervention, efficacy evaluation, ethics and diversity, professional practice, and other areas. The 500 hours of formally scheduled meetings of the year-in-residence take place over a period not to exceed 13 months and include the following main components, which are taken in the following sequence:

– Learners begin the clinical or counseling year-in-residence with the opening weekend and the first extended seminar (PSY-R6360 and PSY-R6361 for the clinical specialization and PSY-R6460 and PSY-R6461 for the counseling specialization) typically scheduled in June.

– Following the opening weekend and extended seminar, learners take eight consecutive weekends-in-residence (PSY-R6362 through PSY-R6369 for the clinical specialization and PSY-R6462 through PSY-R6469 for the counseling specialization) typically scheduled August through March.

– Last, learners complete the clinical or counseling year-in-residence final weekend-in-residence and second extended seminar (PSY-R6370 and PSY-R6371 for the clinical specialization and PSY-R6470 and PSY-R6471 for the counseling specialization) typically scheduled in June.

B. 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 associate director of training for residency programs and the dean of the Harold Abel School of Psychology, include the following:

– 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 residence year.

– 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 residence year.

Academic Residencies, continued

– 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 an instructor in a psychology course in HASOP.

C. Learners must complete the portfolio review and gain approvals from the associate director of training for residency programs, the chair of the program, and the mentor.

Year-in-residence requirements 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 specializations 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). These requirements are described in the Field Training section.

The clinical and counseling year-in-residencies have three fundamental objectives.

1. Learners experience face-to-face training and practice opportunities for skills-development necessary to demonstrate readiness for field training 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 neuropsychological testing and assessment; supervision and consultation; efficacy and outcome evaluation; and ethical applications and diversity.

Learners develop competency 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 skills is a significant part of determining the learner's readiness for field training, which is evaluated throughout the year-in-residence and summarized in the portfolio review.

2. Learners 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 participate in the range of academic and intellectual activities common to departmental life in all programs in psychology.

3. Learners demonstrate the behaviors, attributes, and ethical characteristics congruent with the role and identity of the professional psychologist.

School Psychology Year-in-Residence for MS and Specialist Certificate Learners in School Psychology

The year-in-residence is the first face-to-face component of HASOP's training in school psychology and is followed by practicum and internship. The year-in-residence provides practice labs and workshops in the basic practice proficiencies of the school psychologist (assessment, ethics, intervention, interviewing, consultation, counseling, report writing, profile analysis, treatment planning and supervision skills). It also provides interactive support, comradeship, and professional development in the attitudes and behaviors appropriate to being a school psychologist and scholar-practitioner. *Prerequisite(s): PSY7011, PSY7012, PSY7610, and PSY8231.*

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-in-residence. Learners seeking licensure as school psychologists typically earn both the master's degree and the specialist certificate, which means they take both halves of the school psychology year-in-residence.

The school psychology year-in-residence, like that of the doctoral clinical 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 two parts are divided as follows:

A. Master's learners in school psychology complete the school psychology year-in-residence, part I. Part I requirements include the following components:

• Learners must complete 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 following residencies:

– Learners begin the school psychology year-in-residence with the opening weekend and the first extended seminar, a two-week residency (PSY-R6560 and PSY-R6561) typically scheduled in June.

– Following the opening weekend and extended seminar, learners take the first four weekends-in-residence (PSY-R6562 through PSY-R6565) typically scheduled August through November.

• In addition, master's learners must complete all outcome documentation and obtain approval from the associate director of training for residency programs, the chair of the school psychology specialization, and their mentor.

B. Specialist certificate learners in school psychology complete the year-in-residence, part II. Part II requirements include the following components:

• 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-R6568 – R6570), typically offered during spring quarter.

– The school psychology year-in-residence extended seminar II (PSY-R6571), 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 associate director of training for residency programs, the chair of the school psychology specialization, and their mentor.

The school psychology year-in-residence parts I and II should not be confused with either the practicum or the internship requirements. Learners in the specialist certificate in school psychology complete both the school psychology practicum and an internship. These are entirely distinct from the year-in-residence.

The school psychology year-in-residence has three fundamental objectives.

1. Learners experience face-to-face training and practice opportunities for skills-development necessary to demonstrate readiness for field training and for practice. These skills are associated with the courses required in the school psychology specialization. Competencies are 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

Harold Abel School of Psychology Degree Programs, *continued*

Academic Residencies, continued

research), consultation and supervision, ethical applications, diversity-specific interventions, and reflective practice skills. The demonstration of competency is linked to a determination of the learner's readiness for field training, which is evaluated throughout the year-in-residence and summarized in the portfolio review.

2. Learners develop a network of relationships within the community of psychologists that promotes the learners' identification with the profession of psychology and development of an attitude of lifelong learning and reflective practice. By preparing and giving presentations, participating in workshop activities, in informal social and intellectual discussions with other learners and faculty, and by creating advising and mentoring opportunities with resident faculty members, learners participate in the range of academic and intellectual activities common to departmental life in all programs in psychology.

3. Learners practice and begin to demonstrate the behaviors, attributes, and ethical characteristics congruent with the role and identity of the professional psychologist.

Field Training

Introduction to Field Training

Field training is one of the most important parts of the educational experience for HASOP learners in the professional training specializations (clinical, counseling, and school psychology). 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, HASOP has developed materials that describe basic requirements and the application process. The associate director and/or director of training review all applications and will approve applications that meet the standards set by Capella University.

Overview of Practicum

A practicum learner works at a site to learn professional practice skills. In general, a practicum is a training experience that occurs in the second or third year of the program; learners should plan on being at a site part time for approximately six months to one year while enrolled in the accompanying course(s). The first step for learners with regard to practicum is to review the current manual available on iGuide. Learners must follow the guidelines and the application process stated in the most current manual. Master's

learners in the counseling specialization who choose to complete practicum must follow the procedures described in the manual with respect to application and completion of the practicum.

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 (2,000 hours) that takes place over a calendar year and includes enrollment in the accompanying internship courses. The pre-doctoral internship is viewed critically by licensing boards and future employers. All clinical and counseling doctoral learners are required to apply for internship through the Association of Psychology Postdoctoral and Internship Centers (APPIC). APPIC is not an accrediting body but is widely recognized as an organization that establishes minimum standards of internship training in areas that include, but are not limited to: supervision requirements, didactic training, and staffing requirements. Obtaining an internship through the APPIC match is a competitive process that may involve relocating for the year of internship. Additional information about the APPIC process can be found at www.appic.org.

Specialist Certificate in School Psychology

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

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

Field Training Requirements

PsyD—Clinical Psychology and Counseling Psychology
Practicum
- Approved practicum application.
- A minimum of 1,000 hours plus the online course work in PSY8392 and PSY8394.

Internship
- Learner demonstrates readiness for internship.
- Approved internship application.
- Full-time site placement with a minimum of 2,000 hours and the online course work in PSY8401, PSY8402, PSY8403, and PSY8404. These must be completed sequentially over a one-year period.

Master's Degree—Clinical Psychology
Practicum
- Approved practicum application.
- A minimum of 600 hours and the course work in PSY8391 and PSY8393.

NOTE: Counseling psychology learners who choose to take the practicum must meet these requirements.

Internship
- Internship not available.

Specialist Certificate in School Psychology
Practicum
- Approved practicum application.
- Part-time site placement with a minimum of 350 hours and the course work in PSY8377 and PSY8378.

Internship
- Learner demonstrates readiness for internship.
- Approved internship application.
- Full-time site placement with a minimum of 1,200 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 for licensure or certification vary across states and Canadian provinces. Learners are responsible for determining the specific licensing requirements for any state or province in which they plan to seek licensure.

Graduate Course Descriptions
in Numerical Order by Program Prefix

The following course list is correct as of the date this catalog was prepared. These descriptions indicate the general content and topics typically covered in the course. Capella University retains the right to withdraw, modify, or add courses to the existing list without prior notice.

Learners enrolled in specializations outside the MBA program may not take MBA courses.

MBA learners may not take courses associated with any other program within the School of Business and Technology or any other school at Capella University while they are enrolled in the MBA program.

School of Education Courses

ED502 - Survey of Human Resource Development Research (4 quarter credits). In this course, learners explore the values, purposes, methods, and processes of human resource development (HRD) research. The focus is on identifying how theory and research can be practical tools to solve HRD challenges that practitioners face on a daily basis. This course is only applicable to learners enrolled in the School of Education training and performance improvement specialization.

ED722 - Interface Design (4 quarter credits). This course addresses topics such as screen layout, color, navigation, and the use of graphics and video. The course also deals with the non-visual interfaces of sound and user input via keyboard, mouse, voice, and touch. Learners also receive practical guidance for designing effective and attractive interfaces.

ED724 - Project Management for Multimedia Development (4 quarter credits). 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 help the new instructional designer effectively manage a project.

ED812 - The Governance of Educational Institutions (4 quarter credits). Learners in this course examine models of the governance of educational institutions, which include formal and informal settings as well as traditional and non-traditional models.

ED814 - Evaluating the Effectiveness of the Educational Process (4 quarter credits). This course presents common terms, issues, and approaches in evaluation and provides a historical context in which to better understand the evolution of program evaluation. Six major evaluation approaches are compared, as are both qualitative and quantitative evaluation methodologies. Additionally, learners apply established standards to both the process and product of program evaluation.

ED815 - The Future of Educational Institutions: Topics and Trends (4 quarter credits). Based on an examination of the formative ideas that have shaped educational institutions, learners in this course explore both the theory and practice of changing educational institutions to meet future needs. An understanding of the philosophy of education in the U.S. as well as knowledge of institutional change is necessary in this course.

ED818 - The Future of Teaching and Learning: Issues for the Educational Leader (4 quarter credits). Recent technological advances have made possible new research about the brain and how people learn. Learners in this course explore 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. Learners explore models of administration from business and public administration, as well as theoretical constructs from various disciplines.

ED822 - The Funding of Educational Institutions (4 quarter credits). Learners in this course examine 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). Learners in this course explore constitutional, statutory, and case law related to primary and secondary school settings. Learners examine both federal and state legislation.

ED825 - Curriculum Development (4 quarter credits). Learners in this course explore the 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). In this course, learners explore a general overview of recent and selected research on adult learning and related teaching methods. The course places special emphasis on the unique needs of adult learners, transformational learning, and in-depth study of learning styles and strategies.

ED829 - Theory and Methods of Educating Adults (4 quarter credits). In this course learners examine learning styles and preferences and apply adult learning theory to enhance their understanding of the roles of instructor and learner in adult education. Learners increase their skills in the selection and use of appropriate methods, techniques, and materials for achieving particular learning objectives. This course covers adult development and learning from both theoretical and personal perspectives.

ED830 - Coaching for High Performance (4 quarter credits). In this course, learners become familiar with effectively guiding individuals to improved learning, decision making, and performance. Topics include the role of coaching in organizational performance systems; several theoretical approaches and models for coaching individuals; essential knowledge, skills, and attitudes for effective coaching; assessment of client needs; and communication skills and techniques for supporting the client through personal and professional change. Through extensive work in both theory and practice, learners 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). In this course, learners explore constitutional, statutory, and case law as related to higher education settings. Learners in the course review both federal and state legislation, along with implications for both public and private higher education institutions.

ED836 - The Collaborative Nature of Adult Education (4 quarter credits). Learners in this project-based course explore the collaborative nature of adult education through a variety of approaches linked to individual learner needs and the development of individualized projects. Learners explore the theoretical support for adult collaboration; changing authority and power relationships in collaborative learning; best practices in designing collaborative processes; assessing collaborative projects and collaborative learning; the experiential aspect of collaboration; and the integration of collaboration in professional practice. In consultation with the instructor, each learner develops an action plan for collaboration that combines theory, best practices, and specific applicable strategies for designing collaboration. The final project serves as a plan or design manual for integrating collaboration or collaborative learning within a learner's practice, professional setting, or community.

ED837 - Funding and Managing Education Enterprises (4 quarter credits). In this course, learners examine private and public funding patterns and explore practical fund-raising plans. Other topics include the management function that integrates personnel matters as well as marketing and evaluation. The course also covers evaluation methods to assure quality and accountability.

ED838 - Teaching and Learning with Diverse Populations (4 quarter credits). In this course learners explore teaching and learning principles and practices as applied to diverse multicultural populations.

ED839 - International Aspects of Adult Education (4 quarter credits). In this course, learners study adult education from an international perspective.

Graduate Course Descriptions, *continued*

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 focuses on the changing perceptions of the role of higher education in the U.S. Learners examine the politics of competition for resources, the expectations of consumers and providers, and the role of state and local government.

ED841 - The History of Higher Education (4 quarter credits). In this course learners explore the history of colleges, universities, and other postsecondary institutions from colonial times to the present. Learners focus on the trends in postsecondary education that reflect the needs within the social structure and that address leadership to meet those needs.

ED846 - Instructional Design for Distance Education (4 quarter credits). This course familiarizes learners with the increasing societal demands to deliver education in new and innovative ways. The course enables learners to design instructional applications in a distance education setting. *Prerequisite(s): ED851.*

ED851 - Principles of Instructional Design (4 quarter credits). This course introduces instructional design to learners from a theory-based treatment of the instructional design process, including the design of instructional strategies.

ED852 - Ethics and Social Responsibility in Distance Education (4 quarter credits). Learners in this course analyze, 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). In this standards-based introductory course in elementary school administration learners consider 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 are the central focus of this course. Standards for school leaders form a framework for the course, in which learners examine 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). Learners in this standards-based introductory course in secondary school administration consider current theories, competencies, skills, and practices needed for the effective administration of secondary schools. The course focuses on the key role of the administrator in the success of all students and the continuous

improvement of staff and programs. In addition to literature specific to high school reform, learners examine and discuss issues of governance, shared leadership, organizational structures, curriculum, planning, scheduling, school improvement, use of data, staff development, technology, and community engagement.

ED855 - Higher Education Administration (4 quarter credits). This course includes analysis of theory, policies, and procedures involved in administering institutions of higher education.

ED857 - Personnel Administration (4 quarter credits). This course covers staffing assignment, policy making, salary negotiation, grievance procedures, records, supervision, and the evaluation of professional and non-professional employees.

ED5004 - Societal and Cultural Change (4 quarter credits). This foundation course for master's learners introduces themes that continue throughout the degree program. The course prepares learners to lead in the field of education by addressing the impact of social and cultural differences and diversity, theories of change, and strategies for change agents. A broad array of theories and readings cover the spectrum of social change and its effect on education. As a result, learners better understand the complexities of a diverse classroom population and the impact of social movements. *Cannot be fulfilled by transfer.*

ED5005 - 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, academic standards and best practices, and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. ED5005 is taken in the first quarter, in conjunction with ED5004. *Cannot be fulfilled by transfer or petition.*

ED5006 - Survey of Research Methodology (4 quarter credits). This course is an overview of the general approaches to research methodology at the graduate level. It focuses on quantitative and qualitative approaches to rigorous scholarly inquiry and the major research methodologies. This course is aimed primarily at master's learners, although PhD learners may take it as an elective.

ED5007 - Foundations of Educational Leadership (6 quarter credits). This introductory course, the required FirstCourse in the K-12 studies in education, curriculum and instruction, reading and literacy and leadership in educational administration master's specializations, focuses on the competencies essential for teachers and administrators assuming leadership roles that include a focus on improving student achievement. Learners are introduced to fundamental concepts 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. Each of these principles is integrated throughout the specialization. In addition, learners develop their degree completion plans and are introduced to the process of building their Capella portfolio. The course also familiarizes learners with the Capella online environment and learner support resources. *Cannot be fulfilled by transfer.*

ED5500 - Standards-based Curriculum, Instruction, and Assessment (4 quarter credits). This K-12 course is required of all School of Education learners in the K-12 studies in education, curriculum and instruction, reading and literacy, and leadership in educational administration master's specializations. Learners examine the impact of state learning performance standards on the planning of curriculum, assessment, and instruction. Learners also design instruction using research-based curriculum planning and instructional models. This course emphasizes 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 K-12 course is required of K-12 teachers and administrators in the K-12 studies in education, curriculum and instruction, reading and literacy, and leadership in educational administration master's specializations. In this course, learners develop skills in planning, analyzing, and reflecting on teaching. The course focuses on research-based professional teaching standards and on strategies to improve instruction, including collaborative feedback processes. Learners practice observing and assessing classroom instruction including their own. *Prerequisite(s): Learners must have access to a classroom to teach a lesson and to apply course content, including implementation of a professional growth plan and teacher observations. (Current administrators apply course content in consultation with their instructor.)*

ED5502 - Learning Theory and Instructional Practice (4 quarter credits). This course for K-12 teachers and administrators focuses on current research in cognition, emotion and the brain, and the implications for instructional practice. Learners apply theory by implementing strategies for recognizing differences among learners, including giftedness, and meeting learner needs through differentiated instruction. Learners who have taken ED8502, Advanced Learning Theory and Instructional Practice, should NOT take ED5502, Learning Theory and Instructional Practice. Rather, they should select any PhD-level course in the School of Education to fulfill their specialization requirements.

ED5503 - Classroom Management Strategies (4 quarter credits). This course is required in the K-12 studies in education, curriculum and instruction, leadership in educational administration, and reading and literacy master's K-12 specializations. Learners develop skills for creating classroom environments that maximize the opportunity for each student to learn. Learners also apply current strategies for managing a wide range of diverse and challenging behaviors. This course emphasizes 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. *Prerequisite(s): Learners must have access to a classroom for application of course content, including the implementation of behavior interventions. (Current administrators apply course content in consultation with their instructor.)*

ED5504 - Strategies for Eliminating the Achievement Gap (4 quarter credits). This K-12 course is required of all School of Education learners in the master's K-12 studies in education, curriculum and instruction, reading and literacy, and leadership in educational administration specializations. Learners examine the origins and complexity of student achievement gaps within the contexts of racial, cultural, socio-economic, gender, and language diversity and understanding. Learners explore current research and best practices, identifying those practices and instructional strategies most likely to eliminate achievement disparities. Learner access to a classroom/school for application of course content is highly desirable.

ED5506 - Standards and the K-12 Mathematics Curriculum (4 quarter credits). This course covers the national, state, and local standards that shape mathematics curriculum and instruction in the K-12 classroom. Learners identify, describe, classify, and differentiate these standards and demonstrate their use in planning and implementing instruction and assessment.

ED5507 - The Art of Planning Mathematics Instruction (4 quarter credits). Learners in this K-12 course apply knowledge of students' mathematical thinking, misconceptions about math, and developmental levels planning and implementing instruction. Learners explore the roles of parents and community in student learning and the importance of cross-disciplinary connections in math instruction.

ED5508 - Research and Best Practices in Mathematics Instruction (4 quarter credits). In this K-12 course, learners investigate ways to improve mathematics instruction through best practices, video analysis of instructional strategies, and reflecting on their own teaching practice and knowledge of content. Learners gain skills in teaching key mathematics concepts in multiple ways.

ED5511 - Teaching Algebra for Understanding (4 quarter credits). Learners in this K-12 course review the algebra and algebraic functions content area, research best practices in teaching algebra, and assess and analyze student work samples. Using a variety of resources and student data, learners gain skills in planning instruction, assessments, and rubrics.

ED5513 - Middle-level Issues (4 quarter credits). This course is designed for K-12 teachers and administrators interested in examining current research and best practices regarding middle-level organization, curriculum, and instruction. Specifically, learners explore the tension between the need to balance middle-level students' developmental and social needs with new and increasingly demanding state achievement standards.

ED5514 - Educational Leadership for Teacher-Leaders (4 quarter credits). This course, for master's and doctoral K-12 teachers and administrators, provides an overview of the teacher leadership skills essential for engaging in successful school change and improvement efforts. Topics include school culture, learning communities, master teaching, management of change processes, and developing skills that inspire others to higher levels of performance.

ED5515 - Action Research for Teacher-Leaders (4 quarter credits). This course for K-12 teachers and administrators provides in-depth knowledge of action research as a means of classroom and school improvement. Learners acquire the skills to define and resolve problems that are barriers to student learning and engage in individual and collaborative research as a means of continuously improving learning outcomes for students. Learners who have taken ED8515, Advanced Action Research for Teacher-Leaders, should NOT take ED5515, Action Research for Teacher-Leaders. Rather, they should select any PhD-level course in the School of Education to fulfill their specialization requirements.

ED5516 - Adult Learning and Professional Development (4 quarter credits). This course for K-12 teachers and administrators focuses on developing the skills learners need for effective professional development. Learners use their skills as practitioner-scholars to integrate adult learning theory and current research-based best practices to plan professional development for their schools.

ED5522 - The Art of Planning Science Instruction: Creating the Engaged Science Student (4 quarter credits). Learners in this K-12 course examine the key components of planning science learning experiences that are informed by deep knowledge of students and content-related pedagogy. This course introduces a lesson study and a system for examining teaching as a research-based model for learners as they co-plan and document actual classroom science lessons. Learners need access to a K-12 classroom.

ED5523 - Inquiry-based Curriculum and Resources for Elementary Science Teachers (4 quarter credits). Learners in this course explore the many facets of inquiry in elementary science education, the relationship of inquiry and content standards, and the collaborative nature of science, math, and technology. Learners also critique current elementary texts and programs using National Science Foundation guidelines and explore the array of resources available to the educator-scientist.

ED5524 - Inquiry-based Curriculum and Resources for Secondary Science Teachers (4 quarter credits). In this course learners explore the many facets of inquiry in secondary science education, the relationship of inquiry and content standards, and the collaborative nature of science, math, and technology. Learners also critique current secondary texts and programs using National Science Foundation guidelines and explore the array of resources available to the educator-scientist.

ED5526 - Student Assessment and Work Analysis in Science Instruction (4 quarter credits). Learners in this K-12 course develop multiple types of science assessments with appropriate accompanying rubrics. Learners apply protocols for examining student work in collegial groups and analyze data from a variety of sources to plan for future instruction and school improvement.

ED5528 - Technology Skills for the Virtual School Teacher (4 quarter credits). Learners in this course focus on investigating and utilizing the technology skills necessary for effective online K-12 teaching. The course includes descriptions and examinations of troubleshooting, software, Internet, and student reporting and evaluation 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 for K-12 teachers and administrators focuses on the identification, examination, and application of the instructional strategies of particular interest to virtual school teachers. Learners identify strategies to personalize the student experience, motivate, create community, teach to higher order thinking, and attend to the diverse learning styles and needs of all learners in a virtual environment.

ED5530 - Assessment Strategies for the Virtual School Teacher (4 quarter credits). Learners in this course examine assessment challenges the K-12 virtual school teacher faces in today's performance-based K-12 environment. Topics include the use of rubrics, alternative assessment strategies, student choices, feedback, and re-submission opportunities.

ED5531 - Communication Skills and the Virtual School Teacher (4 quarter credits). Learners in this course examine the unique communication challenges of the K-12 virtual school teacher.

Graduate Course Descriptions, *continued*

Topics include the demands of an environment both asynchronous and synchronous, the need for feedback, the management of e-mail and phone contacts, the needs for personalization and collaboration, and the importance of interactivity.

ED5532 - Social Issues and Virtual School Teaching (4 quarter credits). Learners in this course explore the social and legal issues challenging the K-12 virtual school teacher. The legal focus is on copyright, e-mail, privacy, and security issues. The social focus is on the culture of the online course room, academic integrity, and health and safety issues.

ED5533 - Curriculum Mapping: Reflection and Practice (4 quarter credits). Through reflection on a research-based professional vision for curriculum design, learners engage in curriculum development for a specific content and grade-level application. This is a required course in the curriculum and instruction master's specialization. The course utilizes computer-based curriculum mapping applications. Learners who have taken ED8533, Advanced Curriculum and Instruction: Reflection and Practice should NOT take ED5533, Curriculum and Instruction: Reflection and Practice. Rather, they should select any PhD-level course in the School of Education to fulfill their specialization requirements.

ED5534 - Instruction and Assessment: Theory and Practice (4 quarter credits). In this course, learners focus on the design of instructional models and assessment strategies to meet the diverse needs of K-12 students that is a requirement for the curriculum and instruction master's specialization. Learners examine the theory and research supporting innovative instructional models and assessment strategies and also develop specific content area and grade-level applications. The course includes discussions on issues and trends related to new and emerging instructional models and assessment strategies and may include presentations by leading professionals in the field. Learners who have taken ED8534, Advanced Instruction and Assessment: Theory and Practice, should NOT take ED5534, Instruction and Assessment: Theory and Practice. Rather, they should select any PhD-level course in the School of Education to fulfill their specialization requirements.

ED5535 - Collaboration for the Improvement of Curriculum and Instruction (4 quarter credits). In this required course in the K-12 curriculum and instruction master's specialization, learners engage in the act of collaboration for curriculum improvement. Collaborative skill development includes coaching and mentoring skills, team building, and communities of practice. Simulated case studies complement the practical experiences in this course. Learners who have taken ED8535, Advanced Collaboration for the Improvement of Curriculum and Instruction, should NOT take ED5535, Collaboration for the Improvement of Curriculum and Instruction. Rather, they should select any PhD-level course in the School of Education to fulfill their specialization requirements.

ED5536 - Applying Research to the Improvement of Curriculum and Instruction (4 quarter credits). Learners in this course, which is required in the curriculum and instruction master's specialization, examine current research as a basis for data-driven decision making. Learners also develop research designs that contribute to data-driven decision making at the school or district level. Learners who have taken ED8536, Advanced Application of Research for the Improvement of Curriculum and Instruction, should NOT take ED5536, Application of Research to the Improvement of Curriculum and Instruction. Rather, they should select any PhD-level course in the School of Education to fulfill their specialization requirements.

ED5537 - Emerging Technology and Multimedia for Curriculum and Instruction (4 quarter credits). Through an examination of research and literature, learners discuss current trends and issues related to the impact of technology and multimedia on K-12 student learning. Based on a review of the literature, learners develop course projects that include the design of curriculum, instruction, and assessments enhanced through innovative technology and multimedia applications. This elective is recommended for learners in the curriculum and instruction (C&I) specialization who are interested in integrating instructional technology with C&I.

ED5538 - Curriculum and Instruction: Program Evaluation (4 quarter credits). Learners in this course, which is designed for K-12 teachers and administrators, develop the skills to engage in critical components of the program evaluation process. Learners participate in a process of critical reflection and practical application that demonstrates the integral role program evaluation plays in the improvement of curriculum, instruction, and assessment at the classroom, school, and district level. This elective is recommended for master's and doctoral learners 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. Learners select a school and a site supervisor who has experience and expertise in their academic interest area. The site supervisor, a Capella instructor, and the learner develop a plan that allows the learner to gain the substantive experience necessary to complete and present a professional portfolio, the culminating activity in this 45-hour practicum. This course is not available as an elective to learners outside the master's specialization in curriculum and instruction. This course cannot be taken prior to the final quarter of the program.

ED5541 - Master's Practicum in K-12 Studies in Education (6 quarter credits). The practicum is the capstone course for all learners in the K-12 studies in education specialization who have

access to a pre-K-12 classroom. Learners select a school and a site supervisor who has experience and expertise in their academic interest area. The site supervisor, a Capella instructor, and the learner develop a plan that allows the learner to gain the substantive experience necessary to complete and present a professional portfolio, the culminating activity in this 45-hour practicum. This course is not available as an elective to learners outside the master's specialization in K-12 studies in education. This course cannot be taken prior to the final quarter of the program.

ED5542 - Master's Capstone in K-12 Studies in Education (4 quarter credits). This capstone course is for all learners in the K-12 studies in education specialization who do NOT have access to a pre-K-12 classroom. In this course, learners demonstrate proficiency in integrating learning from their course work at Capella through a literature-based project and the completion and submission of their K-12 master's portfolio. Learners prepare a project plan that includes a proposed topic area, the associated skills and competencies exhibited in the project, and deliverables with completion dates. Upon approval from their instructor, learners execute their project plans. This course is not available as an elective to learners outside the master's specialization in K-12 studies in education. This course cannot be taken prior to the final quarter of the program. *Cannot be fulfilled by transfer.*

ED5551 - Developing Fluent Readers (3 quarter credits). In this three-credit course for K-12 teachers, learners explore the competencies needed to develop fluent reading across grade levels for speakers of English and English learners. Topics include phonemic awareness; phonological structure of English; morphological structure of English; decoding/work attack strategies; spelling; importance of extensive practice; decodable texts; skills and strategies to develop independent readers; reading and writing practice, including writing to reinforce reading, connected texts, and transfer of strategies from primary language reading skills to English language reading skills; and strategies and materials for struggling readers.

ED5552 - Teaching Comprehension Strategies (3 quarter credits). In this three-credit course for K-12 teachers, learners develop the knowledge and skills needed to teach reading comprehension. Topics include the development of reading comprehension; the role of academic language and of background knowledge; vocabulary development and concept formation; narrative and expository text analysis; thinking strategies (inference, summarization, predicting, questioning, clarifying); study strategies (summarizing, predicting, questioning, clarifying); independent reading of high quality books; development of listening and reading comprehension skills; multicultural literature and informational text; scaffolding strategies for the English language learner; motivational strategies;

knowledge and skills for applying literature and expository text for children and adolescents; and improving comprehension strategies.

ED5553 - Assessment-based Reading Instruction (3 quarter credits). In this three-credit course for K-12 teachers, learners examine the competencies necessary to use effective assessment and evaluation to develop, deliver, and modify reading and writing instruction for all students. Specifically, the course covers selection, use, and interpretation of reading and writing assessments; assessment of knowledge and skills with English proficient learners as well as English language learners; formal and informal assessment strategies and tools; communicating assessment results to parents, administrators, teachers, school board members, and students; aligning assessments with instructional programs; effective assessment-based intervention programs; and using instructional technology for assessment and instruction.

ED5554 - Socio-cultural Context of Reading Instruction (3 quarter credits). In this three-credit course for K-12 teachers, learners develop the competencies necessary for implementing assessment-based intervention strategies at early and intermediate reading levels. Learners study research-based intervention models and develop skills in effective interventions, taking into account home and community literacy practices and English language proficiency. Topics also include aligning ongoing assessment with reading and writing intervention programs; flexible groupings; small group and one-on-one techniques; instructional technology; scaffolding strategies; student and family support networks; and comprehension for older, struggling readers.

ED5555 - Foundational Theories in Reading Instruction (3 quarter credits). In this three-credit course for K-12 teachers, learners review and study the research in reading and language arts and its implications for student assessment and instruction. Topics include knowledge of and instructional experience related to how children learn to read; the phonological and morphological structure of English; orthography/spelling; second language acquisition; the relationship between language, spelling, reading, and writing; balanced comprehensive literacy instruction; reading and writing skills for the English proficient learner and the English language learner; respect for ethnic, cultural, gender, linguistic, and socioeconomic differences; and the writing process (pre-writing, drafting, revising, editing, and publishing).

ED5556 - Reading and Literacy Practicum (3 quarter credits). Learners must have completed all course work except ED5557, Reading and Literacy Portfolio Review, before enrolling in ED5556, Reading and Literacy Practicum. These two courses, which are the culmination of the reading and literacy specialization, are taken concurrently. ED5556 extends the guided practice provided during the previous specialization courses by engaging learners in 45 hours of documented, mentored work in a classroom, of which a minimum of 15 hours are observed by the mentor or practicum instructor. The 45 hours also include attendance at 15 hours of practicum seminars. The practicum is restricted to sites that can provide learners with balanced comprehensive reading and language arts instruction and ensure that each learner has diverse experiences that include teaching English language learners, beginning readers, and students with reading problems. Learners practice assessing struggling readers at two or more reading levels including the non-reader level and one or more higher levels.

ED5557 - Reading and Literacy Portfolio Review (3 quarter credits). Learners must have completed all course work except ED5556, Reading and Literacy Practicum, before enrolling in ED5557, Reading and Literacy Portfolio Review. These two courses, the culmination of the reading and literacy specialization, are taken concurrently. In this course, master's learners complete and present the portfolio demonstrating their mastery of the specialization outcomes. The portfolio review is conducted by the instructor following completion of the reading and literacy practicum. As a result of this experience, learners are able to demonstrate their knowledge and accomplishments related to reading and literacy.

ED5601 - Enrollment Management in Higher Education (4 quarter credits). Learners in this course examine a comprehensive overview of the recruitment strategies in enrollment management and explore the fundamental recruitment concepts, practices, and techniques utilized in successful enrollment management programs. The course is designed to broaden and deepen knowledge and understanding of basic concepts and best practices in enrollment management.

ED5603 - Essentials of Effective Retention in Higher Education (4 quarter credits). This course provides learners with a comprehensive overview of the fundamentals and best practices of effective student retention in higher education. In this course, learners analyze and interpret a significant body of research on student retention and apply this knowledge to the enrollment management profession.

ED5605 - Applying Technology to Enrollment Management (4 quarter credits). In this course, learners explore basic concepts in higher education enrollment management technology. The focus of the course is on effective technologies for managing enrollment in colleges and universities. Learners develop an understanding of technologies currently used in recruitment and retention and synthesize and apply emerging technologies to the field of enrollment management.

ED5607 - Financial Aid and Enrollment Management (4 quarter credits). In this course, learners explore the nature and role of financial aid in student recruitment and retention. The course is designed for learners interested in applying financial aid principles and regulations to effective enrollment management strategies. Learners act as practitioners, synthesizing knowledge acquired from other courses while using financial aid principles and policies.

ED5609 - Communications and Marketing in Enrollment Management (4 quarter credits). This course provides learners with a comprehensive understanding of the purpose and power of targeted communications and marketing strategies as well as tactics in enrollment management. Learners analyze existing communications and other marketing documents and prepare a plan to improve marketing for higher education institutions.

ED5611 - Strategic Enrollment Planning (4 quarter credits). This course introduces learners to basic concepts of strategic planning for higher education, which include environmental scanning, data collection and analysis, quantifying annual and long-term goals, developing enrollment management strategies, and developing and implementing action plans. Learners develop a strategic enrollment plan and explore ways to tie that plan to the institution's overall strategic plan. Course topics include building institutional support for the strategic enrollment management plan as well as mobilizing human and financial resources. This is the capstone course for the enrollment management specialization and includes the project required for the master's degree.

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 completing and presenting 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 as well as a licensed principal at the school site. Learners select the site supervisor and site, and working with the Capella University faculty member, designs a set of experiences that strengthen the learner's readiness to meet the challenges of twenty-first century principalship. *Prerequisite(s): Learners must complete 38 credits, or nine core and specialization courses including ED5007 before enrolling in ED5900.*

ED5990 - Integrative Project (4 quarter credits). In this course master's learners demonstrate proficiency in integrating learning from required, specialization, and elective courses by completing an analysis of an organization or system or designing a new application in their professional field. This course is intended for School of Education learners and should be taken following completion of required course work.

Graduate Course Descriptions, *continued*

School of Education

Graduate Writing Courses

ED7004 - Graduate Writing for ESL/EFL Learners (4 quarter credits). This course introduces non-native speakers of English to graduate-level academic writing. Learners develop an understanding of the assumptions and intentions that underlie advanced academic writing as it is practiced in the U.S. They develop skills in producing effective advanced academic writing including combining facts and opinions from multiple sources. Learners develop linguistic and content editing skills in order to continue improving their own academic writing after they complete the course.

ED7006 - Research and Writing for Graduate Learners (4 quarter credits). This course prepares graduate learners for the rigors of academic writing, which 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. Since this is a writing course, learners should expect to write a lot: the course includes weekly writing assignments, several short writing projects, and a research plan for a longer project. Learners submit a final portfolio at the end of the course.

ED7007 - Focused Research and Writing for Graduate Learners (4 quarter credits). In this course, learners refine the principles and strategies learned in ED7006 by focusing on writing in their disciplines. Learners should expect to spend a significant amount of time writing including weekly writing assignments, several short writing projects, one long writing project, and a final portfolio. Learners develop a research topic, conduct and write a short literature review, develop an argumentative essay of significant length (25-35 pages), and document sources appropriately while focusing on the critical thinking and writing skills established in ED7006. *Prerequisite(s): ED7006.*

ED7008 - Developing Voice and Style in Academic and Professional Writing (4 quarter credits). This course focuses on one of the most challenging components of academic writing: developing a voice and style that reflect excellence in scholarship (research, thinking, and communication) while maintaining individuality and style. In this course learners analyze a variety of writing samples, including their own, in order to understand the effects of writers' rhetorical choices; learn and apply an array of writing strategies that lead to improved awareness and use of voice and style; and revise writing submissions used in external course work to demonstrate learning and understanding. Learners are strongly encouraged to take the ED7006-ED7007 course sequence before enrolling in this course.

School of Education Courses, *continued*

ED7210 - The Delivery of Distance Education (4 quarter credits). This course provides learners with discussions and experiences that lead 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). In this course learners create instructorless (or self-paced) programs that are often multimedia courses or segments and are usually found on CD-ROM or on Web sites. This course focuses on four areas: design, factors affecting learning, communication, and project management. In addition, the course provides a detailed examination of common instructional methodologies such as tutorials and simulations. *Prerequisite(s): ED851.*

ED7212 - Administration and Leadership of Distance Education Programs (4 quarter credits). Learners in this course gain an overview of the skills and competencies needed to administer, manage, and lead distance education programs. Topics include the management of existing distance education programs, the design and implementation of new distance education programs, and the transformation of existing distance education programs for more efficient and effective delivery.

ED7491 - Instructional Design for Health Care Programs (4 quarter credits). Learners in this course explore various instructional design methods used in health care programs. In this course learners examine theoretical frameworks upon which the instructional design methods are based. *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 students. The course requires a plan of action, field supervision, and written documentation as required components of the internship. *Directed study, PhD only.*

ED7495 - Research Strategies and Methodologies for Online Learning (4 quarter credits). Learners in this course investigate and utilize dissertational research in the practice and delivery of online learning. Through discussion and analysis of current research studies, learners formulate models and methodologies that may guide their own study. Quantitative and qualitative studies are included for discussion and analysis. *Directed study, PhD only.*

ED7496 - Advanced Instructional Design (4 quarter credits). This course provides an opportunity for learners with instructional design backgrounds or those who have completed the prerequisite courses to explore advanced topics. The course uses a case study approach in which

learners examine practical applications of instructional design in various education and industry settings. Learners also research and design applications of multiple intelligence, electronic performance support systems, and the use of learning objects. The activities performed in this class are designed to replicate authentic work in contextualized settings. *Prerequisite(s): ED851 and ED7620 and ED7624. PhD only.*

ED7497 - Storyboarding for Instructional Design (4 quarter credits). In this course, learners explore and practice storyboarding, which is a mechanism for capturing plans for media. Learners also practice 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 allows learners to practice approaches to needs analysis, which include setting boundaries for curriculum, especially curriculum that relates to instructorless settings. *Prerequisite(s): ED851. 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. In this course learners gain hands-on experience previewing current software and applying instructional media directly to instructional design.

ED7504 - Leadership for Instructional Design (4 quarter credits). Learners in this course gain an understanding of the leadership and management skills necessary for the effective design and delivery of Web-based instruction. Through the development of a professional portfolio, instructional designers participate in evaluating collaborative team planning, decision making, problem-solving, and change management. *PhD only.*

ED7505 - Evaluation and Assessment of Instructional Design (4 quarter credits). In this course, learners receive specific guidelines and formats for evaluating and assessing learning environments in a Web-based format. Learners gain knowledge in creating effective assessment for online learning programs. *Prerequisite(s): ED851.*

ED7540 - Leadership in Higher Education (4 quarter credits). Learners in this course explore the leadership philosophies and theories related to higher education administration with the overall goal of preparing to develop decision-making structures.

ED7541 - Teacher Supervision and Evaluation (4 quarter credits). Because of the demand for higher standards and greater accountability, this course offers learners a framework for developing a teacher supervision and evaluation system that focuses on professional development and student outcomes while also ensuring quality instruction. Learners explore how the development of effective systems of teacher supervision and

evaluation should include the perspectives of all stakeholders, and provides differentiated paths for evaluation.

ED7542 - The Politics of Pre-K-12 Education (4 quarter credits). This course introduces learners to the basic analytical categories of political science as they apply to education. Topics include the influence of federal, state, and local governments in school policy-making, school and community relations, decentralization, school finance, desegregation, affirmative action, bilingual education, technology, privatization and choice, and teacher empowerment.

ED7543 - The Superintendency (4 quarter credits). In this course, learners explore the complex and challenging position of the school superintendency. Topics include district and board level leadership, material and human resources management, community leadership, and conditions of practice.

ED7544 - Introduction to School Business Administration (4 quarter credits). In this course, learners explore an introduction to school business administration. Topics include an overview of accounting, budgeting, information technology, facilities planning and construction, purchasing and warehousing, risk management, nutrition services, maintenance/operations, and transportation. Topics also include legal requirements, organization, and staffing for each area.

ED7545 - Special Education Administration (4 quarter credits). This course is intended for learners who administer special educational services. Specifically, learners examine the responsibilities of superintendents, principals, supervisors, and directors for special education, student personnel, and other special programs.

ED7560 - Innovative Leadership (4 quarter credits). Through study of change and behavioral theories, leadership principles, and case studies, school leaders build their understanding of the processes related to change and the impact of change on faculty, parents, students, and communities. In addition, learners build skills as effective change agents in order to improve school performance.

ED7580 - Theory and Development of Multiple Intelligences (4 quarter credits). In this course, learners use Howard Gardner's theory of multiple intelligences as a tool to better understand creative thinking and to explore and develop better teaching strategies and techniques for different levels of intelligence. The course focuses on how to be more effective in working with the differences and potentials of individual students.

ED7590 - Critical Thinking in Adult Education (4 quarter credits). This course provides learners with a framework for practicing critical inquiry and reflecting on issues that come up in personal and professional life and in the field of adult education. Learners explore ways of thinking critically about resolving conflicts, negotiating multiple solutions,

and understanding the many ideas, theories, and proposals that enter our lives on a daily basis. The course presents three distinct models that aid learners in thinking, reading, and acting critically and represents the best practices of leaders in critical thinking in adult education today.

ED7620 - Theoretical Basis of Instructional Design (4 quarter credits). This course is a survey of the major instructional design theories that are applicable to training and education, regardless of delivery method. This course provides learners with a solid foundation for the rest of the instructional design curriculum.

ED7624 - Theories of Learning and Instruction (4 quarter credits). Learners in this course explore the key theories of learning and instruction that influence the design of online teaching and learning environments. Throughout the course learners focus on the major research findings that have influenced the development of various theories of learning. The course provides learners with essential knowledge and skills in preparation for the capstone course in the instructional design for online learning specialization.
Prerequisite(s): ED851

ED7631 - Introduction to Training and Performance Systems (4 quarter credits). Learners in this course gain an overview of the history and evolution of training and performance improvement systems in business and industry. Learners develop an understanding of the important role played by the Human Performance Improvement (HPI) process and other supporting and critical services such as performance management, coaching, and career and organizational development. The course presents learners with a macro or systems view of developing people and organizations. Topics include numerous structured learning exercises, application activities, discussions, and a final project.

ED7641 - Needs Assessment: Models and Procedures (4 quarter credits). This course is a survey of needs assessment models and procedures that diagnose the causes of workplace performance problems. Learners design and develop needs assessment instruments, as well as collect and then diagnose data in order to differentiate between a workplace performance issue that requires training solutions as opposed to one that requires non-training intervention.

ED7652 - Evaluating Training and Performance Improvement Systems (4 quarter credits). Learners explore reasons that evaluation is essential: so that courses or performance solutions can be improved and so that it can be clearly shown how a particular training intervention can improve both personal and organizational performance. This course provides learners with an understanding of measurement and evaluation theory, principles, and procedures. Topics include quantitative and qualitative measures, performance objectives, Kirkpatrick's five levels, and reporting strategies.

ED7662 - Designing Training and Performance Solutions (4 quarter credits). Learners in this course gain an overview of the design of training and performance solutions as both a systematic and an artful process. Learners explore learning theories, several instructional and performance design models, and case studies. Learners also design performance solutions by diagnosing the results of needs assessments, specifying objectives and applying the principles and procedures of learning solution design, selecting appropriate methods, and continuous evaluation.

ED7672 - Delivery Systems for Training and Performance Improvement (4 quarter credits). This course provides learners with an in-depth, application-based overview of facilitation skills and e-learning initiatives. Learners utilize a variety of tools and strategies to address these critical issues.

ED7673 - The Future of Corporate and Technical Training: Issues and Trends (4 quarter credits). In this course, learners explore the forces that are most dramatically shaping the evolution of corporate and technical training, including the recent transition to greater emphasis on performance improvement methodologies. Topics include changes in technology, global competition, business strategies, and responses to these changes in the field of training and performance improvement.

ED7674 - Managing Training and Performance Improvement (4 quarter credits). Participants in this course prepare to meet the challenges of Internet-based learners and performance management 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). Learners in this course investigate and examine the facilitator's role in the online learning environment as opposed to traditional classroom or face to face training. Participants examine online learning from a variety of perspectives to enhance technical skills, improve success, and facilitate learning.

ED7692 - Strategies for Building Online Learning Communities (4 quarter credits). In this course, learners develop the facilitation strategies and tactics that nurture interaction and collaboration and guide the development of effective personal learning strategies. Learners benefit from interacting with one another in a virtual class room.

ED7693 - Curriculum Development for Online Learning (4 quarter credits). Topics in this course include contemporary models of curriculum design, teaching models, and learning theory. As a project-based course, curriculum development activities include the development of a course syllabus, content, assignments, and activities.

Graduate Course Descriptions, *continued*

ED7699 - Practical Applications for Online Teaching and Training (4 quarter credits). In this course, learners apply skills, strategies, and tactics from earlier courses in a collaborative learning environment. *Prerequisite(s): Learners should complete ED7690, ED7692, and ED7693 prior to enrolling in this course.*

ED7700 - Learning Theory and the Educational Process (4 quarter credits). Learners in this course explore 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). Learners in this course examine the philosophical foundations, ideologies, and theories that have influenced the development of educational philosophy and practices in the U.S. Learners examine, articulate, clarify, and refine basic assumptions and beliefs underlying their personal educational philosophy and practice.

ED7703 - Student Development, Challenges, and Successes (4 quarter credits). In this course learners examine the theoretical and research literature related to successful student development, developmental issues, and challenges facing U.S. college students. Learners also explore the constructive-developmental theoretical claim that the epistemological, intrapersonal, and interpersonal aspects of student development are interrelated and essential for higher education.

ED7711 - Course Design and Development (4 quarter credits). Learners in this course explore elements of course design that apply 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 a key component of student-centered education, the importance of initial and ongoing assessment of student needs, and identifies skills, and progress. Other topics include classroom assessment techniques for collecting ongoing, formative feedback in order to facilitate a better learning environment.

ED7713 - Student Advising and Retention (4 quarter credits). Learners in this course examine the process of advising and retaining students; faculty roles and institutional support. Topics include various advising models, screening methods, and approaches to orientation that support student retention and success.

ED7716 - Faculty Leadership (4 quarter credits). Learners in this course explore the role of educator as leader from both personal and organizational perspectives. In addition, the course offers a forum in which to discuss effective leadership and group membership. The focus is on educational leadership in a higher education setting.

ED7819 - Grantsmanship (4 quarter credits). In this course, learners focus on the methods and practices of obtaining funding from governments, research and philanthropic institutions, and other private sources.

ED7901- Internship in Educational Administration I (4 quarter credits). This course is the first of two consecutive internship courses that provide the academic and field experiences that are prerequisites for principal or administrative licensure in most states. In this course, learners create, sign, and begin to fulfill a contract with the site supervisor based on Capella's leadership in educational administration outcomes and competencies. To be endorsed for principal or administrative licensure by Capella, learners must successfully complete ED7901 and ED7902 in two consecutive quarters. For purposes of licensure endorsement, the two courses constitute a single 320-hour internship experience.

ED7902 - Internship in Educational Administration II (4 quarter credits). Learners in the second of two internship courses complete a principal or administrative internship, a log of hours, a portfolio, and a competency-based internship contract. Learners must have taken ED7901 the quarter immediately before they enroll in ED7902 if they plan to apply for Capella's endorsement for principal or administrative licensure. For purposes of licensure endorsement, the two courses constitute a single 320-hour internship experience. *Prerequisite(s): ED7901.*

ED7903 - Internship in the Superintendency I (4 quarter credits). This course is the first of two consecutive internship courses that provide learners with the academic and field experiences that are prerequisites for superintendent licensure in most states. In this internship, learners create, sign, and begin to fulfill a contract with the site supervisor based on Capella's leadership in educational administration outcomes and competencies. To be endorsed for superintendent licensure by Capella, learners must successfully complete ED7903 and ED7904 in two consecutive quarters. For purposes of licensure endorsement, the two courses constitute a single 320-hour internship experience taken over two quarters.

ED7904 - Internship in the Superintendency II (4 quarter credits). Learners in the second of two superintendent internship courses complete a log of hours, a portfolio, and a competency-based internship contract. Learners must have taken ED7903 the quarter immediately before they enroll in ED7904 if they plan to apply for Capella's endorsement for superintendent licensure. For

purposes of licensure endorsement, the two courses constitute a single 320-hour internship experience. *Prerequisite(s): ED7903.*

ED8004 - Societal and Cultural Change (4 quarter credits). Learners in this course study the impact of social and cultural differences, diversity, and change as a fundamental competency of educators. This is a foundation course for doctoral learners that introduces themes that persist throughout the degree program. The course prepares learners to lead in their field by addressing theories of change and strategies of the change agent. A broad array of theories and readings cover the spectrum of social change and its effect on education. As a result, learners understand the complexity of a diverse classroom population and the impact of social movements. 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 with the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment, academic standards and best practices, and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. ED8005 is taken in the first quarter, in conjunction with ED8004. *Available online only. Cannot be fulfilled by transfer or petition.*

ED8111 - The Historical and Social Foundations of Education (4 quarter credits). Learners in this course explore the ways in which educational institutions have emerged and developed, particularly in relation to societal functions and expectations. Studying historical and social foundations of education provides learners with an awareness of and context for the evolving practices of education. Other topics include developing specific knowledge, skills, and points of view necessary for looking at education historically and for understanding the socio-cultural forces that have made education in the U.S. what it is today.

ED8113 - Advanced Study in Research Methods (4 quarter credits). Learners in this course explore research methods that apply to the School of Education's specializations 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.*

ED8502 - Advanced Learning Theory and Instructional Practice (4 quarter credits). This course, for learners in the doctoral K-12 studies in education specialization, focuses on current research in cognition, emotion and the brain, and the implications for instructional practice. Learners apply theory by implementing strategies for

recognizing differences among learners, including giftedness, and meeting learner needs through differentiated instruction. Learners who have taken ED5502, Learning Theory and Instructional Practice, should NOT take ED8502, Advanced Learning Theory and Instructional Practice. Rather, they should select any PhD-level course in the School of Education to fulfill their specialization requirements.

ED8515 - Advanced Action Research for Teacher-Leaders (4 quarter credits). This course, for learners in the doctoral K-12 studies in education specialization, provides in-depth knowledge of action research as a means of classroom and school improvement. Learners acquire the skills to define and resolve problems that are barriers to student learning and engage in individual and collaborative research as a means of continuously improving learning outcomes for students. Learners who have taken ED5515, Action Research for Teacher-leaders, should NOT take ED8515, Advanced Action Research for Teacher-leaders. Rather, they should select any PhD-level course in the School of Education to fulfill their specialization requirements.

ED8533 - Advanced Curriculum Mapping: Reflection and Practice (4 quarter credits). Through analysis of a research-based professional vision for curriculum design, learners in the doctoral curriculum and instruction specialization engage in curriculum development for a specific content and grade-level application. This is a required course in the curriculum and instruction doctoral specialization. The course utilizes computer-based curriculum mapping applications. Learners who have taken ED5533, Curriculum and Instruction: Reflection and Practice, should NOT take ED8533, Advanced Curriculum and Instruction: Reflection and Practice. Rather, they should select any PhD-level course in the School of Education to fulfill their specialization requirements.

ED8534 - Advanced Instruction and Assessment: Theory and Practice (4 quarter credits). In this course, a requirement for the doctoral curriculum and instruction specialization, learners focus on the design and evaluation of instructional models and assessment strategies to meet the diverse needs of K-12 students. Learners analyze the theory and research supporting innovative instructional models and assessment strategies and develop specific content area and grade-level applications. The course includes analysis of issues and trends related to new and emerging instructional models and assessment strategies and may include presentations by leading professionals in the field. Learners who have taken ED5534, Instruction and Assessment: Theory and Practice, should NOT take ED8534, Advanced Instruction and Assessment: Theory and Practice. Rather, they should select any PhD-level course in the School of Education to fulfill their specialization requirements.

ED8535 - Advanced Collaboration for the Improvement of Curriculum and Instruction (4 quarter credits). In this course, a requirement for the doctoral K-12 curriculum and instruction specialization, learners engage in the act of collaboration for curriculum improvement. Collaborative skill development includes coaching and mentoring skills, team building, and communities of practice. Simulated case studies complement the practical experiences in this course. Learners who have taken ED5535, Collaboration for the Improvement of Curriculum and Instruction, should NOT take ED8535, Advanced Collaboration for the Improvement of Curriculum and Instruction. Rather, they should select any PhD-level course in the School of Education to fulfill their specialization requirements.

ED8536: Advanced Application of Research to the Improvement of Curriculum and Instruction (4 quarter credits). Learners in this course, a requirement for the doctoral curriculum and instruction specialization, examine current research as a basis for data-driven decision making. Learners also develop research designs that contribute to data-driven decision making at the school or district level. Learners who have taken ED5536, Applying Research to the Improvement of Curriculum and Instruction, should NOT take ED8536, Advanced Application of Research to the Improvement of Curriculum and Instruction. Rather, they should select any PhD-level course in the School of Education to fulfill their specialization requirements.

ED8910 - The Minnesota Superintendency (4 quarter credits). This course prepares learners seeking licensure as Minnesota superintendents. Minnesota's superintendents are licensed on the basis of eight competencies, and the course touches on each. In addition, the course addresses topics 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 seeking licensure as Minnesota principals. Minnesota's principal licensure is K-12, thus the course includes 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.*

ED9050 - Special Topics in Leadership in Educational Administration (4 quarter credits). In this course, learners study specific or innovative areas of interest within the leadership in educational administration specialization. Learners propose and 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 with an opportunity to study specific or innovative areas of interest within the leadership in higher education specialization. Learners propose and 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). In this course, learners study specific or innovative areas of interest within the professional studies in education specialization. *Directed Study, PhD only.*

ED9053 - Special Topics in Advanced Classroom Instruction (4 quarter credits). In this course, learners study specific or innovative areas of interest within the advanced classroom instruction specialization. *Directed Study, PhD only.*

ED9054 - Special Topics in Postsecondary and Adult Education (4 quarter credits). In this course, learners study specific or innovative areas of interest within the postsecondary and adult education specialization. *Directed Study, PhD only.*

ED9056 - Special Topics in Training and Performance Improvement (4 quarter credits). In this course, learners 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). In this course, learners study specific or innovative areas of interest within the area of instructional design for online learning. Learners propose appropriate course topics that are not covered in any of the electives. *Directed Study, PhD only.*

ED9984 - Doctoral Comprehensive Examination I (4 quarter credits). In the first course of the comprehensive examination and dissertation sequence, learners examine the key components in the comprehensive examination. The course includes an overview of the comprehensive examination process and the university's expectations of academic honesty and integrity and introduces the four core themes of the examination and the evaluation criteria. Structured study groups are established and resources on the core themes are provided. Course requirements include completion of the overview and a preliminary conference call with the comprehensive examination committee and development of a schedule for the final conference call. Grading for this course is S/NS. *Prerequisite(s): Completion of all required and elective course work with a GPA of 3.0 or better. Completion of practicum courses, if applicable, prior to starting comprehensive examination courses. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.*

Graduate Course Descriptions, *continued*

ED9985 - Doctoral Comprehensive Examination II (4 quarter credits). Learners and their comprehensive examination committee members each develop one comprehensive examination question to address one of the four core themes. Learners write answers to the comprehensive examination questions that are evaluated by the committee using analytical point-scale scoring rubrics. Upon passing the written examination, learners complete the comprehensive examination final conference call and upon completing their call are eligible to enroll in the first dissertation course. Grading for this course is S/NS.
Prerequisite(s): ED9984. Cannot be fulfilled by transfer.

ED9986 - Dissertation Research I (4 quarter credits). Learners examine the key components of planning and conducting dissertation research, including the dissertation process and the roles and responsibilities of the dissertation committee, course instructor, and course administrator. In addition, learners form and obtain approval of their dissertation committees, conduct a preliminary literature review, develop the dissertation prospectus, and become familiar with procedures for protecting human participants/subjects in research. Resources for research methodology and the IRB process are provided. Learners must complete the dissertation prospectus and the short online Collaborative IRB Training Initiative (CITI) modules in order to pass Dissertation Research I. Grading for this course is S/NS. *Prerequisite(s): ED9985. Cannot be fulfilled by transfer.*

ED9987 - Dissertation Research II (4 quarter credits). In this course, learners obtain committee approval of the dissertation prospectus, prepare informed consent and field testing materials, develop and solidify the data collection design/plan and schedule (based on the prospectus), prepare and submit the IRB application for approval, conduct field testing to establish validity and reliability of the instrument (when appropriate), complete the dissertation prospectus conference call, develop and complete dissertation Chapters 1 (Introduction), 2 (Literature Review), and 3 (Methodology), based on the prospectus. Resources for research designs and methodology are provided, including the dissertation manual and a template for Chapters 1, 2, and 3. Procedures for prospectus and IRB application submission and the prospectus conference call are available. Grading for this course is S/NS. *Prerequisite(s): ED9986. Cannot be fulfilled by transfer.*

ED9988 - Dissertation Research III (4 quarter credits). In this course, learners engage in data collection according to the plan and schedule, develop and organize Chapter 4 (Results) draft (structure based on the research questions and methods before data collection is complete), check in data (as they come in), process and analyze the data, and finalize Chapter 4 with results. Resources

for data analysis designs and interpretation are provided, including the dissertation manual and a template for Chapter 4. Grading for this course is S/NS. *Prerequisite(s): ED9987. Cannot be fulfilled by transfer.*

ED9989 - Dissertation Research IV (4 quarter credits). In this course, learners develop and finalize Chapter 5 (Conclusions and Recommendations), polish the final draft of all chapters (1-5), obtain approval of the dissertation manuscript, complete the final dissertation conference call, make all necessary final content changes, obtain form and style clearance, publish the dissertation online with UMI, and obtain clearance from Academic Records on degree audit (to verify that all required and elective program courses have been taken). Resources for writing conclusions and recommendations are provided, including the dissertation manual, a template for Chapter 5, and procedures for dissertation submission and the final conference call. Grading for this course is S/NS. *Prerequisite(s): ED9988. Cannot be fulfilled by transfer.*

School of Human Services Courses

HS813 - Social Influences of Behavior (4 quarter credits). Learners in this course explore behavior that is influenced by the presence of others, or behavior that is under the control of society. Topics include culture and society, large and small group behavior, cross-cultural factors, and interpersonal relationships Learners in this course review the social psychology of decision making, attitude formation, and social attribution and their application to contemporary issues.

HS814 - Theories of Personality (4 quarter credits). This course is an examination of the assumptions, constructs, and processes of personality as expressed in major theoretical writings. Learners review the psychodynamic, behavioral, structuralist, humanistic, existential, social, feminist, and cognitive theories of personality. The course also explores research on normal and abnormal constructs of personality and addresses contemporary issues and problems in personality theory and types.

HS815 - Professional and Scientific Ethics (4 quarter credits). Learners in this course examine the historical origins of professional ethics, including issues affecting education, psychotherapy, law, and institutional guidelines for protecting human subjects in research. The course focuses on identifying effective methods for addressing ethical dilemmas and identifying current ethical issues in the human services.

HS817 - Social Systems (4 quarter credits). Learners in this course review basic features and factors of social systems theory as it applies to groups, families, agencies, institutions or

corporations, and government entities. The course addresses problems inherent in the operation of these systems and explores resolution of these problems from a systemic viewpoint. Additionally, learners in the course study issues of social policy-making and decision-making that affect conditions of social change.

HS818 - Scope of Human Services (4 quarter credits). This course addresses problem analysis and problem-solving strategies for issues encountered by human services professionals including 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.

HS821 - Mental Health Counseling (4 quarter credits). Learners in this course review the basic skills, methods, and practices related to mental health counseling. Topics include 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). Learners in this course review 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). Learners in this course study sexuality within the larger context of human experience. The course emphasizes physical and psychosexual development, frequency and significance of various types of sexual behavior, and health-related issues. Topics include treatment of sexual problems and concerns of special and diverse populations.

HS827 - Juvenile Delinquency (4 quarter credits). Learners in this course investigate the etiology, nature and extent, and treatment of juvenile delinquency in contemporary society. The course allows learners to review various theories and apply current theory and research in order to understand the dynamics of juvenile delinquency and current methods of intervention.

HS831 - Psychopathology: Assessment and Treatment (4 quarter credits). This course is a forum for examining the various forms of psychopathology, current methods of psychological assessment, research on psychodynamics, and existing treatment methods. Learners explore the politics of mental disorders, emerging diagnoses, and other contemporary issues.

HS834 - Ethnic and Cultural Awareness (4 quarter credits). Learners in this course examine the ethnic and cultural issues that influence the etiology, perception, and treatment

of mental illness. Topics include the need for specialized training, the 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). Learners in this course investigate the influence of larger social systems on human behavior and various methods of organizing and utilizing community resources. The course addresses specific topics such as theories of social organization, community organizing, self-help organizations, use of volunteers, and the use of social policy to influence human behavior.

HS837 - Counseling and Guidance in Diverse Populations (4 quarter credits). Learners in this course examine substantive and theoretical issues concerning guidance and counseling in a variety of culturally diverse populations. Topics include the role of culture-specific programming, special issues and needs of cultural subgroups, and therapeutic approaches to working with culture-specific issues. Learners also apply current theory and research to specific clinical issues.

HS839 - Theories of Psychotherapy (4 quarter credits). Learners in this course gain an understanding of major psychotherapy theories, procedures, and techniques. The course provides a review of various schools of therapeutic intervention, their philosophical tenets, and therapeutic skills. The course emphasizes applying current theory, research, and techniques to a variety of clinical problems.

HS840 - Counseling and Guidance with Children (4 quarter credits). Learners in this course review current theories, research, and methods of counseling and guidance of children. Special attention is given to addressing 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). Learners in this course review the historical development, major theories, current research, and clinical procedures of group counseling and psychotherapy. Topics include 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). Learners in this course investigate research on death and dying. Topics include psychological stages of dying common to all losses, symptomatology of grief, death trajectory, hospice model of treatment, and dealing with death in the family. Learners explore case consultations with dying children and their parents that utilize techniques of drawing therapy and storytelling to elicit psychological material in the form of unfinished business and techniques for coping with losses of all types.

HS847 - Applied/Clinical Sociology (4 quarter credits). This course provides learners with a solid grounding in sociological practice including the application of sociological knowledge, research, and theory to intentional intervention. Learners explore themes such as 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 that could affect an entire nation.

HS849 - Health Advocacy in the Community (4 quarter credits). Learners in this course explore an important goal in human services, which is to develop effective change agents in communities. Topics include issues such as the purity of drinking water, waste disposal, clean air, health education and public safety, public and private health care plans, effects of HMOs and managed care, and Medicare and Medicaid—all issues that involve health advocacy.

HS852 - Introspective and Personal Growth Seminar (4 quarter credits). This experiential course is intended to identify aspects of the learner's history and personality that are relevant to professional clinical work. Methods of introspective work that facilitate the process include journaling, personal psychotherapy, self-expressive artwork, dream work, and specialized readings. The course emphasizes identifying personal strengths and limitations and how they may influence clinical effectiveness.

HS853 - Prevention and Causes of Child Abuse (4 quarter credits). Learners in this course explore the recognition of child abuse as a sociological problem in the U.S. Learners consider the social, psychological, and familial causes of child abuse and review the current prevention approaches and treatment programs.

HS854 - Child and Adolescent Counseling (4 quarter credits). This course is an overview of major theories and current research in the area of adolescent and child development and an exploration of biological and psychosocial development factors. Topics include 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). In this course, learners examine the dramatic increase in the population of older persons and the increase in attention to their mental and physical health. This course addresses mental health and aging as major psychosocial phenomena integrating biological, psychological, social, and environmental perspectives and factors. Learners explore research in these areas as a function of many aspects of modern society: family life, caregivers, community and institutional care, ethnic and sociocultural differences, and urbanization.

HS864 - Contemporary Issues in Compulsive and Addictive Behavior Treatment (4 quarter credits). In this course, learners review current development, research, and trends within the addiction field. The course emphasizes current understanding of substantive issues in the field. Possible topics include developments in psycho-pharmacologic 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). Learners in this course review a variety of theoretical orientations and relevant research findings and develop and practice 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 members "acting out," 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). Learners in this course investigate the nature of addictive and compulsive behavior problems, discuss the development of the addiction model and its tenets, and review the literature on the validity and efficacy of treatment approaches based on the addiction model. The course presents alternatives to the addiction model including cognitive behavior therapy and the compulsive behavior model, a psycho-dynamically oriented model.

HS867 - Intervention with Compulsive and Addictive Behaviors (4 quarter credits). Learners in this course review traditional and nontraditional approaches to treatment. Topics include inpatient and outpatient treatment programming, self-help groups, utilization of community resources and alternative treatment approaches, and the use of individual, group, and family psychotherapy. The course also addresses current trends in service delivery related to ongoing changes in the health care delivery system.

HS869 - Families, Systems, and Health Care (4 quarter credits). Learners in this course examine the consequences of adequate or inadequate health care on the family system in the U.S. In this course, learners study functional and dysfunctional features of public and private health care and how they contribute to family health or dysfunction.

HS871 - Marriage and Family Systems (4 quarter credits). Learners in this course study families as systems from theoretical, clinical, and research perspectives. The course emphasizes family development, transitions, assessment, and intervention. Learners also explore systems-oriented assessment models and strategies for

Graduate Course Descriptions, *continued*

initial interviews, hypothesis formulation, designing a strategy for intervention, and the process of termination.

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 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. Learners in the course also review major approaches to marital therapy.

HS876 - Methods of Family Research (4 quarter credits). Learners in this course are introduced 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 is a comparative study of the prominent schools of thought within the field of marriage and family therapy: their tenets, therapeutic strategies, and techniques. Learners also discuss structural, strategic, transgenerational, behavioral, communication, and analytical approaches to marriage and family therapy.

HS878 - The Family in Social Context (4 quarter credits). Learners in this course explore the dynamics within families and the systems that influence the family such as 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 learners with theory, research, and opportunities for application appropriate for counselors working with individuals responding to life transitions. Topics include career and life development, improvement, and transition.

HS880 - Contexts and Models of Health (4 quarter credits). Learners in this course explore the models of health and their contexts as utilized in the contemporary health industry. Learners examine the impact of change on models of health care within the context of health delivery systems. The course also addresses the implications for health service administration.

HS881 - Health in the Workplace (4 quarter credits). Learners in this course investigate the emerging problems and issues faced by employees in the workplace. Learners in the course review the growth of alcohol and drug

usage, marital problems, and violence in the workplace. This course is also a review of the growth of employee assistance programs (EAP) as a method to solve these types of problems.

HS884 - Stress Management in Organizations (4 quarter credits). Learners in this course study the role and management of stress in the workplace. Emphasis is placed on the management of distress and stress management techniques to enhance performance, particularly in high-stress situations. Topics 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 is an overview of managed care and the variety of techniques employed by the mainstream health system to provide quality care in an efficient and affordable manner. Learners focus on delivery systems, their utilization, and quality management practices of a wide variety of organizations. Learners also explore regulatory, legal, and ethical issues. Learners consider the future of our health care system and how the world of providers, receivers, and payers may continue to change within the U.S.

HS886 - Health Care Communication: Providers and Receivers (4 quarter credits). This course is an overview of health communication and an exploration of current theoretical models. Learners develop strategies to enhance communication between professionals, allied health personnel, patients, and their families in both interpersonal and group settings and to facilitate more functional and therapeutic communication.

HS889 - Role and Function of Boards and CEOs (4 quarter credits). This course addresses the responsibilities of boards of directors in public and private sectors, including policy-making, representing the public, and promoting the organization. Learners review the functions of boards as they establish contracts and hire executives and general managers, the roles and functions of CEOs, and legal liabilities and responsibilities of boards.

HS893 - Management of Human Services Agencies (4 quarter credits). Learners in this course examine the principles of management practice in nonprofit agencies and a metatheoretical model of organizational managerial effectiveness as a basis for comparisons between for-profit, public, and nonprofit sectors. Special emphasis is placed on fundraising and government resources for nonprofit and charitable agencies as well as to budgeting.

HS5002 - Survey of Research in Human Development and Behavior with LSL (4 quarter credits). In this course, learners review the major theories of human development and behavior across the entire lifecycle. Learners focus on the developing person and connect areas of study such as psychology, anthropology, and biology.

Research approaches to human development include personality theory, developmental tasks, and moral development. **Learner Success Lab** (LSL). This lab provides 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 resources that support academic success. *HS5002 must be taken by master's learners in their first quarter. Cannot be fulfilled by transfer.*

HS5006 - Survey of Research Methodology (4 quarter credits). This course is an overview of the general approaches to research methodology at the graduate level. Learners study quantitative and qualitative approaches to rigorous scholarly inquiry and 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). In this course, learners examine the founding principles and dynamics of health care management, the health care system, and basic concepts and skills in administration. Learners also analyze institutional, social, and political forces in the field of health care. Topics include fundamentals of management in health care, trends in health care financing, and contemporary issues.

HS5101 - Health Care Finance (4 quarter credits). This course addresses financial management concepts and practices used by health care organizations. Topics include basic accounting, financial statements and ratios, evaluation of project investment decisions, break-even analysis, budgeting, cost allocation, and reimbursement methodologies. Additional topics include reimbursement mechanisms, managed care, capitation, per-case or per-diagnosis payment, mechanics of third-party payors, and the effects reimbursement types have on health care provider organizations. Learners discuss issues of working capital, capital budgeting, and investment in relation to net present value and value added to the organization, health care organizations' ratio analysis, cost analysis, and other financial management techniques of primary importance to health care organizations.

HS5102 - Nonprofit Organization and Management (4 quarter credits). In this course, learners examine the origins, history, and societal role of nonprofit organizations in the U.S., including their social, political, economic, cultural, and ideological importance. Learners in the course also examine the magnitude, scope, and functions of the nonprofit sector and its relationships with business and government. Topics include theories, general concepts and principles of organization management, governance and leadership in nonprofit organizations, and the wide range of external forces and internal dynamics that affect nonprofit organizations. Learners explore the life and growth cycles of organizations as applied to

nonprofits and analyze current trends and projections for the future.

HS5103 - Strategic Planning for Nonprofit Organizations (4 quarter credits). In this course, learners view nonprofit operations from a strategic perspective. In addition, learners examine the role of strategic thinking and planning in enhancing organizational effectiveness within the context of increased competition for resources and the range of challenging issues requiring solutions. Learners analyze organizational missions and goals, governance, program development and structure, operational and fiscal controls, information systems and monitoring, and evaluation.

HS5104 - Accounting and Economics for the Nonprofit Manager (4 quarter credits). This course introduces learners to the basic language, underlying concepts, and reporting methods of accounting and financial analysis that pertain to nonprofit organizations. The course focuses on comprehension, analysis, and interpretation of nonprofit organizational financial statements. Topics include basic accounting principles, financial statements composition, cost accounting concepts, budgeting, discounted cash flow analysis, and ratio analysis. Additionally, learners examine economic thinking and the economist's tools, elasticity, public goods and the role of nonprofit organizations in a market economy, cross-subsidization and competition, and cost-benefit analysis.

HS5105 - Human Resources and Volunteer Management in Nonprofits (4 quarter credits). This course addresses the theories, concepts, practices, and strategies of human resource management in nonprofit organizations. Learners examine basic human resource management issues such as strategic workforce planning, hiring, training, personnel evaluation, and compensation as they relate to nonprofit organizations with their mix of paid staff and volunteers. Additionally, learners evaluate the impact of human resource management on the board and executive director, staff, volunteerism, and productivity. The course focuses particularly on the legal responsibilities of the organization in human resource management and the role of the board.

HS5106 - Assessment, Tests, and Measures (4 quarter credits). Learners in this course examine the assessment process and the use of tests and measures in assessment activities. In addition, learners explore the theory and content of assessment and testing and measurement applicable to the counselor role. Topics include the history of assessment methods, principles of test construction and standardization, interpretation of assessment measures, and strategies for the use of assessment measures.

HS5107 - Principles of Psychopathology: Diagnosis and Treatment (4 quarter credits). Learners in this course examine the theory, research, and application of principles of psychopathology. Topics include 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. The course incorporates contemporary issues associated with the assessment and treatment of mental disorders.

HS5108 - Foundations of Addictive and Compulsive Behavior (4 quarter credits). In this course learners explore the theories and research that guide treatment for addictive and compulsive behavior disorders. Learners review traditional and non-traditional interventions as applied to inpatient, outpatient, and community-based treatment methods for individuals, families, and groups. Topics include assessment, diagnosis, treatment planning and evaluation, and emerging issues in the field.

HS5500 - Multicultural Issues in Health Care (4 quarter credits). Learners in this course explore culture-specific variations as they affect health care administration and the health care delivery system. Learners explore and analyze strategies related to cultural diversity and the respective positions of professional associations, regulatory agencies, and health care systems. Additionally, learners examine the processes by which culturally sensitive and linguistically specific information are incorporated into administrative policies and health outreach programs.

HS5501 - Health Informatics (4 quarter credits). This course provides a management perspective of information technology and ways for health care administrators to use information technology to maximize organizational performance. Topics include fundamental principles of information technology and data management and their implications for health care administrators. Learners explore the use of technology, data bases, and other analytical tools to construct, analyze, and present information related to health care management and problem solving as well as strategic information systems planning, systems analysis, system design, evaluation, and selection. In addition, learners examine current applications, such as patient care, administrative and strategic decision support, managed health, health information networks, and the Internet to determine how they may be used to meet the challenges facing health care administrators today and in the future.

HS5502 - Nonprofit Entrepreneurship (4 quarter credits). This course provides an introduction to the theory and practice of entrepreneurship in the nonprofit sector. The course focuses both on the creation of an innovative mission-based organization and the establishment of an innovative program or activity within an existing organization. Learners explore diverse areas of social innovation such as business, environment, education, human services, and government. Topics include practical information about ways to identify potential opportunities; necessary skills

development; competencies for creating, developing, and implementing entrepreneurship ideas; and ways of measuring the success of entrepreneurial activity.

HS5900 - Counselor Education Pre-practicum Course I (4 quarter credits). This online course must be taken with HS-R5900 - Counselor Education Pre-practicum Laboratory I. The course reinforces laboratory skills development including academic assignments and online discussion and emphasizes therapeutic relationship skills, therapeutic assessment, therapeutic intervention, and ethical and legal standards. Learners apply 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: HS5002, HS834, HS814, HS815, HS821, HS841, (HS871 for MHC), (HS877 for MCFC/T). Cannot be fulfilled by transfer.*

HS5901 - Counselor Education Pre-practicum Course II (4 quarter credits). This online course must be taken with HS-R5901 - Counselor Education Pre-practicum Laboratory II. The 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. Learners apply 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, HS839, HS5106, HS5107, HS5006, (HS5108 for MHC), (HS854 for MCFC/T). Cannot be fulfilled by transfer.*

HS5990 - Integrative Project for Human Services Learners (4 quarter credits). In this course, master's learners demonstrate proficiency by applying learning from required, specialization, and elective courses to complete an analysis of an organization or system, or the design of a new application in their professional field. *This course is intended only 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 course is the last course to be taken in the master's degree programs, and all other required course work must be complete.

Graduate Course Descriptions, *continued*

School of Human Services Graduate Writing Courses

HS7004 - Graduate Writing for ESL/EFL Learners (4 quarter credits). This course introduces non-native speakers of English to graduate-level academic writing. Learners develop an understanding of the assumptions and intentions that underlie advanced academic writing as it is practiced in the U.S. Learners develop skills in producing effective advanced academic writing including combining facts and opinions from multiple sources. They develop linguistic and content editing skills in order to continue improving their own academic writing after they complete the course.

HS7006 - Research and Writing for Graduate Learners (4 quarter credits). This course prepares graduate learners for the rigors of academic writing, which 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. Since this is a writing course, learners should expect to write a lot: the course includes weekly writing assignments, several short writing projects, and a research plan for a longer project. Learners submit a final portfolio at the end of the course.

HS7007 - Focused Research and Writing for Graduate Learners (4 quarter credits). In this course, learners refine the principles and strategies learned in HS7006 by focusing on writing in their disciplines. Learners should expect to spend a significant amount of time completing writing assignments for this course including weekly writing assignments, several short writing projects, one long writing project, and a final portfolio. Learners develop a research topic, conduct and write a short literature review, develop an argumentative essay of significant length (25-35 pages), and document sources appropriately while focusing on the critical thinking and writing skills established in HS7006. *Prerequisite(s): HS7006.*

HS7008 - Developing Voice and Style in Academic and Professional Writing (4 quarter credits). This course focuses on one of the most challenging components of academic writing: developing a voice and style that reflect excellence in scholarship (research, thinking, and communication) while maintaining individuality and style. In this course, learners analyze a variety of writing samples, including their own, in order to understand the effects of writers' rhetorical choices; learn and apply an array of writing strategies that lead to improved awareness and use of voice and style; and revise writing

submissions used in external course work to demonstrate learning and understanding. *Prerequisite(s): Learners are strongly encouraged to take the HS7006-HS7007 course sequence before enrolling in this course.*

School of Human Services Courses, *continued*

HS7500 - Quality Improvement and Organizational Performance in Health Care (4 quarter credits). Learners in this course analyze the concept of quality and its application in a variety of health care arenas. The course addresses methods for measuring, benchmarking, and assessing organizational performance along dimensions such as financial results, clinical services, utilization, productivity, and the health of the community. Learners in this course also evaluate public and private quality review mechanisms, including the joint Commission on Accreditation of Health Care Organizations, Professional Review Organizations, and Accreditation Council for Graduate Medical Education, and quality control mechanisms in managed care plans, including the National Committee for Quality Assurance.

HS7501 - Fundraising Strategies for Nonprofit Organizations (4 quarter credits). Learners in this course examine a variety of strategies for securing resources for a nonprofit organization such as donor research, annual giving, endowment and capital campaigns, major gifts, planned giving, social enterprise, and special events. In addition, learners analyze the key practices, principles, and processes of fundraising to enable the nonprofit executive to create, participate in, and manage fund development programs and staff.

HS7502 - Grant Proposal Development and Administration (4 quarter credits). Grant funding is one of the major keys to the financial survival of nonprofit organizations. This course provides insights into strategies for grant seeking such as effective research, compelling prose, and constructive relationships, and for grant making such as effective writing and proposal preparation. The course offers a comprehensive overview of private and corporate philanthropies along with other research resources including the Internet.

HS8001 - Human Services Practicum (4 quarter credits). This is a supervised, hands-on practicum during which PhD learners apply the theory and skills from their course work and residencies to a work environment in their professional specialization. Topics include study assignments, tracking practicum and supervision hours and monthly reports. Learners receive a final evaluation from the site supervisor. The four quarter credits include up to 300 hours of experience, including

but not limited to 12 hours of face-to-face site supervisor feedback for the learner. *Prerequisite(s): HS815, or equivalent, and faculty approval. Contact the School of Human Services six months prior to registration for application materials. Cannot be fulfilled by transfer.*

HS8002 - Advanced Research in Adult Human Development and Behavior with LSL (4 quarter credits). Learners in this course critically analyze theory and research in adult development and behavior with an emphasis on contemporary research and application issues. In addition, learners study adult development from biological, psychological, social, and multicultural perspectives. Learning to apply principles of adult development to the human services professions is central to this course. **(LSL) Learner Success Lab.** This lab provides new doctoral 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 resources that support academic success. *HS8002 must be taken by PhD learners in their first quarter. Cannot be fulfilled by transfer.*

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 course helps learners become educated consumers of research, critically evaluate published research, and utilize research findings in practice. The course also prepares learners to design research studies in their fields of interest. Major concepts and techniques of social science research are 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). Learners in this course are introduced to social welfare policies and programs that are designed to improve the well-being and quality of people's lives. Learners explore the process of development and implementation of programs targeted to poverty, mental illness, HIV/AIDS, children and families, the elderly, ethnic minorities, and other social problems and groups. Learners also begin to acquire skills in policy and program formation, change, and evaluation. Learners become familiar with ways that social welfare policies affect the direct practice of human service professionals and social workers, the professional role of affecting change at the public policy level, and policy at the agency level.

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

U.S. from the colonial era to the present. Learners in the course explore the historical social welfare experience of different groups, including women, Asian-Americans, African-Americans, Native Americans, Hispanics, citizens with disabilities, gays and lesbians, and others in the U.S. Some comparisons are made to other social welfare systems, particularly those of England, which greatly influenced early U.S. "poor laws."

HS8103 - Principles and Practices of Social Work (4 quarter credits). This course is an overview of principles, methods, and practice models for intervention and social change through work with groups and communities. Learners examine theoretical perspectives of group and community organizing as well as advocacy models, grassroots participation, and the empowerment of disadvantaged groups. Learners also explore theories and methods of present-day social work practices with individuals, families, and organizations.

HS8106 - Epistemology of Practice Knowledge (4 quarter credits). Learners in this course examine theories that guide the acquisition of knowledge within the human services professions. Learners critically analyze and evaluate the methods used to develop theory within the social sciences as a precursor to understanding and using the scientific method. Topics include how theory is derived, how research methods are linked to theory, and finally, how scholar-practitioners apply scientific method. *Cannot be fulfilled by transfer.*

HS8107 - Marketing and Public Relations for Nonprofits (4 quarter credits). In this course, learners examine the importance of establishing an integrated marketing system and the specialized aspects of marketing strategies in nonprofit organizations. Topics include segmentation, complementary positioning, membership recruitment, products and services, the supply chain, and promoting intangible products whose benefits are often indirect. Learners also explore the roles of public relations, advertising, and persuasive communication with target markets. Learners examine topics such as fundraising, volunteer management, and media relations from a marketing perspective, with attention to integrating various techniques into compelling marketing positioning strategies for the organization.

HS8108 - Financial Analysis and Reporting for Nonprofit Executives (4 quarter credits). In this course, learners explore techniques and principles of financial analysis and management including budgeting, finance and investment decision making, revenue management, internal control, and cost management for the nonprofit. In addition, learners examine current economic thinking about the role of nonprofit organizations in a market economy, cross-subsidization and competition, and cost-benefit analysis; they analyze timely financial issues, transactions, and trends in nonprofit finance. Topics include innovative financing techniques, complicated

organizational structures, mergers, and bankruptcy. Database and spreadsheet scenarios and sensitivity analysis of finance topics, through the use of analytical models, are used to create effective tools for financial decision making. Prior knowledge in the areas of accounting, finance, and familiarity with financial statements are expected.

HS8109 - Nonprofit Public Policy and Advocacy (4 quarter credits). This course provides learners with a comprehensive view of the current advocacy strategies utilized by nonprofit executives and advocates to advance their organizations' missions and to inform public policies and attitudes. These strategies include advocacy organizing, public education, litigation, mobilization, demonstrations, polling, research, lobbying, and working with the media. The course emphasizes best practices for nonprofit advocates working to advance their goals in the public policy process.

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 the protection of human subjects, issues associated with measurement, development of instruments, data collection, data management, and initial phases of data analysis. Learners are introduced to Statistical Package for the Social Sciences (SPSS) in which learners set up a SPSS database, create variables, enter data, and perform basic descriptive statistical analysis. Learners consider methodological adaptations 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). Learners in this course examine qualitative designs used in research including in-depth interviewing, case studies, participant-observations, focus groups, ethnographies, and document analysis. The course focuses on developing the skills in question development, interviewing, observing, selecting sampling strategy, verifying data, and recording data. Learners examine the philosophical assumptions and the political and ethical issues involved in qualitative research. Learners are introduced to qualitative software programs and gain experience entering data and extracting themes. Learners also review scholarly presentation and writing qualitative findings. *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 human services disciplines. Learners analyze the relevance and appropriateness of specific research methodologies in preparation for use in the dissertation. This

course must be the last academic course before registering for comprehensive examination courses. *Cannot be fulfilled by transfer.*

HS8114 - Operations in Health Care Systems (4 quarter credits). Learners in this course apply principles from the field of operations management to the health care industry. Topics include formulating a competitive strategy and management decision making, strategic planning, process design, quality control, and service delivery. Learners in the course explore and assess organizational technology and structure as well as operations and models for organizing work such as the matrix structure. In addition, learners become familiar with tools of Continuous Quality Improvement (CQI) and selected quantitative techniques such as forecasting, queuing, inventory analysis, and linear programming that support efficient management of health care delivery.

HS8115 - Managing Human Capital in Health Care Environments (4 quarter credits). This course addresses the complex theories, concepts, practices, and strategies for human resources management in health care organizations. Learners examine strategic workforce planning, hiring, training, personnel evaluation, and compensation as carried out from the unit level through the executive level. Topics include recruitment, interviewing, and selection; retention (including compensation and benefits); diversity; performance management; and career development. Other topics include laws and regulations that frame 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. Learners analyze high-uncertainty, high-impact trends and events of importance to health care organizations and investigate current issues in fraud and abuse in the health care environment. Topics include frameworks for conducting advanced strategic financial analyses and related innovative organizational recommendations, scenarios of possible futures, assessment of the outcomes of trends and events, and identification of possible management responses.

HS8117 - Strategic Management of Health Care Reimbursement Systems (4 quarter credits). This course offers learners an in-depth examination and analysis of current health care reimbursement policies. Topics include the full spectrum of insurances, from conventional catastrophic insurance (with or without a medical savings account), Preferred Provider Organizations

Graduate Course Descriptions, *continued*

(PPOs), to strictly managed health maintenance organizations and post-retirement health benefits. In addition, learners in the course explore proposed legislative changes in these reimbursement policies such as tax financing for public insurance and consider strategic issues for meeting government regulations for Medicare and managed. Learners examine contracting and policy decisions with regard to revenue impact and explore decision making strategies that maximize revenues while providing excellent quality care to patients.

HS8118 - Health Policies Analysis and Strategy (4 quarter credits). In this course, learners analyze selected existing and proposed health policies from the perspectives of economic, sociological, and political theory; methodology; and models. Learners gain an understanding of how health care executives participate effectively in the development and analysis of policy and in the political processes within which they take place. Learners in the course evaluate health care issues, strategies, and programs that are the subject of comparative analysis for public and quasi-public sector decision making. Topics include alternative methods of policy analysis such as matrix analysis, decision trees, and cost-benefit analysis. Additionally, learners examine the ethical dilemmas that arise in policy making and analysis.

HS8210 - Issues in Police-Community Relations (4 quarter credits). Learners in this course study issues in police communication and their impact on society in the context of police-community relations. The course covers a variety of law enforcement structures in large and small communities, urban and rural areas, and suburban districts. Learners examine resident expectations of police, sheriff, and legal systems in their local communities focusing particularly upon disparities between relationships with the police in mainstream communities versus those in racial minority resident areas.

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 covers education and training requirements for community corrections officials, caseload assignments, the ratio of corrections officers to released offenders, as well as policies that govern release from institutional custody to the community. In addition, learners explore issues related to releasing sexual offenders in 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. Learners examine theories of causation and innovative intervention approaches such as "drug court." Learners in the course review the dramatic increase of juvenile violence and crime in U.S. culture over the last quarter century and focus upon the debate between root causes for juvenile violence and crime (e.g., poverty,

literacy, family and community cohesion) versus the effectiveness of the juvenile court system (recidivism, youthful violent crime offenders, and incarceration).

HS8300 - Diversity in the Workplace (4 quarter credits). In this course, learners analyze contemporary theories of diversity and opposing attitudes toward diverse populations. Learners apply individual and organizational management strategies that evaluate effectiveness in handling diversity. Additionally, learners integrate professional and ethical standards of practice, multicultural, diversity, and ethnic issues in the human services work setting.

HS8370 - The Criminal Mind (4 quarter credits). In this course, learners examine the lifestyles, practices, and motivations of serial killers, robbers, and those who assault citizens in our communities. Learners review psychosocial theories used to analyze and evaluate deviant human behavior and the environment that precipitates repetitive criminal conduct. The course is also an introduction to profiling criminals and predicting criminal behavior.

HS8371 - Race/Culture in Criminal Justice (4 quarter credits). Learners in this course examine topics such as the increased diversity of our communities and the heightened need to understand and address how racial and cultural pluralism affect human behavior. Learners study how the criminal justice system, like larger society, must reflect changes in social attitudes. Law enforcement agents, in particular, are being monitored for their relationships with those who come from diverse backgrounds. Similarly, disproportionate rates and lengths of incarceration between racial and ethnic groups are being evaluated. Learners in this course explore these and other issues within correctional practice and the criminal justice system.

HS8372 - Criminal Behavior: A Sociological Primus (4 quarter credits). Learners in this course evaluate the current "get tough" attitude toward crime. Learners examine and assess root causes of crime that are often ignored by society when discussing crime and causation. Learners examine the nexus between crime and these social issues as manifested in increased incidences of youth crime, delinquency, and crimes against property and persons. A final evaluation is investigated that may indicate that the root causes of criminal behavior in the U.S. are exacerbated by the way our society is organized.

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 and focuses on defining crime. Topics include developing a better understanding of reasons that people break the law; ways that society responds to offenders; and comparisons of the ways that criminologists and criminals define crime and view its effects.

HS8374 - Current Research on Violent Behavior (4 quarter credits). In this course, learners develop a thorough understanding of violent behavior through research. The course draws upon sociological and psychological perspectives as part of a coherent approach to violence. The course also focuses on the ways in which violence is defined by the criminal justice system. Learners discuss definitions of the main violent offenses and explore the levels of sentencing in particular cases. Finally, the course focuses on techniques used to confront offenders of violent behavior within the criminal justice system.

HS8375 - Deviance: The Interactionist Perspective (4 quarter credits). This course advances a new sociology of deviance by focusing on ways that people stereotype one another with regard to their involvement in crime. Relationships between individuals based on such stereotypes identify an important link between "crime in the streets" and "crime in the suites" and highlight the differences between the two. This perspective helps the learner understand the interactionist approach and distinctions between deviance and crime by examining deviance as a social phenomenon that consists of a set of interpretations and social reactions.

HS8376 - Correlates of Crime (4 quarter credits). In this course, learners explore one of the most perplexing problems faced by any person with a basic knowledge of statistics: the confusion of correlation with cause. Learners in this course examine social class, race, sex, and gender as correlates of crime to determine if patterns exist for understanding their development.

HS8377 - The Penal System: Its Role in the U.S. Society (4 quarter credits). Learners in this course examine the social and historical foundation of the U.S. correctional institution in depth. The course focuses primarily on issues related to structure and social processes of institutions of confinement and to problems of treatment and rehabilitation. Topics include a systemic evaluation of recidivism, general and specific deterrence, rehabilitation, incapacitation, and retribution in the U.S. correctional system. The emphasis of the course is on philosophies of punishment, sentencing strategies, the prison community, alternatives to incarceration, various reform efforts, and critical issues facing corrections.

HS8501 - Contemporary Issues in Counseling Studies (4 quarter credits). Learners in this course explore counseling professions and the increasing need to advance understanding of the role of the counselor in contemporary society and to devise research-based methods of practice. This course focuses on analysis and evaluation of contemporary issues that affect the counseling professions such as ethical issues, compassion fatigue and burnout, the impaired professional, Internet counseling applications, 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). Learners in this course focus on strategic analysis of the mission and goals of an institution; its governance, services, operational and fiscal components, market, and clients. Learners evaluate these elements within a strategic management framework that links planning to operations. In addition, learners examine the role of strategic thinking and planning in enhancing organizational effectiveness in the context of increased competition for health care dollars and the wide range of challenging issues requiring solutions.

HS8503 - Health Systems Analysis and Evaluation (4 quarter credits). Learners in this course focus on the structure, function, financing, and management of health care systems in the U.S. at both micro and macro levels. Learners also examine the critical issues facing the U.S. with emphasis on the relationships among providers, payors, and patients. The course helps learners evaluate the impact of interdependent actors within health care systems and the consequences of decisions in the clinical, policy, and management arenas. In addition, learners in the course research and analyze related evaluation measurement issues and evaluative research on health care systems and services.

HS8504 - Law and Health Care Administration (4 quarter credits). Learners in the course focus on analyzing the impact of law on the way health care is delivered in the U.S. Learners also examine the major legal principles and issues relevant to health care administration such as those that affect the operational decisions of health care providers, payors, and managers, and others that affect development of markets for health care products and services. Other topics include legal and regulatory constraints imposed on the health care industry, the liability of health care providers, the rights of patients, labor relations, and administrative law for health care organizations. In addition, the course covers legal issues related to admission and discharge, emergency treatment, medical records, and mental health treatment.

HS8505 - Ethics and Decision Making in Health Care (4 quarter credits). In this course, learners focus on substantive ethical principles and procedural methodologies by which managers can understand, analyze, and resolve ethical problems. Learners explore issues in medical ethics with an emphasis on their impact on administrative policies in health care delivery organizations, including the personal and moral dilemmas they may raise for administrators. Topics include business ethics versus health care ethics, organizational philosophy and mission statements, professional codes of ethics, conflicts of interest, ethical committees, the allocation of scarce resources, informed consent, confidentiality, human experimentation, determination of death, euthanasia, suicide, abortion, the ethics of managed care, and HIV disease.

HS8506 - Leading Organizational Change in Health Care Systems (4 quarter credits). This course is a thorough examination of the complex, dynamic, and rapidly changing health care system in the U.S. In this course, learners explore the health care system's major components and their characteristics with an emphasis on current policy issues, performance challenges, and program solutions. Learners also trace the social, economic, and political forces that have shaped and continue to influence the health care system. Other topics include policy innovations designed to address performance gaps for federal, state, and private sector programs; potential lessons from international health care systems; and prospects for the future of U.S. health care.

HS8508 - Ethics for Nonprofit Executives (4 quarter credits). Learners in this course examine the principles and methodologies by which nonprofit executives can understand, analyze, and resolve ethical issues. Learners explore conceptual and practical ethical questions and value dilemmas encountered by executives in various types of contemporary nonprofit organizations. Topics include personal codes of ethics, organizational philosophy and goals, conflicts of interest, ethics committees of the board, and allocation of scarce resources.

HS8509 - Law and Nonprofit Organizations (4 quarter credits). This course is an overview of the laws and regulations governing the establishment and operations of nonprofit organizations. Specifically, learners explore the laws governing incorporation and tax-exempt status of nonprofit organizations, and the implications of laws and statutes. Other topics include efforts of nonprofit organizations to influence legislative and rule-making processes.

HS8511 - Resource Management in Nonprofit Organizations (4 quarter credits). Learners in this course examine the theoretical and conceptual economic models fundamental to all nonprofit organizations. Topics include resource allocation, price formation, production and costs, and economic impact analysis. The course also covers trade-offs faced by nonprofits, methods for evaluating them, and the economic impact of nonprofit organizations on the people and communities that they serve.

HS8512 - Organizational Assessment and Program Evaluation in Nonprofit Organizations (4 quarter credits). Learners in this course focus on critically analyzing the principles and techniques that nonprofit managers use to assess and measure organizational effectiveness. Learners in the course evaluate the activities that provide justification for the use of financial and human resources to ensure that nonprofits gain sophistication in assessment and program evaluation techniques. In addition, learners investigate how nonprofit managers can use the results of assessment processes to enhance the organization's mission.

HS8800 - Long Term Care (4 quarter credits). In this course, learners examine how their profession relates to long-term care and the management of personal, social, and medical services needed by people who can no longer care for themselves. While learners explore areas of home care and assisted living facilities, the primary focus of the course is on skilled nursing facilities and the crisis facing this industry today. Topics include changes in long-term care, institutional versus non-institutional care; system financing, public reimbursement, balancing cost and quality, staffing, licensure, certification, inspection, and review; and the levels of care including the role of hospice. Learners acquire a basic understanding of both the social and medical models along this continuum of care.

HS8801 - Health Care and the Law (4 quarter credits). In this course, learners examine how their profession relates to U.S. health care law regulating finances, bioethics, patient care, and information access issues. At the level of the patient-physician relationship, the course covers subjects such as malpractice, informed consent, duty to treat, and right to die. Within the patient-state relationship, the course covers public health laws, reproductive rights, bioethics, and genetics. At the level of provider institutions and the state, the course reviews areas of managed care, individual and institutional licensure, anti-trust, cost containment, staffing, fraud, mental health law, Medicare, Medicaid, and health care reform. Learners acquire a basic understanding of ways that health care law and regulation apply to the world of providers, receivers, and payors.

HS8900 - Nonprofit Program Development and Implementation (4 quarter credits). This course includes an examination of the theories and issues of planning, developing, and implementing programs consistent with the mission and goals of the nonprofit organization. Topics include conducting and interpreting needs assessments, evaluating the organization and its programs, and making the organization's philosophy and goals operational.

HS9002 - Clinical Practicum (100 hours) (4 quarter credits). This clinical practicum is a requirement 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 course offers an online-directed and intensely supervised one-quarter field experience. Learners receive supervised practice in specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to their chosen field of counseling or marriage and family therapy. Learners meet face-to-face with field supervisors in scheduled monthly 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 have completed or be progressing in the following courses: HS5900, HS5901.*

Graduate Course Descriptions, *continued*

HS9031 - Clinical Internship I (4 quarter credits). This is the first course in a sequence of three clinical internship courses in the mental health counseling and marital, couple, and family counseling/therapy specializations in the School of Human Services. This internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to the learner's chosen field of counseling or therapy. This internship requires 300 contact hours. *Prerequisite(s): HS5900 and HS5901 and all degree course work.*

HS9032 - Clinical Internship II (4 quarter credits). This is the second course in a sequence of the three clinical internship courses. It provides 300 additional hours of clinical field experience. *Prerequisite(s): HS9031.*

HS9033 - Clinical Internship III (4 quarter credits). This is the third course in the sequence of three clinical internship courses. It provides 300 additional hours of clinical field experience. *Prerequisite(s): HS9032.*

HS9050 - Special Topics in Criminal Justice (4 quarter credits). This course provides learners with an opportunity to engage in an in-depth study of the theory, research, and application of subject matter not included in the criminal justice curriculum. Using the special topics course format, elements of this directed study course are focused on the specific subject matter that the learner identifies and the course tutor approves.

HS9051 - Special Topics in Health Care Administration (4 quarter credits). This course provides an opportunity for learners to engage in an in-depth study of the theory, research, and application of subject matter not included in the health care administration curriculum. Using the special topics course format, elements of this directed study course are focused on the specific subject matter that the learner identifies and the course tutor approves.

HS9052 - Special Topics in General Human Services (4 quarter credits). This course provides an opportunity for learners to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the general human services curriculum. Using the special topics course format, elements of this directed study course are focused on the specific subject matter that the learner identifies and course tutor approves.

HS9053 - Special Topics in Counseling Studies (4 quarter credits). This course provides an opportunity for learners to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the counseling studies curriculum. Using the special topics course format, elements of this directed study course are focused on the specific subject matter that the learner identifies and the course tutor approves.

HS9054 - Special Topics in Management of Nonprofit Agencies (4 quarter credits). This course provides an opportunity for learners to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the management of nonprofit agencies curriculum. Using the special topics course format, the elements of this directed study course are focused on specific subject matter that the learner identifies and the course tutor approves.

HS9055 - Special Topics in Social and Community Services (4 quarter credits). This course provides an opportunity for learners to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the social and community services curriculum. Using the special topics course format, the elements of this directed study course are focused on the specific subject matter that the learner identifies and the course tutor approves.

HS9984 - Doctoral Comprehensive Examination I (4 quarter credits). In the first course of the comprehensive examination and dissertation sequence, learners examine the key components in the comprehensive examination. The course includes an overview of the comprehensive examination process and the university's expectations of academic honesty and integrity and introduces the four core themes of the examination and the evaluation criteria. Structured study groups are established and resources on the core themes are provided. Course requirements include completion of the overview and a preliminary conference call with the comprehensive examination committee and development of a schedule for the oral examination. Grading for this course is S/NS. *Prerequisite(s): Completion of all required and elective course work with a GPA of 3.0 or better. Completion of practicum courses, if applicable, prior to starting comprehensive examination courses. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.*

HS9985 - Doctoral Comprehensive Examination II (4 quarter credits). Learners and their comprehensive examination committee members each develop one comprehensive examination question to address one of the four core themes. Learners write answers to the comprehensive examination questions that are evaluated by the committee using analytical point-scale scoring rubrics. Upon passing the written examination, learners complete the comprehensive examination final conference call and upon passing their call are eligible to enroll in the first dissertation course. Grading for this course is S/NS. *Prerequisite(s): HS9984. Cannot be fulfilled by transfer.*

HS9986 - Dissertation Research I (4 quarter credits). Learners examine the key components of planning and conducting dissertation research, including the dissertation process and the roles and responsibilities of the dissertation committee,

course instructor, and course administrator. In addition, learners form and obtain approval of their dissertation committees, conduct a preliminary literature review, develop the dissertation prospectus, and become familiar with procedures for protecting human participants/ subjects in research. Resources for research methodology and the IRB process are provided. Learners must complete the dissertation prospectus and the short online Collaborative IRB Training Initiative (CITI) modules in order to pass Dissertation Research I. Grading for this course is S/NS. *Prerequisite(s): HS9985. Cannot be fulfilled by transfer.*

HS9987 - Dissertation Research II (4 quarter credits). In this course, learners obtain committee approval of the dissertation prospectus, prepare informed consent and field testing materials, develop and solidify the data collection design/plan and schedule (based on the prospectus), prepare and submit the IRB application for approval, conduct field testing to establish validity and reliability of the instrument (when appropriate), complete the dissertation prospectus conference call, develop and complete dissertation Chapters 1 (Introduction), 2 (Literature Review), and 3 (Methodology), based on the prospectus. Resources for research designs and methodology are provided, including the dissertation manual and a template for Chapters 1, 2, and 3. Procedures for prospectus and IRB application submission and the prospectus conference call are available. Grading for this course is S/NS. *Prerequisite(s): HS9986. Cannot be fulfilled by transfer.*

HS9988 - Dissertation Research III (4 quarter credits). In this course, learners engage in data collection according to the plan and schedule, develop and organize Chapter 4 (Results) draft (structure based on the research questions and methods before data collection is complete), check in data (as they come in), process and analyze the data, and finalize Chapter 4 with results. Resources for data analysis designs and interpretation are provided, including the dissertation manual and a template for Chapter 4. Grading for this course is S/NS. *Prerequisite(s): HS9987. Cannot be fulfilled by transfer.*

HS9989 - Dissertation Research IV (4 quarter credits). In this course, learners develop and finalize Chapter 5 (Conclusions and Recommendations), polish the final draft of all chapters (1-5), obtain approval of the dissertation manuscript, complete the final dissertation conference call, make all necessary final content changes, obtain form and style clearance, publish the dissertation online with UMI, and obtain clearance from Academic Records on degree audit (to verify that all required and elective program courses have been taken). Resources for writing conclusions and recommendations are provided,

including the dissertation manual, a template for Chapter 5, and procedures for dissertation submission and the final conference call. Grading for this course is S/NS. *Prerequisite(s): HS9988. 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): HS5002, HS834, HS814, HS815, HS821, HS841, (HS871 for MHC), (HS877 for MCFC/T). The pre-practicum residency has a companion academic online course, HS5900.*

HS-R5901 - Counselor Education Pre-practicum Laboratory II. This residency focuses on advanced development of counselor education clinical proficiencies: therapeutic relationship skills, therapeutic assessment, therapeutic intervention, ethical and legal standards, and program evaluation and supervision. It integrates effective theories and practices of individual and family systems counseling relevant to mental health counselors and marital, couple, and family counselors/ therapists. *Prerequisite(s): HS5900, HS-R5900, HS839, HS5106, HS5107, HS5006, (HS5108 for MHC), (HS854 for MCFC/T). The pre-practicum residency has a companion academic online course, HS5901.*

School of Business and Technology
MBA Courses

Learners enrolled in specializations outside the MBA program may not take MBA courses.

MBA learners may not take courses associated with any other program within the School of Business and Technology or any other school at Capella University while they are enrolled in the MBA program.

MBA9010 - Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits). In this course learners identify and prioritize their professional development goals. These activities 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 Coaching℠ process.

The course offers assessment tools that help learners identify and articulate their management skills, values, purpose, and vision. *Prerequisite for all other 15 MBA required courses. Cannot be fulfilled by transfer or petition.*

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. This course focuses on 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 also assess 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 or petition.*

MBA9110 - Marketing and Brand Management (3 quarter credits). This course presents learners with 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. Learners analyze the major decisions that marketers must make in their efforts to effectively use company resources to meet marketplace needs and use commonly accepted criteria to evaluate those decisions. Learners are asked to analyze how environmental variables affect marketing and how marketers must anticipate and respond to evolving changes

related to these variables. Course assignments and discussions challenge learners to think strategically about the marketing process, evaluate the success or failure of the overall marketing strategy, and apply 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). Learners in this course explore 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 affect managerial decisions. *Prerequisite(s): MBA9110 and MBA9112.*

MBA9116 - New Product Design and Development (3 quarter credits). This course provides a framework for product planning, implementation, and evaluation and for new product introductions. The course addresses the new product development process—from idea generation to commercialization. Learners are introduced to basic concepts and tools to help them understand this process from a managerial perspective. The course emphasizes the process as it relates to the manager in his or her role as a product manager. *Prerequisite(s): 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

Graduate Course Descriptions, *continued*

compensation. The course is structured according to the five steps of consultative selling, which are presented in detail: development of a personal selling philosophy and the subsequent creation of a strategy for the relationship, product, customer and sales presentation. Learners also explore customer relationship management software applications and topics. Learners investigate roles in the selling process such as buyer, sales manager, and salesperson.

MBA9122 - Project Planning, Management, and Financial Control (3 quarter credits). This course focuses on defining management techniques for planning, estimating, and facilitating successful enterprise projects. Learners define a project, develop work breakdown structures, prepare project schedules, and determine ways to coordinate the various resources. Techniques are introduced to help keep projects on track and enhance team motivation. In addition, learners explore planning, time management, and risk management activities that assist them throughout their program and professional careers. *Prerequisite(s): MBA9140.*

MBA9124 - Assessing and Mitigating Risk (3 quarter credits). This course addresses the important elements of risk management. Topics include risk management planning, risk identification, risk analysis, development of appropriate responses, and risk monitoring and control. The course emphasizes the systematic process of identifying, analyzing, and appropriately responding to project risk by implementing a risk management plan. Upon successful completion, learners have a better understanding of risk impact analysis techniques and how to appropriately apply them in managing projects. *Prerequisite(s): MBA9122.*

MBA9126 - Project Procurement and Solicitation (3 quarter credits). This course presents the major processes used in project procurement management including planning, solicitation, source selection, contract administration, and contract closeout. The impact of project assumptions and constraints on procurement management is examined. Learners apply procurement management tools and techniques by developing a procurement management plan based on current best practices. *Prerequisite(s): MBA9122.*

MBA9128 - Advanced Project Management Techniques (3 quarter credits). This course focuses on advanced project management topics and techniques for the completion of successful projects. The course provides an in-depth look at techniques for balancing scope, time, cost, and quality in managing a project. Particular attention is paid to planning, monitoring, and controlling a project. The course highlights the importance of applying quality standards and best practices in developing project management strategies. *Prerequisite(s): MBA9122.*

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. This course helps learners apply the principles and techniques of process-based management as a foundation for continuous improvement. Learners explore ways to design, develop, and manage effective operations management tools required to detect and fix problems quickly. Learners identify, discuss, and practice applying measures of operational performance that support organizational growth, innovation, and market leadership. As a result, learners are better prepared to respond to changes in market demand.

MBA9132 - Strategic Management of Health Care Systems (3 quarter credits). This course is an in-depth examination and analysis of strategic management in the health care industry. Learners utilize strategic management frameworks for analyzing the mission, vision, core values, and goals of this industry and make recommendations based on this analysis. Learners discuss and assess the operational and financial components of the strategic planning process in health care and its impact on the internal and external health care environment. Learners evaluate the impact of interdependent actors within the health care system and the widespread consequences of decisions in an increasingly competitive market. Decision-making strategies that maximize revenues while providing excellent quality care to patients are also explored.

MBA9134 - Health Care Financial Management (3 credits). This course focuses on the knowledge and skills required to conduct advanced strategic financial analyses of a health care organization. Learners use financial techniques specific to health care for analysis and planning and apply those principles to analyze current health care budgeting and capital and funding decisions. Learners review frameworks for conducting advanced strategic financial analyses and make innovative organizational recommendations based on those financial analyses. This course is also an in-depth examination and analysis of current health care reimbursement policies and their impact on financial management decisions. *Prerequisite(s): MBA9132 and MBA9140.*

MBA9136 - Health Care Policy Analysis and Decision-making (3 quarter credits). Learners in this course analyze the development and implementation of policy in the health care field and its unique role in the industry. This course demonstrates the importance of examining health care policies not only from sociological, political, and ethical frameworks but from an economic perspective as well. The course allows learners to apply alternative methods of policy analysis including matrix analysis, decision trees, and cost-benefit analysis. Learners explore ways to make decisions in a health care setting and examine the

consequences of decisions in the clinical, policy, and management arenas. *Prerequisite(s): MBA9132.*

MBA9138 - Ethical and Legal Considerations in Health Care (3 quarter credits). This course introduces ethical principles that managers can apply to understand, analyze, and resolve ethical problems in the health care field. Ethical dilemmas in the health care industry are explored from several perspectives—managerial, organizational, and economic. Learners analyze the impact of law on the way health care is delivered in the U.S. The major legal principles and issues relevant to health care administration are also examined. *Prerequisite(s): MBA9132.*

MBA9140 - Financial Management (3 quarter credits). This course provides basic theories and techniques related to acquisition of, accounting for, and allocation of an organization's financial resources. Along with a comprehensive overview of these processes, learners identify and apply basic financial management theories and techniques that support effective acquisition and allocation of their organization's financial resources and apply their knowledge of finance management practices to real-world business concerns and issues within their work environment.

MBA9141 - Financial Markets and Institutions (3 quarter credits). This course provides learners with a theoretical foundation for examining the nature and role, structure, and management of financial institutions in financial markets. Learners in the course examine the effects of the U.S. financial system on financial intermediaries and markets. Learners also study the reactions of banks to a change in interest rates, money supply, and open-market operations. They develop an understanding of the performance of financial participants in money market and bond market, and capital markets. Other topics include financial derivatives and ethics in the financial service industry. This course bridges the gap between financial theory and market practice, reflecting the relationship between the conceptual framework and the management behavior of practitioners. *Prerequisite(s): MBA9140.*

MBA9142 - Advanced Finance (3 quarter credits). This course extends the competencies developed in MBA9140: basic theories and techniques related to acquisition of, accounting for, and allocation of an organization's financial resources. Learners in this course examine existing theories and emerging topics in the field in more depth and gain additional insights and techniques for examining financial risk, return, and the capital asset pricing model; dividend policy; financing flexibility; valuation of securities; derivatives and risk management; and capital structure. Learners apply their knowledge to real-world business concerns and issues within their work environment. *Prerequisite(s): MBA9140.*

MBA9143 - Bank Management (3 quarter credits). This course begins with an overview of the commercial banking and financial services industries. Topics include bank evaluation and performance; asset and liability management; organizational structure; loan services to businesses and consumers; financial derivatives and tools; capital, profitability, and bank market structure; and regulations, hedging, interest rate risk, and credit risk management. The course covers a growth trend in commercial banking that includes financial services such as investment banking and security underwriting services, e-banking, and e-commerce. Course topics also include ethical behavior. *Prerequisite(s): MBA9140.*

MBA9144 - International Financial Management (3 quarter credits). In this course learners are exposed to international financial management and reporting techniques. The course emphasizes international financial statement analysis (an overview) and detailed case analysis and interpretation. Learners examine a multinational capital budgeting process and review cost of capital and long-term financing strategies including assessment of financial markets used by international firms. Other topics include exchange rate systems, methods of government intervention, direct foreign investment, country risk analysis, and global strategy in the context of international finance. Learners apply their knowledge in realistic business situations and synthesize relevant techniques into sound recommendations and conclusions. *Prerequisite(s): MBA9140.*

MBA9146 - Investment and Portfolio Management (3 quarter credits). In this course learners examine the securities market, various types of investment securities, and the risk-return characteristic of each. The course emphasizes tools used by professional money managers for managing investment alternatives including global opportunities. Learners apply investment theories to the management of corporate portfolios; evaluate corporate investment and portfolio management strategies; analyze and evaluate methods of portfolio construction; and analyze current theories, strategies, and methods for their applicability to global opportunities. *Prerequisite(s): MBA9140.*

MBA9147 - Risk Management (3 quarter credits). This course exposes learners to practical and theoretical aspects of managing risks in the insurance service industry. Learners study a range of industry risks: insurance risk, market risk, liquidity risk, and asset and liability management risks. The course provides learners with sophisticated tools and analytical techniques to minimize these risks and learn how management of these risks can create shareholder value. *Prerequisite(s): MBA9140.*

MBA9148 - Corporate Finance Analysis and Decisions (3 quarter credits). Learners in this course examine the principles of financial administration with applications to problems of financial analysis and control, and planning by firms under changing economic conditions. Learners conduct financial analyses, evaluate a corporation's financial planning and control functions, and assess the ability of corporations to create wealth. Learners discuss the impact of financing decisions on real asset valuation; managerial incentives; and corporate strategy including mergers/acquisitions, corporate restructuring, real options, and the use of derivatives and other financing tools on deal structure. *Prerequisite(s): MBA9140.*

MBA9150 - Strategy (3 quarter credits). In this course learners examine tools and techniques for competitive analysis, strategic planning, and strategy implementation. Learners gain knowledge of the tools and concepts needed to develop a business strategy including macro environmental scanning, industry and competitive analysis, value chain analysis, SWOT analysis, identification of critical success factors and driving forces, and development of strategic alternatives and recommendations. Throughout the course learners apply these tools and concepts as they develop a strategic profile for a company that is described in a detailed case study.

MBA9152 - Impact of Advances in Information Technology (3 quarter credits). Learners in this course examine emerging information technologies, their potential impact on the organization, and strategies for planning and managing them. Topics include advances in computer system and networking technologies and database management systems and applications. In addition, learners examine critical issues in managing the deployment of enterprise integrated applications and supply chain management applications. *Prerequisite(s): MBA9160.*

MBA9154 - Techniques for Managing IT Professionals (3 quarter credits). Learners in this course examine the particular issues of managing IT professionals including analysts, developers, technical specialists, and infrastructure support personnel. The course covers contemporary management practices and techniques for IT staff acquisition, development, motivation, retention, and assessment, and examines the challenges of organizing effective virtual work teams. *Prerequisite(s): MBA9160.*

MBA9156 - Strategic Information System Planning (3 quarter credits). Learners in this course examine and analyze the process of developing, implementing, and evaluating strategies for information technology deployment and management in a business organization. Learners also examine issues related to ways an organization can plan for and use IT more effectively by understanding the issues of

alignment with business strategies, governance models, portfolio analysis and its impact on organization structure and processes. *Prerequisite(s): MBA9160.*

MBA9160 - Managing Information Assets and Technology (3 quarter credits). This course addresses the use of information, knowledge, and technology as strategic assets. Learners develop the ability to proactively manage information as a strategic asset, recognize how to use appropriate technologies by applying new skills and knowledge, and understand the importance of monitoring and adjusting their organization's communication processes and principles. This course focuses on leveraging available information technology and communication assets in order to realize an organization's business goals.

MBA9170 - Regulatory and Ethical Environment of Business (3 quarter credits). In this course learners examine the key components of the business environment and ethical choices with regard to corporate decisions. The emphasis in this course is on current regulatory environments and their impact on organizational directions. Learners analyze and discuss how current trends in business ethics can help them make socially responsible and strategically sound decisions.

MBA9182 - Advanced Accounting (3 quarter credits). In this course, learners examine accounting applications with respect to the nature and scope of business operations. Topics include parent and subsidiary accounting in multinational operations, partnership accounting, accounting for mergers and acquisitions, and accounting for branches and agencies of business entities.

MBA9184 - Budget Planning and Control (3 quarter credits). In this course, learners cultivate their ability to apply a system approach to planning and controlling organizational budgets. Learners become familiar with preparing budgets, accounting, and performance reports. Other topics include analyzing the impact of budgets on an organization, the function of budgetary systems in organizational planning, and control. *Prerequisite(s): MBA9182.*

MBA9186 - Audit and Control of Accounting Information Systems (3 quarter credits). This course teaches learners to audit and evaluate the control of computerized accounting information systems. Learners analyze auditing and evaluation standards and the effects of auditing on information technology in business operations. The course also covers statistical analyses of accounting control systems. *Prerequisite(s): MBA9182.*

MBA9188 - Accounting Information for Decision Making (3 quarter credits). In this course, learners gain knowledge of the nature and function of accounting information in the decision-making process. They examine strategies for integrating accounting systems with financial information from managers and other professionals in order to

Graduate Course Descriptions, *continued*

make better decisions. Learners also explore the uses of accounting information in functional areas such as finance, management, and marketing. *Prerequisite(s): MBA9182.*

MBA9210 - Building Relationships (3 quarter credits). This course presents tools and techniques to help learners influence others, build relationships, inspire trust, and manage conflict. By building positive relationships, leaders develop and sustain strategic alignments within the organization. In this course, learners examine various tools and techniques to motivate and inspire others and ways to recognize and use important interpersonal skills to expand their circle of influence and manage conflict.

MBA9220 - Developing and Coaching Others (3 quarter credits). In this course learners explore ways to effectively coach, develop, and grow strengths of others and match people's talents to jobs. Topics include articulating vision, establishing and communicating strategic objectives, and identifying the individual and collective capabilities needed to achieve results. Learners examine ways to use 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 explore techniques and models for building and leading effective teams. Learners develop a conceptual grounding in team dynamics theory and application and examine what makes teams effective at the individual, group, and organizational levels. Topics include the development of team collaboration skills, synthesis of team theory, assessment of an organization's use of teams, and the overall effectiveness of team support systems. Learners research and recommend strategies and best practices to better align a critical team organizational support system and practice problem-solving, decision-making, project management, and conflict management in a virtual environment.

MBA9240 - Facilitating Change (3 quarter credits). This course presents theories and models for leading and facilitating organizational change. Learners explore ways to recognize and translate theory into practice by identifying and applying effective change management techniques. Learners develop collaborative processes that support forward movement within their work environment, thus helping themselves and their employees make transitions more effective for the organization.

MBA9250 - Leveraging Workplace Diversity (3 quarter credits). In this course, learners explore the models and tools for creating an effective and respectful work environment. This course emphasizes the importance of encouraging the expression of diverse people and their ideas.

Learners explore ways to use models and tools to promote ethical and respectful interpersonal relationships that support the free flow of ideas. Learners develop practical skills and hands-on techniques to effectively support and manage diversity, recognize the importance of organizational diversity and why it is inextricably linked to business success, and establish a framework to promote an ongoing and respectful exchange of information.

MBA9260 - Negotiating for Results (3 quarter credits). In this course learners explore ways to create effective negotiations with employees, customers, and partners. The course offers learners a practical exploration of the major concepts and theories of bargaining and negotiation and a forum for examining the dynamics of interpersonal and inter-group conflict and its resolution. The course is designed to be relevant to the broad spectrum of problems faced by managers and professionals. Learners explore their own negotiating preferences and the consequences of the choices they make. In addition, learners are asked to accept and offer feedback on the negotiation behavior that they demonstrate, observe and formulate their own perspectives about negotiation, and extract insights from their own experiences to guide them in future negotiations.

MBA9300 - MBA Capstone: Judgment, Planning, and Action (3 quarter credits). This course is a capstone MBA impact project. The course focuses on the implementation of a project that incorporates the skills necessary for analyzing issues, thinking creatively and strategically, using sound judgment, and establishing and executing plans. *Prerequisite(s): Completion of all required MBA courses. Cannot be fulfilled by transfer or petition.*

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 their learning experiences and to evaluate the research and current topics relative to this specialization. This course focuses on the implementation of a project that incorporates the skills necessary for analyzing issues, thinking creatively and strategically, using sound judgment, and establishing plans. Techniques used to accomplish these goals may vary. *Prerequisite(s): Completion of all MBA required courses and marketing specialization electives. Cannot be fulfilled by transfer or petition.*

MBA9320 - Project Management Capstone: Judgment, Planning, and Action (3 quarter credits). This is an integrative course for learners completing the MBA project management specialization. Learners synthesize and integrate the learning experiences acquired in project management and evaluate the research and current topics relative to this specialization. In this

course learners complete a project that incorporates the skills necessary for analyzing issues, thinking creatively and strategically, using sound judgment, and establishing plans. *Prerequisite(s): Completion of all MBA required courses and project management specialization electives. Cannot be fulfilled by transfer or petition.*

MBA9330 - Health Care Management Capstone: Judgment, Planning, and Action (3 quarter credits). This is an integrative course for learners completing the MBA health care management specialization. Learners synthesize and integrate the learning experiences acquired in health care management and evaluate the research and current topics relative to this specialization. In this course learners complete a project that incorporates the skills necessary for analyzing issues, thinking creatively and strategically, using sound judgment, and establishing plans. *Prerequisite(s): Completion of all MBA required courses and health care management specialization electives. Cannot be fulfilled by transfer or petition.*

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. This course focuses on the implementation of a project that incorporates the skills necessary for analyzing issues, thinking creatively and strategically, using sound judgment, and establishing plans. Techniques used to accomplish these goals may vary. *Prerequisite(s): Completion of all MBA required courses and finance specialization electives. Cannot be fulfilled by transfer or petition.*

MBA9350 - IT Management Capstone: Judgment, Planning, and Action (3 quarter credits). This is an integrative course for learners completing the MBA IT management specialization. Learners synthesize and integrate the learning experiences acquired in IT management and evaluate the research and current topics relative to this specialization. In this course learners complete a project that incorporates the skills necessary for analyzing issues, thinking creatively and strategically, using sound judgment, and establishing plans. *Prerequisite(s): Completion of all MBA required courses and IT management specialization electives. Cannot be fulfilled by transfer or petition.*

MBA9380 - Accounting Capstone: Judgment, Planning, and Action (3 quarter credits). This is an integrative course for learners completing the MBA accounting specialization. The outcome is for learners to synthesize and integrate the learning experiences acquired in accounting and to evaluate the research and current topics relative to

this specialization. This course focuses on the implementation of a project that incorporates the skills necessary for analyzing issues, thinking creatively and strategically, using sound judgment, and establishing plans. *Prerequisite(s): Completion of all MBA required courses and accounting specialization electives. Cannot be fulfilled by transfer or petition.*

School of Business and Technology

Master's 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 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 or petition.*

OM5005 - 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, academic standards and best practices, and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. *OM5005 is taken in the first quarter in conjunction with OM5004. Cannot be fulfilled by transfer or petition.*

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 course emphasizes becoming good consumers, rather than producers, of financial information. Current events are used to reinforce and demonstrate the implications of accounting choices.

OM5030 - Corporate Social Responsibility and Managerial Ethics (4 quarter credits). In this course learners investigate the orientation of the firm in the context of today's complex social and business environments. Specific issues related to social responsibility and corporate ethics are addressed. The course focuses on identifying relevant issues and using theory to make informed and responsible decisions.

OM5035 - Data Analysis and Decision-making for Managers (4 quarter credits). Learners in this course examine a variety of quantitative tools that are useful in making organizational decisions. Rather than requiring learners to complete complex calculations, this course orients learners toward identifying problem solving situations, selecting appropriate quantitative tools, and interpreting analytical results.

OM5040 - Strategic Planning (4 quarter credits). Learners in this course examine practices, methodology and theories of business strategy. In addition, learners review theoretical models and the development of plans for assessing strategic capabilities.

OM5112 - Leadership (4 quarter credits). This course provides learners with 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). Learners in this course focus 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). Learners in this course examine their own personal leadership attributes, characteristics, and behaviors. Personal leadership skills are examined in the context of the type and level of the organization. Learners also evaluate a variety of leadership practices and their applications. *Prerequisite(s): OM5112.*

OM5118 - Leading Organizational Change (4 quarter credits). This course provides learners with an overview of the theory and practice of leading effective organizational change. Learners examine organizational strategies for motivating change and effective communication, and establishing commitment. 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 course emphasizes building and maintaining high-performance teams and the processes necessary to support them. *Prerequisite(s): OM5112.*

OM5122 - Leading and Coaching Others (4 quarter credits). Learners in this course analyze the leader's role as coach in the organization. The focus is on providing the theory and models for helping leaders build relationships and develop talent in others. *Prerequisite(s): OM5112.*

OM5199 - Special Topics in Leadership (4 quarter credits). This course provides MS learners an opportunity to pursue in-depth study within specific areas of leadership. Course may be repeated for credit. *Prerequisite(s): OM5112. Cannot be fulfilled by transfer or petition.*

OM5210 - Human Resource Management (4 quarter credits). This course provides learners with a broad overview of human resource management strategies and processes. Topics include roles, practices, and the strategic and operational aspects of human resource management functions. In this course, learners develop a human resource (HR) scorecard to enhance their ability to capture the value of human resource initiatives.

OM5212 - Managing Diversity and Inclusion in Organizations (4 quarter credits). Learners in this course explore issues of corporate culture and inclusion and how they affect the understanding and appreciation of diversity practices within an organization. The course includes an analysis of prejudice 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 learners with a basic understanding of the legal environment in which organizations operate. Learners review ways that employment law affects management/employee relations and the legal considerations and ramifications of human resource decisions. *Prerequisite(s): OM5210.*

OM5216 - Conflict Management and Employee Dispute Resolution (4 quarter credits). Learners in this course explore current theories and techniques for conflict management and resolution. Learners evaluate interpersonal, group, and systems conflict and negotiation theories appropriate to the workplace. Learners critically evaluate alternative dispute resolution processes and procedures that help parties in 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). Learners in this course examine the goals of the organization with regards to 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

Graduate Course Descriptions, *continued*

compensation-system strategy, design, and administration are covered.
Prerequisite(s): OM5210.

OM5220 - Recruitment, Selection, and Assessment (4 quarter credits). This course provides learners with an in-depth examination of the talent acquisition process from workforce planning through recruitment to final selection in both the public and private sector. Learners examine the theory and practice of assessing job applicants and conduct proper analysis of skills, abilities, interests, and aptitudes.
Prerequisite(s): OM5210.

OM5222 - Training, Development, and Succession Planning (4 quarter credits). This course provides learners with an intensive study of employee training and development within organizations. The course emphasizes the identification of training needs, program design, choice of development methods, and evaluation of results. This course also addresses effective succession planning processes.
Prerequisite(s): OM5210.

OM5299 - Special Topics in Human Resource Management (4 quarter credits). This course provides master's learners with an opportunity to pursue in-depth study within specific areas of human resource management. Course may be repeated for credit. *Prerequisite(s): OM5210. Cannot be fulfilled by transfer or petition.*

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). Learners in this course examine 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). Learners in this course gain the skills needed to manage large complex IT projects and programs. The course 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). Learners in this course examine the particular issues of managing IT professionals including analysts, developers, technical specialists, and infrastructure support personnel. The course covers contemporary management practices and techniques for IT staff acquisition, development, motivation, retention, and assessment, and examines the challenges of organizing effective virtual work teams.
Prerequisite(s): OM5310.

OM5399 - Special Topics in IT Management (4 quarter credits). This course provides master's learners with 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. Cannot be fulfilled by transfer or petition.*

OM5990 - Integrative Project: Organizational Leadership and Change Management (4 quarter credits). The integrative project is designed to apply learning from the program to a professional setting. Learners work with course faculty to develop and implement this project in their field of study. *Prerequisite(s): Completion of all required master's course work. Cannot be fulfilled by transfer or petition.*

School of Business and Technology
Graduate Writing Courses

OM7004 - Graduate Writing for ESL/EFL Learners (4 quarter credits). This course introduces non-native speakers of English to graduate-level academic writing. Learners develop an understanding of the assumptions and intentions that underlie advanced academic writing as it is practiced in the U.S. They develop skills in producing effective advanced academic writing including combining facts and opinions from multiple sources. Learners develop linguistic and content editing skills in order to continue improving their own academic writing after they complete the course.

OM7006 - Research and Writing for Graduate Learners (4 quarter credits). This course prepares graduate learners for the rigors of academic writing, which 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. Since this is a writing course, learners should expect to write a lot: the course includes weekly writing assignments, several short writing projects, and a research plan for a longer project. Learners submit a final portfolio at the end of the course.

OM7007 - Focused Research and Writing for Graduate Learners (4 quarter credits). In this course, learners refine the principles and strategies learned in OM7006 by focusing on writing in their disciplines. Learners should expect to spend a significant amount of time writing including weekly writing assignments, several short writing projects, one long writing project, and a final portfolio. Learners develop a research topic, conduct and write a short literature review, develop an argumentative essay of significant length (25-35 pages), and document sources appropriately while focusing on the critical thinking and writing skills established in OM7006. *Prerequisite(s): OM7006.*

OM7008 - Developing Voice and Style in Academic and Professional Writing (4 quarter credits). This course focuses on one of the most challenging components of academic writing: developing a voice and style that reflect excellence in scholarship (research, thinking, and communication) while maintaining individuality and style. In this course learners analyze a variety of writing samples, including their own, in order to understand the effects of writers' rhetorical choices; learn and apply an array of writing strategies that lead to improved awareness and use of voice and style; and revise writing submissions used in external course work to demonstrate learning and understanding. *Learners are strongly encouraged to take the OM7006-OM7007 course sequence before enrolling in this course.*

School of Business and Technology
Doctoral Organization and Management Courses

OM7020 - Marketing Strategy and Practice (4 quarter credits). This course presents learners with a systematic analysis of the factors that influence marketing strategy and uses marketing theory to evaluate opportunities, identify market segments, and to formulate appropriate strategies. While this course has a theoretical focus, the development of good marketing practices also receives attention.

OM7021 - Advanced Marketing Management (4 quarter credits). Learners in this course examine the application of the marketing concept in the development of a product or service from conception to launch. *Prerequisite(s): OM7020. PhD learners only: To be completed in directed-study format.*

OM7030 - Global Business Issues and Strategies (4 quarter credits). This course provides learners with an overview of the key issues in leading and managing the global enterprise. *PhD learners only: To be completed in directed-study format.*

OM7035 - Applied Business Economics (4 quarter credits). This course is a survey of macroeconomics and microeconomics. Learners examine current developments in the economy, inflation, unemployment, resource allocation, market structures and competition, and the relationship of economic policy to business. *PhD learners only: To be completed in directed-study format.*

OM7040 - Accounting and Financial Management (4 quarter credits). This course addresses accounting and financial concepts and their applications to the management of an organization and presents a framework for financial decisions in organizations.

OM7041 - Finance (4 quarter credits). This course emphasizes and helps learners develop an understanding of financial concepts and major decision areas related to the financial management of business. *Prerequisite(s): OM7040. PhD learners only: To be completed in directed-study format.*

OM7050 - Ethics and Social Responsibility (4 quarter credits). Learners in this course examine ethical behavior in organizations and the role of business in society.

OM7055 - Operations Management (4 quarter credits). This course addresses concepts and methods that support the management of operations in both service and manufacturing environments.

OM7060 - Strategic Information Technology Management (4 quarter credits). Learners in this course examine strategic perspectives for aligning competitive strategy, core competencies, and information systems. The course covers 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). Learners in this course gain an understanding of the interactive forces of technology and society and changes 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 is an overview of fundamental management and marketing practices essential to successful entrepreneurial development.

OM7080 - Statistical Research Techniques (4 quarter credits). Learners in this course explore the fundamental data skills and analytical capabilities needed for graduate-level research. The focus of the course is on reviewing published research using basic statistical techniques,

applying SPSS to conduct similar analyses, and determining the appropriate techniques for a given situation. Topics include data exploration and analysis; sampling; t-tests; analysis of variance, correlation and regression; and selected nonparametric tests. *Available online only.*

OM7120 - Diversity and Culture in the Workplace (4 quarter credits). Learners in this course focus on diversity and issues that arise in a 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.

OM7125 - Systems Change and Transformative Practice (4 quarter credits). Learners in this course examine systems theory and its relation to individual and organizational change and transformation. The course emphasis helps learners gain an integrated perspective of systems theory and develop capabilities that support strategic planning, architecting, leading, and sustaining transformation initiatives and practices within organizations.

OM7130 - Conflict Management and Negotiation (4 quarter credits). Learners in this course explore current theories and techniques for conflict management and negotiation in today's increasingly complex organizations. Learners evaluate interpersonal, group, and system conflict and negotiation theories appropriate to the workplace.

OM8004 - Managing and Organizing People (4 quarter credits). Learners in this course explore the theoretical assumptions of organizational behavior and the issues and challenges that arise when managing and leading. The course prepares PhD learners for doctoral research related to organization behavior literature and theory. *OM8004 and OM8005 must be taken concurrently by PhD learners in their first quarter. Available online only. Cannot be fulfilled by transfer.*

OM8005 - Doctoral Learner Success Lab (non-credit). This lab is designed to provide new doctoral learners with the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment, academic standards and best practices, and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. *OM8005 is taken in the first quarter in conjunction with OM8004. Available online only. Cannot be fulfilled by transfer or petition.*

OM8010 - Principles of Organization Theory and Practice (4 quarter credits). Learners in this course examine developments in organization theory, and explore organizations as rational, natural, and open systems. The course prepares PhD learners to synthesize and integrate

organizational theory. *Available online only. Cannot be fulfilled by transfer.*

OM8012 - Strategy (4 quarter credits). Learners in this course examine theories that are relevant to effective strategy development and implementation, preparing them to operate as strategic thought-leaders in today's complex global business environment. *Available online only. Cannot be fulfilled by transfer.*

OM8021 - Management Theory Creation (4 quarter credits). Learners in this course examine the philosophical and methodological approaches to organization and management theory. Topics include the researcher's ontological and epistemological views and the fundamental constructs of theory building. *Prerequisite(s): OM7080 or equivalent. Available online only. Cannot be fulfilled by transfer.*

OM8022 - Survey of Applied Research Methods (4 quarter credits). This course is a general overview of different approaches to research methodology for doctoral-level research. Learners investigate quantitative, qualitative, and mixed methodology approaches to rigorous scholarly inquiry in their field. The course emphasizes 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). Learners in this course investigate qualitative inquiry and the methods appropriate for organization research designs and data analysis. Topics include data collection and bounding, data analysis and coding, and drawing and verifying conclusions from data. *Prerequisite(s): OM7080, OM8021, and OM8022. Available online only. Cannot be fulfilled by transfer.*

OM8026 - Applied Multivariate Modeling (4 quarter credits). Learners in this course review, critique, and apply models appropriate to organizational research designs. Topics include General Linear Model (multiple regression, ANOVA, MANOVA, ANCOVA), canonical correlations, principal components, factor analysis, and multi-dimensional scaling. Nonparametric alternatives to statistical tests are examined and data analysis and interpretation software for quantitative data are explored. *Prerequisite(s): OM7080, OM8021 and OM8022. Available online only. Cannot be fulfilled by transfer.*

OM8027 - Survey Research Methodology (4 quarter credits). Learners in this course concentrate on the competencies, skills, and techniques required to conduct successful data gathering and analysis. The course provides learners with the opportunity to learn and apply

Graduate Course Descriptions, *continued*

the skills required to construct survey questions and items, structure questionnaires and interview schedules, understand and utilize scaling techniques, develop and select the most effective administration techniques, develop the most appropriate sampling frames, and apply the most powerful statistical analysis. Upon completion of this course, learners are prepared to utilize this methodology to conduct scholarly and organizational research. *Prerequisite(s): OM7080, OM8021, and OM8022. Available online only. Cannot be fulfilled by transfer.*

OM8099 - Topics in Applied Quantitative and Qualitative Research (4 quarter credits). Learners in this course are offered a rotating selection of advanced topics. 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, and grounded theory. Course may be repeated for credit. *Prerequisite(s): OM7080, OM8021 and OM8022. Cannot be fulfilled by transfer.*

OM8101 - Theories of Leadership (4 quarter credits). Learners in this doctoral seminar explore theories of leadership that inform research and practice. In addition, learners 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). Learners in this doctoral seminar explore the dynamic environment of leading at the top of the organization. Topics include the relationship of the leader to the executive board, the market, communication techniques and tools of communication, as well as knowledge management. *Available online only. Cannot be fulfilled by transfer.*

OM8103 - Global Executive/Manager Development (4 quarter credits). Learners in this doctoral seminar examine the current and relevant theories of global leader and manager development. While learning about theories of 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, 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). Learners in this doctoral seminar examine the economic landscape of the competitive global economy. Learners identify issues and trends and compare and contrast them 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, learners compare and contrast leadership theory for the global enterprise organization. Learners evaluate theories pertinent to their own operational environment, creating a framework for successful leading and managing in their operational contexts. *Available online only. Cannot be fulfilled by transfer.*

OM8107 - Entrepreneurial Leader as Pioneer (4 quarter credits). Learners in this doctoral seminar compare and contrast entrepreneurial leadership theories to become familiar with 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). Learners in this doctoral seminar explore current trends in human resource research and the numerous theories of human resource management. Learners research articles and compare and contrast theories for their impact on the human asset management of the organization. *Available online only. Cannot be fulfilled by transfer.*

OM8202 - The HR Executive as Strategic Partner (4 quarter credits). Learners in this doctoral seminar explore the link between the strategic architecture of human asset management and organizational strategy. Learners investigate how the careful crafting of human resource policy and practice create optimum resource utilization for exceptional organizational effectiveness. *Available online only. Cannot be fulfilled by transfer.*

OM8203 - Perspectives and Practices in Global Human Resource Management (4 quarter credits). Learners in this doctoral seminar examine innovative human resource management theories and best practices used in domestic and international knowledge-oriented organizations. The course emphasizes preparing learners to operate as HRM thought leaders within complex and dynamic 21st century business environments. *Available online only. Cannot be fulfilled by transfer.*

OM8204 - Legal Systems, Labor Relations, and Regulatory Practices (4 quarter credits). Learners in this doctoral seminar examine key components of domestic and international legal systems, labor relations, and regulatory practices as they relate to organizational structure, business activities, and human capital management. Topics include law

making, enforcement agencies, labor relations, legal processes, and litigation reduction and management. *Available online only. Cannot be fulfilled by transfer.*

OM8205 - Knowledge Management, Human Resource Information Systems, and Internet Technologies (4 quarter credits). Learners in this doctoral seminar explore the relationships between knowledge management, human resource information systems, and Internet technologies as they relate to maximize human capital and organizational productivity. This course emphasizes integrated understanding, strategic orientation, and innovative perspective of ways these systems can enable HRM business-oriented solutions for global organizations. *Available online only. Cannot be fulfilled by transfer.*

OM8206 - Human Capital Management, Acquisition, Development, and Retention (4 quarter credits). Learners in this doctoral seminar examine human capital acquisition, development, and retention from theoretical, best practices, and business results perspectives. Topics include establishing high-performance cultures, systems dynamics models, innovative compensation and reward strategies, and return-on-investment metrics. *Available online only. Cannot be fulfilled by transfer.*

OM8301 - Survey of Research Literature in Information Technology Management Infrastructure (4 quarter credits). Learners in this doctoral seminar review IT management research literature focusing on research related to managing the process of selecting, deploying, and operating information technology within organizations. The focus of the course includes 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). Learners in this doctoral seminar review the IT management research literature focusing on the process of applying IT to the support of organizational goals. Topics include 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). Learners in this doctoral seminar focus on theory and research that address the technical foundations of IT 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 - Information Technology Delivery (4 quarter credits). Learners in this doctoral seminar concentrate on the behavioral aspects of deploying IT in organizations. During the course, learners examine and evaluate IT deployment

literature from both academic and practitioner sources, survey both achievements and failures in the field, and identify various research frontiers associated with IT delivery. *Available online only. Cannot be fulfilled by transfer.*

OM8305 - Information Technology Strategy and Management (4 quarter credits). Learners in this doctoral seminar course focus on organizational issues related to developing IT strategy and managing IT staff and functions. Learners examine the research frontiers of topics such as IT strategy formulation and business alignment; IT organization, structure, and governance; implementation and change management; organizational learning and knowledge management; and evaluation of IT impacts on the organization. *Available online only. Cannot be fulfilled by transfer.*

OM8450 - Theory of Organizational Improvement (4 quarter credits). Learners in this course examine historical, contemporary, and emerging theories of organizational improvement. Learners explore continuous improvement, balanced scorecard, Malcolm Baldrige framework, and other relevant theories. The focus of this course is on understanding the theoretical foundations of these improvement philosophies and on recognizing their impact on organizational outcomes.

OM8451 - Process Analysis (4 quarter credits). Learners in this course examine a variety of approaches to measuring and assessing process and business outcomes. Topics include statistical process control, process capability analysis, design of experiments and other relevant measurement approaches. The focus of this course is investigating the variety of approaches to organizational measurement, understanding the appropriate applications, and measuring the outcomes of planned change initiatives. *Prerequisite(s): OM7080.*

OM8910 - Teaching Practice Seminar (4 quarter credits). Learners in this seminar examine the practice fundamentals necessary for a teaching career in management education. Syllabus and course development, online and classroom instruction, as well as the fundamentals of human development in the classroom are explored. *Prerequisite(s): Completion of program core courses. Available online only. Cannot be fulfilled by transfer.*

OM8920 - Leadership Practice Seminar (4 quarter credits). Learners in this seminar examine the practice fundamentals for professionals that are preparing themselves for an executive leadership role. Learners review the frameworks of the strategic thought-leader of the organization, which prepares them 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). Learners in this seminar examine the practice fundamentals necessary for an executive consulting leadership role. Learners review the role of consultant, organizational assessment, intervention planning, intervention execution, measurement and consultant exit strategies, preparing themselves 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). In this course, learners propose appropriate course topics that address a specific issue or problem in the field. Proposals must be submitted to the mentor for approval. *PhD learners only: To be completed in directed study format.*

OM9050 - Special Topics in Information Technology Management (4 quarter credits). This course provides learners with an opportunity to engage in an in-depth study within the area of IT 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 learners with an opportunity to engage in an in-depth study within the area of leadership. Theory, research, and application of subject matter are constructed to focus on specific subject matter using the special topics course format. Learners propose course topics not covered in the elective offerings of this specialization and develop content with course tutor approval. *PhD learners only: To be completed in a directed-study format.*

OM9052 - Special Topics in Human Resource Management (4 quarter credits). This course provides learners with an opportunity to engage in an in-depth study within the area of human resource management. Theory, research, and application of subject matter are constructed to focus on specific subject matter using the special topics course format. Learners propose course topics not covered in the elective offerings of this specialization and develop content with course tutor approval. *PhD learners only: To be completed in a directed-study format.*

OM9984 - Doctoral Comprehensive Examination I (4 quarter credits). In the first course of the comprehensive examination and dissertation sequence, learners examine the key components in the comprehensive examination. The course includes an overview of the comprehensive examination process and the university's expectations of academic honesty and integrity and introduces the four core themes of

the examination and the evaluation criteria. Structured study groups are established and resources on the core themes are provided. Course requirements include completion of the overview and a preliminary conference call with the comprehensive examination committee and development of a schedule for the final conference call. Grading for this course is S/NS. *Prerequisite(s): Completion of all required and elective course work with a GPA of 3.0 or better. Completion of practicum courses, if applicable, prior to starting comprehensive examination courses. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.*

OM9985 - Doctoral Comprehensive Examination II (4 quarter credits). Learners and their comprehensive examination committee members each develop one comprehensive examination question to address one of the four core themes. Learners write answers to the comprehensive examination questions that are evaluated by the committee using analytical point-scale scoring rubrics. Upon passing the written examination, learners complete the comprehensive examination final conference call and upon passing their call are eligible to enroll in the first dissertation course. Grading for this course is S/NS. *Prerequisite(s): OM9984. Cannot be fulfilled by transfer.*

OM9986 - Dissertation Research I (4 quarter credits). Learners examine the key components of planning and conducting dissertation research, including the dissertation process and the roles and responsibilities of the dissertation committee, course instructor, and course administrator. In addition, learners form and obtain approval of their dissertation committees, conduct a preliminary literature review, develop the dissertation prospectus, and become familiar with procedures for protecting human participants/subjects in research. Resources for research methodology and the IRB process are provided. Learners must complete the dissertation prospectus and the short online Collaborative IRB Training Initiative (CITI) modules in order to pass Dissertation Research I. Grading for this course is S/NS. *Prerequisite(s): OM9985. Cannot be fulfilled by transfer.*

OM9987 - Dissertation Research II (4 quarter credits). In this course, learners obtain committee approval of the dissertation prospectus, prepare informed consent and field testing materials, develop and solidify the data collection design/plan and schedule (based on the prospectus), prepare and submit the IRB application for approval, conduct field testing to establish validity and reliability of the instrument (when appropriate), complete the dissertation prospectus conference call, develop and complete dissertation Chapters 1 (Introduction), 2 (Literature Review), and 3 (Methodology), based on the prospectus. Resources for research designs and methodology are provided, including the dissertation manual

Graduate Course Descriptions, *continued*

and a template for Chapters 1, 2, and 3. Procedures for prospectus and IRB application submission and the prospectus conference call are available. Grading for this course is S/NS.
Prerequisite(s): OM9986. Cannot be fulfilled by transfer.

OM9988 - Dissertation Research III (4 quarter credits). In this course, learners engage in data collection according to the plan and schedule, develop and organize Chapter 4 (Results) draft (structure based on the research questions and methods before data collection is complete), check in data (as they come in), process and analyze the data, and finalize Chapter 4 with results. Resources for data analysis designs and interpretation are provided, including the dissertation manual and a template for Chapter 4. Grading for this course is S/NS.
Prerequisite(s): OM9987. Cannot be fulfilled by transfer.

OM9989 - Dissertation Research IV (4 quarter credits). In this course, learners develop and finalize Chapter 5 (Conclusions and Recommendations), polish the final draft of all chapters (1-5), obtain approval of the dissertation manuscript, complete the final dissertation conference call, make all necessary final content changes, obtain form and style clearance, publish the dissertation online with UMI, and obtain clearance from Academic Records on degree audit (to verify that all required and elective program courses have been taken). Resources for writing conclusions and recommendations are provided, including the dissertation manual, a template for Chapter 5, and procedures for dissertation submission and the final conference call. Grading for this course is S/NS. *Prerequisite(s): OM9988. 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 is taken 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 is taken during the third year of enrollment (master's learners completing in fewer than three years may take their colloquia more closely together).

COL-R8921 - PhD Colloquium Track I. Track I is taken before completing 56 earned and transferred credits. Learners are strongly encouraged to complete this colloquium within their first quarter of enrollment.

COL-R8922 - PhD Colloquium Track II. Track II is taken as learners are completing 57-72 credits, while they are immersed in their required course work.

COL-R8923 - PhD Colloquium Track III. Track III is taken while learners are completing 73-96 credits (for HASOP learners, 73-95 credits). Since the final 24 (or 30) credits earned in the doctoral program are tied to the completion of the comprehensive examination and dissertation, Track III prepares learners for their comprehensive examination questions, for completing their dissertations, and for life after graduation.

Harold Abel School of Psychology Graduate Writing Courses

PSY7004 - Graduate Writing for ESL/EFL Learners (4 quarter credits). This course introduces non-native speakers of English to graduate-level academic writing. Learners develop an understanding of the assumptions and intentions that underlie advanced academic writing as it is practiced in the U.S. Learners develop skills in producing effective advanced academic writing including combining facts and opinions from multiple sources. They develop linguistic and content editing skills in order to continue improving their own academic writing after they complete the course.

PSY7006 - Research and Writing for Graduate Learners (4 quarter credits). This course prepares graduate learners for the rigors of academic writing, which 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. Since this is a writing course, learners should expect to write a lot: the course includes weekly writing assignments, several short writing projects, a research plan for a longer project. Learners submit a final portfolio at the end of the course.

PSY7007 - Focused Research and Writing for Graduate Learners (4 quarter credits). In this course, learners refine the principles and strategies learned in PSY7006 by focusing on writing in their disciplines. Learners should expect to spend a significant amount of time completing writing assignments for this course including weekly writing assignments, several short writing projects, one long writing project, and a final portfolio. Learners develop a research topic, conduct and write a short literature review, develop an argumentative essay of significant length (25-35 pages), and document sources appropriately while focusing on the critical thinking and writing skills established in PSY7006. *Prerequisite(s): PSY7006.*

PSY7008 - Developing Voice and Style in Academic and Professional Writing (4 quarter credits). This course focuses on one of the most challenging components of academic writing: developing a voice and style that reflect excellence in scholarship (research, thinking, and communication) while maintaining individuality and style. In this course learners analyze a variety of writing samples, including their own, in order to understand the effects of writers' rhetorical choices; learn and apply an array of writing strategies that lead to improved awareness and use of voice and style; and revise writing submissions used in external course work to demonstrate learning and understanding. Learners are strongly encouraged to take the PSY7006-PSY7007 course sequence before enrolling in this course.

Harold Abel School of Psychology Courses

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 with the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment, academic standards and best practices, and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. *PSY7012 is taken in the first quarter, in conjunction with PSY7011. Cannot be fulfilled by transfer or petition.*

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 - PhD Learner Success Lab (non-credit). This lab is designed to provide new doctoral learners with the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment, academic standards and best

practices, and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. *PSY7022 is taken in the first quarter, in conjunction with PSY7021. Cannot be fulfilled by transfer.*

PSY7023 - PsyD Learner Success Lab (non-credit). This lab is designed to provide new doctoral learners with the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment, academic standards and best practices, and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. *PSY7023 taken in the first quarter, in conjunction with PSY7021. Cannot be fulfilled by transfer.*

PSY7050 - Writing Skills for Psychology Learners (5 quarter credits). This course refines the basic skills necessary for professional writing. Through weekly exercises, learners receive instruction 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). Learners in this course examine 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 U.S. Special emphasis is given to systems of psychology that have emerged in response to radical and rapid social changes experienced since the mid-twentieth century and to implications of those systems for professional practice.

PSY7210 - Lifespan Development (5 quarter credits). This course is a comprehensive survey of contemporary and classical theory and research related to physical, cognitive, psychological, and social development throughout the lifespan. Particular attention is 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). This course is an overview of major theories and current research in child development. Both biological and psychosocial factors are examined. Topics include 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 integrate cognitive, emotional, and social processes within these developmental stages.

PSY7230 - Adolescent Psychology (5 quarter credits). This course is an overview of major theories and current research in the area of adolescent development and behavior. Learners examine both biological and psychosocial factors. Topics include 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 is also considered.

PSY7240 - Adult Psychology (5 quarter credits). This course is an analysis of major contemporary theories and research on continuity and change during the period of maturity, from the end of the dependency of childhood to the beginning of the dependency of old age. Learners explore the application of current theory and research to the workplace, family and social relationships, and psychological changes to the self.

PSY7310 - Biological Basis of Behavior (5 quarter credits). This introduction to the biological basis of behavior includes 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 is 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). Learners in this course examine the biological factors related to psychopathology. The course emphasizes research problems and methods currently being explored in biological psychology. Topics include the role of genetic factors in psychopathology, the influence of physical and emotional trauma on brain function, biological considerations in treatment planning, addictive phenomena, and other clinically relevant subjects. *Prerequisite(s): PSY7310. Cannot be fulfilled by transfer.*

PSY7330 - Psychopharmacology (5 quarter credits). Learners in this course explore the behavioral and therapeutic effects of psychoactive drugs. Course topics include synaptic

transmission, behavioral role of specific neuromodulatory systems, pharmacological treatment of mental and neurological disorders, addiction, and the various side effects of psychoactive drugs. Drug effects on learning, creativity, memory, sleep, perception, and sexual functioning receive special attention. Learners also examine the efficacy of treating patients with a combination of psychotherapy and psychotropic medications for a number of diagnosed mental disorders including depression, bi-polar disorder, anxiety, obsessive compulsive behavior, schizophrenia, and childhood disorders. *Prerequisite(s): PSY7310.*

PSY7340 - Human Sexuality (5 quarter credits). This course is an investigation of sexuality within the larger context of human experience and individual development, emphasizing physical and psychosexual development; frequency and significance of various types of sexual behavior; health related issues; and the application of scientific information to sexual issues and problems. Issues related to sexual deviation, sexual inadequacy, treatment of sexual problems, and concerns of special and diverse populations are also addressed.

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). This course is an introduction to normal and psychopathological factors of cognitive and emotional functions on behavior including learning, perception, imagining, language, memory, reasoning, affective processes, and judging. Learners examine the organization of the perceptual world into a unified and hierarchical pattern of belief, attitudes, and expectancies. These dynamics are applied to contemporary issues and psychological problems in human behavior.

PSY7510 - Psychology of Personality (5 quarter credits). This course is an examination of the assumptions, constructs, and processes of personality as expressed in the major theoretical writings. Psychodynamic, behavioral, structuralist, humanistic, existentialist, socialist, feminist, and cognitive theories of personality are reviewed along with research in the areas of normal and abnormal personality constructs. Contemporary issues and problems in personality theory and types are also addressed.

PSY7520 - Social Psychology (5 quarter credits). This course provides an overview of behavior that is influenced by the presence of others or behavior that is under the control of society. Interpersonal relationships, social cognition, social inference,

Graduate Course Descriptions, *continued*

emotion, and personality are considered within this framework. The social psychology of decision making, attitude formation, and social attribution are reviewed and applied to contemporary issues. Learners also explore the application of social psychological theory and research to various clinical, educational, and organizational settings.

PSY7530 - Group Psychology (5 quarter credits). Learners in this course consider influence processes important in group settings including conformity, rejection of deviant group members, and minority member influence. The course is also a review of research into 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). This course is an examination of substantive and theoretical issues concerning the application of psychological principles in a variety of culturally diverse populations. The role of culture-specific programming, special issues and needs of cultural subgroups, and psychological approaches to working with culture-specific issues are addressed. Learners in the course apply current theory and research to specific clinical, educational, and organizational issues.

PSY7542 - Ethics and Multicultural Issues (5 quarter credits). In this course learners examine professional ethics and cultural diversity issues that are significant in professional practice. Current standards of practice for professional psychology are reviewed, emphasizing the guidelines of professional organizations and state regulations. Learners evaluate recent research and theory regarding issues of cultural diversity and psychological concepts, assessing situations in which ethical dilemmas or diversity are factors, and developing strategies for addressing those issues.

PSY7610 - Tests and Measurements (5 quarter credits). This course is an introduction to the general area of mental measurement. Learners review theory and content of measuring devices in the fields of intelligence, interests, personality, and special aptitudes. The course includes an analysis of the psychometric procedures used to develop and validate educational and psychological instruments with special attention given to appropriate applications for each type of methodology. Learners in the course discuss specific techniques for correctly interpreting test scores such as percentiles, standard errors of measurement, validity and reliability indices, and standard scores. Topics also include professional standards for test development and use. The American Psychological Association's (APA) requirements regarding ethical and legal standards for testing and research with human participants are also considered. For learners in the school psychology specialization, this course must be taken during the learner's second quarter, immediately following PSY7011 and PSY7012.

PSY7612 - Functional Behavioral Assessment (5 quarter credits). Learners apply functional behavior assessments to the development of behavioral support plans. Learners gain knowledge working collaboratively with others to design strategies that help students who exhibit challenging behaviors to be more successful in school. Learners apply strategies including the implementation of environmental supports and skills training as well as behavioral interventions. *Prerequisite(s): PSY7610 or school approval.*

PSY7620 - Inferential Statistics (5 quarter credits). This course focuses on applying parametric statistical procedures to psychological research and the strengths and limitations of conducting quantitative studies. Learners examine sampling issues, experimental design, and concerns of internal validity and study tests of difference between and among groups, and correlations. This course may involve the use of software in the analysis of data sets provided by the instructor.

PSY7625 - Advanced Inferential Statistics (5 quarter credits). Learners in this course examine multivariate analysis including step-wise and multilinear regression. 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 for phenomenological, observational, and ethnological content in research. The course emphasizes methods such as data analysis techniques for qualitative data.

PSY7640 - Methods of Clinical Inquiry (5 quarter credits). This course focuses on a theoretical and practical review of the ways psychologists demonstrate accountability in a broad range of settings. Learners in the course are introduced to applying scientific methods to problems of human behavior. Topics include 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). This course is a review of behavioral science research designs and methods appropriate in applied psychology. 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. The course emphasized applying research methods to clinical, organizational, and educational settings. Learners apply these skills in their 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. Relationships between problem formulation, hypothesis testing, sampling, data collection, and data analysis are covered in detail. The final project for this course is a research paper that may be applicable to a dissertation proposal. *Prerequisite(s): PSY7650. Cannot be fulfilled by transfer.*

PSY8090 - Counseling Theories (5 quarter credits). This course offers learners an overview of major theories of counseling, the assumptions that underlie these theories, and the historical and cultural contexts in which they developed. Learners in the course explore specific techniques, research, limitations, and ethical issues and develop their integrative understanding of these theories.

PSY8091 - Group Counseling (5 quarter credits). In this course learners explore the theories and techniques underlying the use of the group format in counseling. Learners 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. Learners taking this course must be enrolled in one of the professional psychology specializations within HASOP.

PSY8092 - Counseling Skills and Procedures (5 quarter credits). This course focuses on the specific skills underlying 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 to the basic skills and core conditions associated with effective counseling practice. A residential component intended to assist learners in achieving behavioral proficiency in the skills is required for this course. The residency involves the use of role-playing and other simulation techniques to provide feedback to learners. Learners taking this course must be enrolled in one of HASOP's professional psychology specializations.

PSY8093 - Professional Standards and Ethics of Counseling (5 quarter credits). Through the use of case studies, learners explore the application of professional and personal codes of ethics to the practice of counseling. Ethical guidelines applicable to the multiple professional roles associated with counseling are also explored. The course emphasizes strategies and methods for identifying ethical conflicts and the appropriate professional response. Learners taking this course must be enrolled in one of HASOP's professional psychology specializations.

PSY8100 - Principles of Educational Psychology (5 quarter credits). This course orients learners to the field of educational psychology with an emphasis on learning and instruction across the lifespan. In the course, learners study core principles and theories of learning and instruction

supported by empirical research in psychology and education. Topics include historical and contemporary theories of learning; cognitive, social, and emotional development; and motivation as they pertain to instruction design. *Prerequisite(s): Learners cannot take this course until they complete the required foundation course (PSY7011 or PSY7021) and must take it before any other specialization course(s).*

PSY8110 - Teaching Psychology (5 quarter credits). This course is a review of traditional and current methods of formulating the objectives of instruction. Topics include examining student characteristics that affect learning; discussing basic learning processes; analyzing instructional variables that affect learning; selecting instructional methods, technologies, and materials; evaluating learning outcomes; and evaluating instructional methods and systems for their appropriateness in teaching psychology courses.

PSY8120 - Computer-Mediated Instruction/ Learning (5 quarter credits). This course focuses on theory and applications of computer software for improving learning, productivity, and personal satisfaction in information processing and cognitive tasks. Human information processing models and cognitive theories provide a theoretical basis for facilitating complex human learning. Applications for local access networks and distance learning are examined along with current online instructional resources.

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 include learning styles, tenets of adult education, curriculum considerations in the design of adult education, implementing advanced technological methods, and uses for emerging technological developments.

PSY8140 - Mentoring Psychological Research (5 quarter credits). This course covers the psychologist's role in teaching research design including execution, analysis of data, and interpretation of results. The course addresses the necessity of writing skills for preparing publication-ready manuscripts and emphasizes the collaborative and consultative roles necessary for successful adult learning.

PSY8150 - Exceptional Children in the Classroom (5 quarter credits). This course provides an introduction to the topic of learning disabilities in the classroom. Theoretical perspectives, characteristics, etiology, assessment, and remediation of learning disabilities are examined. Learners are introduced to recent trends and research related to identification and educational treatment practices. Concomitant exceptionalities, diversity, service delivery models, and teaching strategies are also explored. *Prerequisite(s): Learners in the specialist certificate in school psychology must have a master's degree in school psychology from Capella University.*

PSY8160 - Strategies for Career and Life Planning (5 quarter credits). This course is a survey of current methods and criteria used in career development, placement, and follow-up. Career entry, mid-career transition, and the special needs of handicapped and disadvantaged populations receive special attention. Learners in the course also consider current theory and research in clinical, educational, and organizational settings.

PSY8170 - Principles of Instructional Design (5 quarter credits). This course focuses on applying learning principles and cognitive information processes to the acquisition of classroom educational outcomes. The course also emphasizes 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 allow learners to gain experience in three areas of higher education: teaching, research, and administration. This field experience consists of at least 100 hours, including 30 hours of course participation. Learners also complete 10 hours in each of the three areas of experience under the supervision of a professor who holds a doctoral degree in psychology. The remaining 40 hours are distributed among the three areas so that most hours are spent in the learner's area of least previous experience. *Prerequisite(s): Completion of all 7000-level courses required for the specialization, and PSY8110, PSY8130, and PSY8330, or permission from the chair of educational psychology. Cannot be fulfilled by transfer.*

PSY8210 - Principles of Psychopathology (5 quarter credits). The course is an examination of the assessment and treatment of various forms of psychopathology. Learners in the course review the etiology 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 also addressed. *Prerequisite(s): Learners in the specialist certificate in school psychology must have a master's degree in school psychology from Capella University.*

PSY8220 - Advanced Psychopathology (5 quarter credits). Learners examine theory and research associated with major psychological disorders; the course emphasizes the transition from concepts and terminology of DSM-IV TR to actual clinical situations. Learners also examine in depth the concepts of psychopathology, focusing on areas related to the learner's practice emphasis. In particular, learners 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 a review of Axis I and II disorders. *Prerequisite(s): PSY8210. Learners taking this course must be enrolled in one of HASOP's professional psychology specializations.*

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 function, adaptive function, special aptitudes function, and achievement. At the conclusion of the course learners are expected to be proficient in the administration and scoring of instruments that assess the behavioral domains above and in appropriately reporting findings of such assessments to lay and professional audiences. Ethical and professional standards for using 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. Learners taking this course must be enrolled in one of the professional psychology specializations within HASOP. There is a residency requirement associated with this course. Test kits are required, and a limited supply are available for rental at psytestkits@capella.edu. Learners are required to obtain 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). In this course learners develop 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 synthesize norm-referenced assessment with observational assessments to create psychological reports appropriate to the audience. The course covers measures including 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 school psychology specialization. There is a residency requirement associated with this course. Test kits are required, and a limited supply are available for rental at psytestkits@capella.edu. Learners are required to obtain test kits from another source if none are available to rent through Capella. Cannot be fulfilled by transfer.*

PSY8232 - Psychological Assessment 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 multiculturally diverse population of school-age children. Learners

Graduate Course Descriptions, *continued*

conduct clinical interviews and behavioral observations; they synthesize and interpret data from teacher, parent, and self-report behavior rating scales and objective and projective techniques. Learners score, interpret, and integrate the results to make recommendations and write psychological reports. *Prerequisite(s): PSY7610, PSY8231. Learners in the specialist certificate in school psychology must have a master's degree in school psychology from Capella University. This course is restricted to learners in the school psychology specialization or school psychology specialist certificate program. There is a residency requirement associated with this course. Test kits are required, and a limited supply are available for rental at psytestkits@capella.edu. Learners are required to obtain 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). This course covers the administration of such measures of psychosocial functioning as the MMPI-2, the MMPI-A, and related measures of personality. The major focus of the course is the use of these instruments in assessing psychopathology and for treatment planning. Another important course goal is assimilating psychosocial measures with cognitive and achievement measures to obtain a comprehensive appraisal of the individual in a social context. Preparation of psychological reports and the consultation process is 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. Learners taking this course must be enrolled in one of the professional psychology specializations within HASOP. There is a residency requirement associated with this course. Test kits are required, and a limited supply are available for rental at psytestkits@capella.edu. Learners are required to obtain test kits from another source if none are available to rent through Capella. Cannot be fulfilled by transfer.*

PSY8251 - Neuropsychological Assessment (5 quarter credits). Learners study 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. Learners taking this course must be enrolled in one of the professional psychology specializations within HASOP. Cannot be fulfilled by transfer.*

PSY8260 - Advanced Psycho-neurological Assessments (5 quarter credits). This is an advanced course covering the Halstead-Reitan Battery, Luria-Nebraska Neuropsychological Battery, and other neuropsychological tests that

may be used in assessing brain injury or other neurological disorders/trauma. Interpretation and report writing are the primary focus for this course. *Prerequisite: PSY8250.*

PSY8310 - Theories of Psychotherapy (5 quarter credits). This course involves discussing and elaborating the underlying assumptions and clinical techniques, and methods of intervention of major schools of psychology. The course also covers applying these theories and techniques to the change of human behavior and the analysis of clinical cases for treatment planning. Client-therapist process issues, treatment outcome considerations, current research supporting the efficacy of treatment methods, and ethical issues are considered.

PSY8311 - Group Psychotherapy (5 quarter credits). Learners in this course review 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 critical incidents within groups. The course emphasizes developing clinical competence by applying theory and research to the group experience. Learners taking this course must be enrolled in one of HASOP's professional psychology specializations.

PSY8312 - Clinical Interventions (5 quarter credits). Learners review 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. Learners in the course are introduced to basic psychotherapy skills such as warmth, empathy, concreteness, confrontation, motivational interviewing, treatment planning, case management, and clinical documentation. Learners taking this course must be enrolled in one of the professional psychology specializations within HASOP.

PSY8315 - Research in Psychotherapy and Empirically Supported Treatments (5 quarter credits). Learners in this course review research and research methods used to understand the complex dynamics of psychopathology and psychotherapy. Attention to the application of scientific thinking to clinical questions is also a part of the course. Further topics include demonstration of treatment efficacy, clinical epistemology, myths of psychotherapy, empirical treatments, and difficulties with measurement of psychological variables.

PSY8330 - Ethics and Standards of Professional Practice (5 quarter credits). In this course learners examine the historical origins of professional ethics, including issues affecting education, psychotherapy, law, and institutional guidelines for protecting human participants in research. The

current APA Ethical Principles of Psychologists and Code of Conduct and standards of practice for professional psychology are reviewed. Learners also work to identify effective methods for addressing ethical dilemmas and exploring current ethical issues in professional psychology.

PSY8331 - Principles of School Psychology (5 quarter credits). This course is an examination of the practice of school psychology, its history, and current trends, with a focus on how school psychologists are part of the school organization and participate as members of an educational team. Legal, social, and professional considerations influencing the work of the school psychologist are also considered. Learners review the application of psychological research and theory in the context of practicing school psychology.

PSY8332 - Advanced Methods in School Psychology (5 quarter credits). In this course learners explore the major issues that practicing school psychologists encounter. Social functioning including violence in the schools receives special emphasis. Course topics such as anger control management, peer mediation, and social skills instruction are issues that school psychologists may encounter. Other topics include 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 are also examined. *Prerequisite(s): Completion of the master's degree in school psychology from Capella University. This course is restricted to learners in the school psychology certificate program.*

PSY8335 - Consultation and Collaboration in the School (5 quarter credits). In this course learners examine optimal approaches for effective consultation and collaboration within the school setting. Learners synthesize results of assessments and formulate effective ways to communicate with parents, school administrators and teachers, and other support service providers. Learners who successfully complete this course demonstrate the ability to facilitate understanding of assessment outcomes and intervention implementation.

PSY8336 - Organization and Operation of the School (5 quarter credits). Learners who successfully complete this course 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 conduct a systems analysis of schools and other settings in order to propose how best to work with individuals and groups to facilitate the development and maintenance of policies and practices that are the basis for safe, supportive, and effective learning environments. *Prerequisite(s): Successful completion of a master's degree in school psychology from Capella University.*

PSY8337 - Legal and Ethical Issues in the School (5 quarter credits). Learners apply legal and ethical guidelines to situations encountered in the practice of school psychology. Learners incorporate important issues such as privacy, informed consent, confidentiality, record keeping, ethical, and legal issues into psycho-educational assessments and school related interventions. Learners identify ethical considerations connected with testing in school settings.

PSY8340 - Psychology and the Law (5 quarter credits). The primary focus of PSY8340 is to prepare learners for the advanced practical training covered in PSY8350 and PSY8360, emphasizing basic theoretical, ethical, and empirical bases of forensic psychology. This course also helps learners develop skills in forensic assessment methodologies. Topics include psychology's role in the judicial system, differences between clinical and forensic psychological practice, and parameters of ethical practice in forensic psychology. Basic functions of forensic practice in criminal, civil, juvenile, and family law contexts and basic principles of testimony are also addressed. *Prerequisite(s): PSY8210, PSY8230, PSY8240, and PSY8330.*

PSY8350 - Techniques of Forensic Practice (5 quarter credits). The primary focus of PSY8350 is on the methodology and mechanics for performing different forensic activities including training in methodology. The course also focuses on practical applications and skill-building in different forensic practice areas. The course introduces forensic evaluation methodologies including competency to stand trial, insanity defense, child custody, fitness to parent, mitigating defenses, and recidivism. Evaluating malingering and understanding the guidelines for ethical practice are emphasized throughout the course. *Prerequisite(s): PSY8340.*

PSY8360 - Current Issues and Trends in Forensic Practice (5 quarter credits). Learners in this course analyze current issues within forensic psychology. The course emphasizes the application of scientific methods to forensic situations. Topics include eye-witness identification, legal decision-making, forensic assessment and reporting, criminal defenses, profiling, polygraphy, risk assessment, jury composition, scientific jury selection, and other selected topics of interest to both the psychological and legal fields. *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 and consultation. Topics include supervisory and consultative contracts and relationships, various styles of supervision and consultation, and the legal and ethical issues related to these services. Learners in the course review the research on supervision and consultation, and these findings are applied to service delivery. Learners are encouraged to develop their own theory and approach to clinical supervision. *Prerequisite(s): Learners taking this course must be enrolled in one of HASOP's professional psychology specializations.*

PSY8377 - School Psychology Practicum I (3 quarter credits). The school psychology practicum is the first integrated field experience in school psychology training. It incorporates all academic and clinical skills learned to date and provides the first significant opportunity to apply the skills of the school psychology practitioner in a real work setting. The full practicum experience, along with its two courses, School Psychology Practicum I and II, is conducted over two quarters for a total of 350 hours that combine direct and indirect activities at the field site and in the courseroom. This experience gives learners the opportunity to observe and practice and participate in daily life in a school setting while under the guidance of an experienced school psychologist supervisor. This is the time to put newly acquired skills into practice, to apply previous learning to the acquisition of new skills, to develop broader perspectives on professional issues, and to prepare generally for the greater expectations of internship and ultimately independent practice. The practicum courses combine academic preparation and field experiences, emphasizing practical issues that impact the everyday practice of school psychology. There is less emphasis on the empirical literature and more on its applications, less emphasis on academic assignments and more on field-based activities. Course discussions are intended to be a support system for addressing concerns that arise in the field and an opportunity to share ideas and information. All previous program course work culminates in the practicum and its two courses, which are direct preparation for internship. *Prerequisite(s): PSY8150, PSY8232, PSY8332, and completion of all course work for the master's degree in school psychology. Enrollment in this course is restricted to those whose practicum application has been approved by field training office. The application deadline is one quarter prior to intended start date.*

PSY8378 - School Psychology Practicum II (2 quarter credits). The second quarter of the school psychology practicum continues the integrated field experience of school psychology training, incorporating the academic and clinical skills learners have acquired, and building on the skills and knowledge from the first practicum course. In the second practicum course, learners spend less time observing their supervisor and more time practicing skills under close supervision. The full practicum experience, along with its two courses, School Psychology Practicum I and II, is conducted over two quarters for a total of 350 hours combining direct and indirect activities at the field site and in the courseroom. This experience gives learners the opportunity to observe and practice and to participate in daily life in a school setting while under the guidance of an experienced school psychologist supervisor. The course also allows learners to synthesize these site experiences with academic knowledge from previous course work. The school psychology program culminates in the practicum and its two courses, which are direct preparation for the internship. *Prerequisite(s): PSY8150, PSY8232, PSY8332, PSY8337, PSY8377, and completion of all course work for the master's degree in school psychology.*

PSY8385 - School Psychology Internship I (5 quarter credits). This course is taken concurrently with the supervised field training experience. The purpose of this course is to integrate and apply 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): Completion of all school psychology MS and specialist certificate courses and all residency courses. Enrollment restricted to those whose internship application has been approved by the Field Training Office. Application deadline is at least three months prior to intended start date. Refer to the current 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. Successful completion of the internship is contingent upon passing a final portfolio review that reflects proficiency across competency areas. Cannot be fulfilled by transfer.*

PSY8391 - Master's Practicum I (5 quarter credits). This practicum course provides 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 understanding of DSM-IV TR, introduction to treatment planning, case documentation, ethical issues, and work with specific clinical populations. *Prerequisite(s): Completion of all practicum prerequisite courses and approval of the*

Graduate Course Descriptions, *continued*

practicum application by the director of training. Refer to the current field training manual for further details. Learners taking this course must be enrolled in one of the professional psychology specializations within HASOP. Cannot be fulfilled by transfer.

PSY8392 - Doctoral Practicum I (5 quarter credits). Learners in the first practicum receive 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 understanding of DSM-IV TR, introduction to treatment planning, case documentation, ethical issues, and working with specific clinical populations. *Prerequisite(s): Completion of all practicum prerequisite courses and approval of the practicum application by the director of training. Refer to the current manual for further details. Learners taking this course must be enrolled in one of HASOP's professional psychology specializations. Cannot be fulfilled by transfer.*

PSY8393 - Master's Practicum II (5 quarter credits). The second practicum course provides continued supervised training in professional psychology issues with particular emphasis on DSM-IV Axis I. As an addition to field experience, the online course provides learners with the opportunity for in-depth examination of various psychopathological conditions appropriate for master's learners. *Prerequisite(s): PSY8391. Cannot be fulfilled by transfer.*

PSY8394 - Doctoral Practicum II (5 quarter credits). The second practicum course provides continued supervised training in professional psychological issues with particular emphasis on DSM-IV TR Axis I conditions. As an addition to the field experience, the online course provides learners with the opportunity for in-depth examination of various psychopathological conditions appropriate for doctoral learners. *Prerequisite(s): PSY8392. Cannot be fulfilled by transfer.*

PSY8395 - Master's Practicum III (5 quarter credits). The third practicum course provides continued supervised training in professional psychology issues with particular emphasis on DSM-IV Axis II conditions, V codes, and other psychosocial concerns. As an addition to field experience, the online course provides learners with the opportunity for in-depth examination of various psychopathological conditions appropriate to the master's level. This course is designed for learners whose state regulatory or licensure boards require more than two academic quarters of practicum or for learners who want to extend their field training. *Prerequisite(s): PSY8393. Cannot be fulfilled by transfer.*

PSY8396 - Doctoral Practicum III (5 quarter credits). The third practicum course provides continued supervised training in professional psychology issues with particular emphasis on DSM-IV TR Axis II conditions, V codes, and other psychosocial concerns. As an addition to field experience the online course provides an opportunity for in-depth examination of various psychopathological conditions appropriate to the doctoral level. This course is designed for learners whose state regulatory or licensure boards require more than two academic quarters of practicum or for learners who want to extend their field training. *Prerequisite(s): PSY8394. Cannot be fulfilled by transfer.*

PSY8397 - Advanced Practicum (5 quarter credits). This course offers continued supervised training in professional psychology issues with particular emphasis on case presentations. The course also provides an opportunity to develop case presentations and to consult with colleagues about treatment issues. In addition, the course facilitates in-depth examination of various psychopathological conditions and treatment issues. *Prerequisite(s): PSY8396. Cannot be fulfilled by transfer.*

PSY8401 - Internship I (5 quarter credits). In internship, learners work with a range of clients in various institutions and settings. The course emphasizes academic psychology principles, development of diagnostic and clinical skills, and clarification of personal strengths and limitations as a clinician. *Prerequisite(s): Completion of all course work including practicum course(s) and approval of the internship application by the director of training. Refer to the current manual for further details. Learners taking this course must be enrolled in a doctoral program in either clinical or counseling psychology in HASOP. 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, 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, PSY8403. Cannot be fulfilled by transfer.*

PSY8410 - Substance Abuse Therapies (5 quarter credits). This course is a review of traditional and nontraditional approaches to treatment. Topics include 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.

PSY8420 - Multicultural Issues in Addiction (5 quarter credits). In this course, learners examine ethnic and cultural issues that influence the etiology, perception, and treatment of compulsive and addictive behavior. Topics include 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. The course emphasizes applying scientific research and theory to clinical work.

PSY8430 - Issues and Trends in Addiction/ Compulsion Treatments (5 quarter credits). This course is a review of current developments, research, and trends within the addiction field. The course emphasizes gaining a current understanding of substantive issues in the field. The course includes topics such as developments in psycho-pharmacological treatment of addictions, the influences of managed care on treatment, ethics, the use of Internet resources in the field, the changing role of the counselor, and emerging treatment approaches.

PSY8440 - Substance Abuse Program Evaluation (5 quarter credits). This course covers various methods appropriate for field experimentation and program evaluation. Topics include quasi-experimental designs, sampling procedures, and issues associated with program evaluation. Ethical issues related to field research are also covered.

PSY8450 - Compulsive Behavior and the Disturbance of the Self (5 quarter credits). This course defines the nature of addictive and compulsive behavior problems; learners in the course discuss the development of the addiction model and its tenets and review the literature regarding the validity and efficacy of treatment approaches based on the addiction model. Alternatives to the addiction model are discussed, including cognitive behavior therapy. The course provides a detailed examination of the psychodynamically oriented Compulsive Behavior Model.

PSY8460 - Dual Diagnosis in Mental and Addictive Disorders (5 quarter credits). This course addresses the complexities of co-morbidity, diagnosis, and treatment of clients with various addictive disorders and mental illness (both Axis I and Axis II disorders). Current research and theory on etiology, psychodynamics, and treatment are reviewed as well as specific methods of psychotherapy and the role of pharmacotherapy. Case studies illustrate course content and help learners develop clinical skills. The course emphasizes applying scientific research in clinical and programmatic settings.

PSY8510 - Family Systems Theories (5 quarter credits). Families are studied as systems from theoretical, clinical, and research perspectives. The course emphasizes family development, family transitions, assessment, and intervention. Learners in the course explore systems-oriented assessment

models as well as strategies for initial interviews, hypothesis formulation, strategy design for intervention, and the process of termination.

PSY8520 - Couples Therapy (5 quarter credits). This course is an overview of theory and research on marriage and the couple relationship in contemporary society. Topics 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 couples therapy are 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, trans-generational, behavioral, communication, and analytical approaches to family therapy are discussed.

PSY8540 - Current Issues and Methods in Family Research (5 quarter credits). This course provides learners with an overview of family variables, complexities of family research design, data collection, and analysis. Topics include current scales of measurement, validity and reliability, experimental and non-experimental designs, and approaches to integrating clinical research and practice. Special attention is given to current factors in family research.
Prerequisite(s): PSY8510 or PSY8530.

PSY8550 - Bereavement and Loss Therapy (5 quarter credits). This course covers the process of dealing with expected and traumatic losses as well as the impediments to that process. Topics include phases of bereavement, special issues related to suicide survivorship, coping with loss following chronic illness, the role of emotion in the grief process, and the clinical methods of bereavement treatment. Current theory, relevant research, and application to clinical, educational, and organizational settings are considered in this course.

PSY8560 - Principles of Family Pathology (5 quarter credits). This course offers a conceptualization of pathology based on a family systems model. The etiology and maintenance of pathology are presented as a function of family interaction and family structure rather than individual dynamics. Topics include styles of family interaction, family boundaries, family roles, and the family life cycle.

PSY8570 - Family Systems Approach to Addictive Behavior Problems (5 quarter credits). Learners in this course examine current theory and research on family dynamics and treatment methods of addictive and compulsive behavior problems. The course covers a variety of theoretical approaches to treatment including the disease model, brief therapy, structural/strategic therapy, and psychoanalytically oriented

treatment. Topics include the role of family in the etiology, maintenance, and treatment of various problems; emerging approaches to family interventions; the role of self-help groups in family intervention; and ethical issues related to family treatment of addictive and compulsive problems.

PSY8610 - Principles of Health Psychology (5 quarter credits). This course is a review of behavioral and biomedical theory and research with the objective of understanding the contributions of psychological factors to the prevention, diagnosis, and treatment of disease and illness. Topics include psychosocial factors contributing to health and disease, health promotion, mind-body relationships, and psychological approaches to the prevention and treatment of physical illness. Cognitive and behavioral interventions for health-related problems and the collaborative roles of medical specialists and psychologists are emphasized.

PSY8630 - Health Care Delivery (5 quarter credits). Learners in this course examine the role of the psychologist as a health care provider within managed health care. Consultative and collaborative roles for the psychologist are reviewed and learners explore working in an integrated and interdisciplinary team and alternative health care delivery models.

PSY8640 - Community Psychology (5 quarter credits). This course addresses the role of the psychologist as an agent of change in the community. Social change strategies that community-oriented psychologists can use in facilitating community improvements and alleviating adverse social conditions are given special attention. Legal, social policy, medical, familial, and psychological viewpoints are considered in the analysis of community problems and their prevention. Other topics include child abuse, delinquency, crime, poverty, powerlessness, inadequate social support, and forms of discrimination.

PSY8650 - Innovative Health Care Practices (5 quarter credits). This course is an examination of the emerging trends in health practices. Topics include integrating spiritual resources into treatment, "alternative" therapies, current issues in mind/body relationships, and the impact of managed care in the delivery of psychological services. Interdisciplinary practice and collaborative relationships are emphasized.

PSY8660 - Coping with Chronic Physical Illness (5 quarter credits). This course examines the psychological impact of a variety of medical conditions and their bio-psycho-social etiologies and treatments. Emphasis is placed on the role of the interdisciplinary team in treatment planning and implementation. Medical conditions addressed in the course include pain syndromes such as headaches, back pain, gastrointestinal disorders, auto-immune, and other chronic diseases.

PSY8670 - Cognitive/Affective Basis of Physical Illness (5 quarter credits). This course emphasizes the assessment and treatment of psychosomatic conditions from a cognitive/affective perspective. Learners explore the ways assessment and treatment interventions from this perspective are applied to patients with acute and chronic conditions housed both in medical care facilities and treated as out-patients. The use of self-instruction strategies, relaxation techniques, imagery, meditation, hypnosis, and other stress management strategies are reviewed.

PSY8711 - Principles of Industrial/Organizational Psychology (5 quarter credits). In this course, learners review theories and research on psychological issues relevant to industrial/organizational behavior. Topics include workplace motivation, job satisfaction, workplace testing and assessment, individual and group performance, consultation, systems planning, group decision making, performance monitoring, and incentive motivation. Ethical considerations related to leadership behavior in modern organizations are also addressed.

PSY8720 - Psychology of Leadership (5 quarter credits). Current theories relevant to leadership, scientific research, and organizational case studies provide a comprehensive review of the various models of leadership. Applications to clinical, educational, and organizational settings are also reviewed. Special topics include team building, leading groups, trait and personality theory, styles of leadership, and multicultural issues relevant to leadership in organizational settings. Learners develop their own theory of leadership based upon synthesis and analysis of course material.

PSY8730 - Consultation Psychology (5 quarter credits). Learners in this course explore the variety of roles and interventions that engage consultants and industrial/organizational psychologists in the world of work. This course covers current theories of consultation, ethics, models of consultation research, and the dynamics of the consultant-client relationship. Both consultants' and psychologists' contributions to clinical, educational, industrial and organizational settings are reviewed. Learners discuss critical incidents and cases as part of this course and are encouraged to develop a proposal 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 topics include assessing potentially violent employees, dispelling myths surrounding violence and harassment in the workplace, becoming familiar with policies and procedures to deal with these issues, and understanding the general management impact of these phenomena.

Graduate Course Descriptions, *continued*

PSY8735 - Managing Problem Personnel (Employee Assistance Program Issues) (5 quarter credits). This course is an examination of the tests and interventions used to address employee needs when psychological problems or substance abuse issues are evident. Psychopharmacological and psychotherapeutic treatments as well as issues of confidentiality are addressed.

PSY8740 - Psychology Practices in Personnel and Human Resources Management (5 quarter credits). This course introduces psychology practices and current research relevant to personnel and human resource management issues in organizations. Topics include a broad overview of employee practices that human resources management specialists must address: individual differences; selection of personnel; workplace testing and assessment theory; the performance appraisal process; equal employment opportunity legislation, regulation, and compliance; workplace ethics; and litigation that may occur as a result of workplace incidents. The course emphasizes applying theory and research to corporate and educational settings.

PSY8750 - Managing Psychological Services (5 quarter credits). This course addresses challenges that are likely to face practitioners in consulting and industrial/organizational psychology over the next decade. Learners explore issues including managed care; diversified practices relevant to the professional practitioner; multicultural client populations; ethical conflicts in consultation; contemporary issues; risk management, expert witness testimony; psychological and consultation record-keeping; marketing consulting services; psychological services; and contemporary business practices in professional consultation and industrial/organizational psychology. Learners develop a professional business and marketing plan for work in the fields of professional consultation and industrial/organizational psychology.

PSY8760 - Vocational Psychology (5 quarter credits). This course is a comprehensive review of major theories and research in vocational psychology and implications for the work of the counseling and consulting psychologist. In this course, learners study an individual's occupational behavior, occupational choice, and motivational development surrounding work choice patterns. Industrial/organizational (I/O) practitioners, I/O psychologists, and career counselors are the primary audiences for this course, which combines I/O psychology with vocational counseling.

PSY8765 - Testing and Assessment in Workplace Psychology (5 quarter credits). Learners review relevant theories and research methods specifically geared to workplace psychology and consultation assessment methods. Topics include employee and organizational assessment, psychometric testing, pre-employment testing, vocational and career assessment, workplace performance assessment, and quantitative-qualitative principles and research methods specifically designed for the consultant-practitioner and industrial/organizational psychologist. This course is geared to the I/O psychologist, professional consultant, human resources manager, and other professionals involved in workplace testing and assessment, methods, and interventions.
Prerequisite(s): PSY7610.

PSY8770 - Performance Enhancement and Motivation (5 quarter credits). Learners in this course explore concepts and methods relevant to the study of employee motivation, attitudes, and job satisfaction in corporate and educational settings. Specific methods and applications for optimizing performance at the executive and managerial levels are also addressed.

PSY8780 - Psychology of Organizational Ergonomics in the Workplace (5 quarter credits). Learners in this course study the connection and interface of individuals interacting in their workplace setting, office design, and physical workplace environment. Topics include industrial/organizational workplace ergonomics as a response to environmental change in industry as a result of 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, and addresses current trends in compensation issues, the process of job evaluation, establishing pay rates, and conducting salary surveys. The psychology of employee benefits planning, insurance programs and services, retirement planning, Employee Assistance Programs, workplace options, and flexible workplace programs are also addressed.

PSY8790 - Workplace Safety and Health Psychology (5 quarter credits). This course addresses contemporary issues relevant to employee safety and health environments in the workplace setting. Topics include Occupational Safety and Health Administration awareness, management's commitment to a safe work environment, conducting safety surveys, critical incidents, preventing accidents, and health issues and interventions found in workplace environments and occupational settings.

PSY8810 - Geriatric Psychology (5 quarter credits). Age-related cognitive and personality changes in the elderly are examined, along with an analyses 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. Learners also explore psychological interventions appropriate to the treatment of disorders of the elderly, current research supporting treatment of cognitive dysfunction in the aged, and the characteristics of successful aging.

PSY8820 - Research in the Aging Process (5 quarter credits). This course is a comprehensive review of past and current research as well as research methods and trends in the area of aging. Topics include biological factors, cognitive and personality changes, interpersonal and family relationships, spiritual concerns, and relevant medical factors. Factors that facilitate successful negotiation of age-related issues receive special attention. Learners examine aspects of human aging both in contemporary American society and cross-cultural and ethnic perspectives.

PSY8840 - Principles of Sport Psychology (5 quarter credits). An overview of the field of sport psychology, this course covers a broad range of topics including personality, attention, anxiety and arousal, arousal adjustment strategies, cognitive-behavioral intervention, causal attribution, motivation, self-confidence, psychology, and social issues of sport. Learners who complete this course gain an eclectic understanding of sport psychology.

PSY8841 - Performance Enhancement in Sports (5 quarter credits). Learners in this course examine the mechanisms by which athletes can exceed their perceived physical limitations. Topics include strategies such as visualization, meditation, hypnosis, autogenic training, biofeedback, and progressive relaxation.

PSY8842 - Applied Sport Psychology (5 quarter credits). This course demonstrates the practical applications of the theoretical concepts from PSY8840 in the field of sport psychology. The course focuses on how the sport psychologist interacts with individuals within a sport context. Learners examine ways to provide effective professional guidance in the areas of learning, motivation, and social interaction as well as mental training for performance enhancement. Other topics include referrals, drug abuse, burnout, injury, and termination from athletics.

PSY8843 - Exercise Psychology (5 quarter credits). This course addresses psychological aspects related to exercise. Learners in the course investigate the theoretical foundations behind the reasons people exercise, exercise adherence, personality factors in exercise, and the psychological effects of exercise. Other topics include applied issues such as motivation, cognitive and behavioral change strategies, leadership, and counseling in exercise.

PSY8844 - Psychology of Injury (5 quarter credits). Learners in this course examine the psychological effects experienced by the injured athlete. Psychological factors of injury from athlete, coach, physician, and sport psychologist's

points of view are also explored. Learners examine behavioral risk factors, injury prevention, and over-training as a means of prevention. Injury assessment and the management of injury treatment including the biomedical issues of injury is a central focus. The course also covers the interaction of the sport psychologist and the sport medicine team.

PSY8845 - Current Issues in Sport Psychology (5 quarter credits). This course focuses on in-depth reading in and critical analysis of current issues in sport psychology. Learners in the course examine current research in-depth and theoretical directions in the field of sport psychology.

PSY8990 - Independent Readings (5 quarter credits). This course allows learners to read about and critically analyze specific topics in psychology in greater depth under the guidance of the course instructor. *May only be taken once.*

PSY9101 - Master's Integrative Project (5 quarter credits). Learners enrolled in the academic track register for this final capstone project after all course requirements have been met for the Master's degree. Learners in the academic tracks are expected to demonstrate mastery of knowledge, scholarship, and research proficiencies in the identified field of psychology. *Prerequisite(s): Completion of all course work. Cannot be fulfilled by transfer.*

PSY9150 - Master's Final Project (5 quarter credits). Learners enrolled in the professional track register for this final capstone project after all course requirements have been met for the Master's degree. Learners in the professional tracks are expected to demonstrate mastery of knowledge, scholarship, and research proficiencies in the identified field of psychology. *Prerequesite(s): Completion of all course work. Cannot be fulfilled by transfer.*

PSY9984 - Doctoral Comprehensive Examination I (5 quarter credits). In the first course of the comprehensive examination and dissertation sequence, learners examine the key components in the comprehensive examination. The course includes an overview of the comprehensive examination process and the university's expectations of academic honesty and integrity and introduces the four core themes of the examination and the evaluation criteria. Structured study groups are established and resources on the core themes are provided. Course requirements include completion of the overview and a preliminary conference call with the comprehensive examination committee and development of a schedule for the final conference call. Grading for this course is S/NS. *Prerequisite(s): Completion of all required and elective course work with a GPA of 3.0 or better. Completion of practicum courses prior to starting comprehensive examination courses. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.*

PSY9985 - Doctoral Comprehensive Examination II (5 quarter credits). Learners and their comprehensive examination committee members each develop one comprehensive examination question to address one of the four core themes. Learners write answers to the comprehensive examination questions that are evaluated by the committee using analytical point-scale scoring rubrics. Upon passing the written examination, learners complete the comprehensive examination final conference call and upon passing their call are eligible to enroll in the first dissertation course. Grading for this course is S/NS. *Prerequisite(s): PSY9984. Cannot be fulfilled by transfer.*

PSY9986 - Dissertation Research I (5 quarter credits). Learners examine the key components of planning and conducting dissertation research, including the dissertation process and the roles and responsibilities of the dissertation committee, course instructor, and course administrator. In addition, learners form and obtain approval of their dissertation committees, conduct a preliminary literature review, develop the dissertation prospectus, and become familiar with procedures for protecting human participants/subjects in research. Resources for research methodology and the IRB process are provided. Learners must complete the dissertation prospectus and the short online Collaborative IRB Training Initiative (CITI) modules in order to pass Dissertation Research I. Grading for this course is S/NS. *Prerequisite(s): PSY9985. Cannot be fulfilled by transfer.*

PSY9987 - Dissertation Research II (5 quarter credits). In this course, learners obtain committee approval of the dissertation prospectus, prepare informed consent and field testing materials, develop and solidify the data collection design/plan and schedule (based on the prospectus), prepare and submit the IRB application for approval, conduct field testing to establish validity and reliability of the instrument (when appropriate), complete the dissertation prospectus conference call, develop and complete dissertation Chapters 1 (Introduction), 2 (Literature Review), and 3 (Methodology), based on the prospectus. Resources for research designs and methodology are provided, including the dissertation manual and a template for Chapters 1, 2, and 3. Procedures for prospectus and IRB application submission and the prospectus conference call are available. Grading for this course is S/NS. *Prerequisite(s): PSY9986. Cannot be fulfilled by transfer.*

PSY9988 - Dissertation Research III (5 quarter credits). In this course, learners engage in data collection according to the plan and schedule, develop and organize Chapter 4 (Results) draft (structure based on the research questions and methods before data collection is complete), check in data (as they come in), process and analyze the data, and finalize Chapter 4 with results. Resources for data analysis designs and interpretation are provided, including the dissertation manual and a template for Chapter 4. Grading for this course is S/NS. *Prerequisite(s): PSY9987. Cannot be fulfilled by transfer.*

PSY9989 - Dissertation Research IV (5 quarter credits). In this course, learners develop and finalize Chapter 5 (Conclusions and Recommendations), polish the final draft of all chapters (1-5), obtain approval of the dissertation manuscript, complete the final dissertation conference call, make all necessary final content changes, obtain form and style clearance, publish the dissertation online with UMI, and obtain clearance from Academic Records on degree audit (to verify that all required and elective program courses have been taken). Resources for writing conclusions and recommendations are provided, including the dissertation manual, a template for Chapter 5, and procedures for dissertation submission and the final conference call. Grading for this course is S/NS. *Prerequisite(s): PSY9988. Cannot be fulfilled by transfer.*

Harold Abel School of Psychology Colloquia

PSY-R6061 - Psychology PhD Colloquium Track I. Through residential colloquia, Capella learners gain a stronger sense of academic community by networking and discussing course work, projects, and research issues face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of critical thinking and integrates knowledge to professional and research issues. Track I offers basic or introductory workshops in the following six content areas:
Area 1: Developing the scholar-practitioner
Area 2: Critical analysis skills
Area 3: Research skills
Area 4: Professional communication skills
Area 5: Development of learning communities
Area 6: Psychology-specific content and offerings

PSY-R6062 - Psychology PhD Colloquium Track II. Through 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

Graduate Course Descriptions, *continued*

PSY-R6063 - Psychology PhD Colloquium Track III.
Through 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 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 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 of professional and research issues. Track III offers advanced workshops in psychological assessment skills (including test selection and interpretation) and ethical applications and solutions.

Harold Abel School of Psychology Year-in-Residence

Clinical Psychology Year-in-Residence

PSY-R6360 - Professional Issues in Clinical Psychology and Residency Preparation. In the opening weekend of the clinical year-in-residence learners are oriented to year-in-residence activities, requirements, and logistics. During the weekend, learners are introduced to concepts and activities that develop the learner's professional identity as a psychologist and as a scholar-practitioner and that initiate the process of cohort-formation and group cohesion.

PSY-R6361 - Extended Seminar I: Relationships, Assessment, and Professional Issues. The extended seminar plays an important role in socializing learners into careers in the profession of psychology as well as increasing and extending learners' knowledge and skill competencies. The professional issues weekend and accompanying two weeks include presentations, lectures, discussion groups, and small group labs that offer experiential training in counseling/psychotherapy and assessment skills. Learners have opportunities for individual mentoring, advising, and attending meetings involving all clinical learners as well as learners from other specializations in the school of psychology. Learners and faculty hear guest speakers, attend evening programs, and engage in social activities that contribute to networking.

> **Week I – Relationship: Interviewing and Constructive Working Alliances.** Learners explore basic individual counseling and psychotherapy skills and factors that contribute to empirically supported relationships. Role plays and feedback sessions train learners to develop a therapeutic alliance with clients as well as collegial interactions that support professional relationships.

> **Week II – Assessment: Test Administration, Scoring, and Interpretation.** In small groups, instructors demonstrate test administration, scoring, and interpretation. In pairs, learners practice intensively, acquiring beginning assessment skills. Learners explore test selection, psychometric properties such as reliability and validity, and target populations within the context of ethical and effective assessment procedures.

PSY-R6362 - Ethics and Standards of Professional Practice. Learners explore ethics and standards of professional practice through lectures, role play, and discussion. Learners study the APA Ethical Principles of Psychologists and Codes of Conduct and the differences between ethics and mental health law. Using case studies and relevant experiential materials, learners discuss possible ethical violations and practice methods that are successful for preventing ethical

violations. Learners develop problem solving strategies to resolve professional, legal, and ethical dilemmas.

PSY-R6363 - Assessment: Diagnosis, Case Formulation, and Treatment Planning. In this weekend-in-residence, lectures and small group discussions focus on case formulation and development of a differential diagnosis as a working hypothesis that incorporates developmental, biological, and cognitive/affective factors. The residency includes discussion of case studies and the use of different theoretical approaches to case formulation and treatment. Using prior records, interviews, and test results contributes to the evaluation process with attention given to oral and written communication of diagnostic conclusions. Learners apply these skills as they work with individuals, families, and couples and as they incorporate their use of the current DSM-IV TR. Through role play, learners demonstrate the ability to form a therapeutic alliance, communicate the conceptualization of the problem, the treatment plan, and the selection of interventions to clients and other professionals.

PSY-R6364 - Intervention: Treatment Implementation. Learners explore ways to implement empirically supported treatments that are derived from case formulation and differential diagnosis. Activities include group discussions regarding theoretical approaches to treatment implementation and derived outcome measures. Through role play, learners demonstrate the ability to maintain a therapeutic alliance and to communicate a treatment plan and amendment of therapeutic goals to clients and to professionals. Learners develop clinical skills that help individuals, families, and couples progress towards mutually agreed-on therapy goals. Learners demonstrate the ability to modify diagnostic hypotheses with each therapeutic intervention in order to accommodate additional input.

PSY-R6365 - Diversity: Individual Differences. In this weekend-in-residence learners explore issues of diversity, culture, and individual differences that must be incorporated into all aspects of professional functioning in psychology. Lectures and small and large group discussions emphasize personal reflection and self-monitoring regarding diversity issues and developing personally tailored strategies to acquire sensitivity to diversity issues about which learners or professionals may not be knowledgeable.

PSY-R6366 - Assessment: Cognitive, Achievement, and Adaptive Testing. In this weekend-in-residence learners practice administering, scoring, and interpreting a battery of psychological tests assessing intelligence, achievement, and adaptive or developmental abilities. Working in pairs, learners act as examiner and test taker to gain practical experience. Scoring exercises increase their ability to properly score responses and to calculate protocol scores.

Learners gain report writing techniques that integrate results in support of a diagnostic impression and implications for a treatment plan.

PSY-R6367- Assessment: Personality Testing. In this weekend-in-residence learners acquire hands-on experience in scoring, analyzing, interpreting, and integrating select psychological test profiles/data. Learners integrate results from a complete battery to support a diagnostic impression and implement a treatment plan. Learners explore report writing techniques to produce a succinct, accurate report.

PSY-R6368 - Assessment: Neuropsychological Testing. Clinical neuropsychology is a highly specialized area of practice within the profession of clinical psychology. In this weekend-in-residence learners gain a solid foundation for recognizing diagnostic evidence that requires further neuropsychological assessment. Learners assimilate knowledge of neuroanatomy, neuropathology, and neuropsychological assessment processes as well as a working knowledge of neurological assessment instruments and administrative procedures and their diagnostic value.

PSY-R6369 - Research and Evaluation. The scholar-practitioner model emphasizes skills necessary to support the tradition of empirically supported knowledge, theories, and systems in psychology and to conduct outcome evaluations of programs and interventions for their effectiveness. In this weekend-in-residence, learner lectures and small and large group discussions emphasize critical analysis of professional literature for appropriate research designs and statistical analysis. Learners demonstrate their ability to synthesize professional literature in order to support conclusions and provide direction for future research. Through small group collaboration, learners develop a research proposal. Learners demonstrate in discussion and practice the ability to create strategies to evaluate program effectiveness and deliver empirically supported interventions to meet the unique needs of programs and relevant stakeholders.

PSY-R6370 - Crisis Intervention and Risk Assessment. In this weekend-in-residence learners practice crisis intervention and risk assessment. In lectures and small and large group discussions learners examine therapeutic, legal, and ethical issues including Duty to Warn, Involuntary Detention, and thorough documentation of records. Role plays with feedback provide practice in crisis intervention skills including the need to consult with colleagues following a difficult session.

PSY-R6371 - Extended Seminar II: Consultation, Supervision, Reports, and Professional Issues. This extended seminar continues the development of the learner's professional identity as a clinical psychologist. In addition to plenary

presentations, workshops, and lectures, learners make short professional presentations to their peers and continue their training in empirically supported assessment and treatment approaches.

Week I – Consultation, Supervision, and Professional Issues. Learners demonstrate the ability to compare and contrast the roles involved in consultation and supervision. Learners practice consultation and supervision skills in small groups and examine the responsibilities, cultural, ethical, and legal issues that arise.

Week II – Professional Issues. Learners conclude the year-in-residence with discussions of professional issues and practice writing integrative reports. Faculty teams conduct the portfolio review. Learners demonstrate competencies as specified by program goals and objectives, demonstrate the formation of a professional identity, and respond to questions surrounding any of the issues of training. Successfully passing the portfolio review is required for passing the year-in-residence.

Counseling Psychology Year-in-Residence

PSY-R6460 - Professional Issues in Counseling Psychology and Residency Preparation. This opening weekend of the counseling psychology year-in-residence initiates the process of group cohesion and cohort formation. It orients learners to year-in-residence activities, requirements, and logistics while also introducing a variety of concepts and activities to develop learners' professional identities as psychologists and as scientist-practitioners.

PSY-R6461 - Extended Seminar I: Interviewing, Testing, and Professional Issues. This two-week extended seminar immediately follows the year-in-residence's opening weekend (see PSY-R6460). The seminar provides learning resources and experiences to support residency requirements and training needs in counseling psychology. It includes a variety of formal and informal activities that orient and socialize learners into the profession of counseling psychology, the Harold Abel School of Psychology, and Capella University. Learners attend plenary presentations and lectures and participate in small labs that offer training in basic interviewing skills, empirically supported intervention techniques, and psychological testing skills. Learners also participate in mentoring and advising sessions, specialization and school meetings, and social and networking activities. Learners have the opportunity to attend guest lectures and evening programs. This residency is taken by all doctoral learners in the counseling psychology specialization.

PSY-R6462 - Ethics and Standards of Counseling Psychology. This weekend-in-residence covers legal, ethical, and professional standards of conduct for counseling psychologists. Learners explore possible ethical violations and discuss best practices for avoiding them. The weekend-in-residence also covers the relationship between ethics and mental health law, with special emphasis on the development of the professional identity and the importance of evidenced-based practice.

PSY-R6463 - Individual Counseling Interventions. This weekend-in-residence covers the counseling interventions necessary for conducting successful individual interviews. Through small group sessions and one-on-one practice sessions, learners demonstrate and improve their intervention skills.

PSY-R6464 - Diagnosis and Treatment Planning. This weekend-in-residence focuses on conducting diagnostic interviews and developing treatment plans in settings and situations commonly experienced by counseling psychologists. Learners participate in small and large group exercises, observed interviews, and group debates. The residency is associated with two courses: PSY8210 Principles of Psychopathology and PSY8220 Advanced Psychopathology. Learners are expected to have completed at least one of those courses prior to this residency.

PSY-R6465 - Group Counseling Interventions. This weekend-in-residence focuses on best practices and empirically supported techniques for group counseling. Topics include managing the developmental stages of a group, utilizing process versus content interventions, managing affect in the group, and achieving goals and solving problems using the group rather than therapist intervention. Learners spend the residency in observed practice sessions and brief orientation lectures.

PSY-R6466 - Assessment in Counseling: Cognitive Testing. This weekend-in-residence provides hands-on experience scoring, analyzing, interpreting, and integrating psychological tests that assess intelligence, achievement, and developmental abilities. Working in pairs, counseling learners act as examiners and test takers to gain practical experience with the issues that arise during test administrations. Scoring exercises are provided to increase reliability of proper scoring of responses and the calculation of protocol scores. The weekend-in-residence emphasizes the integration of results to support diagnostic impressions and to inform treatment plans. Techniques for writing accurate and succinct psychological reports are reviewed.

PSY-R6467 - Assessment in Counseling: Personality Testing. This weekend-in-residence provides hands-on experience scoring, analyzing, interpreting, and integrating personality tests. Techniques for writing accurate and succinct

Graduate Course Descriptions, *continued*

psychological reports are reviewed. Learners participate in small group discussions, case analysis activities, and individual competency assessments.

PSY-R6468 - Research and Empirically-based Practices. This weekend-in-residence covers the roles of counseling psychologists as consumers of research and as evaluators of counseling interventions. Learners focus on analyzing and interpreting empirical research findings. The course also covers integrating research findings with current practice and investigating and evaluating counseling techniques and interventions.

PSY-R6469 - Research Design and Implementation. This weekend-in-residence covers the role of counseling psychologists as researchers. The course focuses on the basics of research design and methods, and it presents techniques for writing the methods section of a research proposal.

PSY-R6470 - Career and Vocational Interventions. This weekend-in-residence focuses on the skills needed by counseling psychologists for career and vocational counseling. The residency consists of skills-based activities such as interviewing, role playing, and analyzing case studies, as well as informational components that introduce and summarize the skill-based activities. Weekend sessions cover administration and interpretation of various career interest inventories, career exploration activities, and delivering career and work related workshops. Personal awareness learning assists learners in career exploration as learners near completion of their doctoral degree.

PSY-R6471 - Extended Seminar II: Diversity, Supervision, and Professional Issues. This lab presents an integrative, affirmative model that covers the need as well as ethical requirement to incorporate individual differences into all aspects of clinical practice and training including psychotherapy, consultation, assessment, diagnosis, supervision, and teaching. The lab also covers the complementary roles of receiving and providing supervision and consultation.

School Psychology Year-in-Residence

PSY-R6560 - Professional Issues in School Psychology and Residency Preparation. This opening weekend begins the school psychology year-in-residence. It orients learners to year-in-residence activities, requirements, and logistics. This weekend-in-residence introduces a variety of concepts and activities aimed at developing the learner's professional identity as a psychologist and as a scientist-practitioner. It also initiates the process of cohort-formation and group cohesion.

PSY-R6561 - Extended Seminar I: Assessment, Ethics, and Professional Issues. By engaging in mock testing sessions, observing testing sessions, scoring test results, reviewing reports, and taking notes from faculty presentations, learners gain valuable skills for conducting academic and intellectual assessments and for scoring and interpreting test results. Learners analyze the knowledge of ethical principles as they relate to the practice of school psychology. Discussions include privacy, informed consent, confidentiality, record keeping, due process procedures, ethical and legal issues in psycho-educational assessments; counseling, working with teachers and parents, and the education of students with disabilities. Learners review the National Association of School Psychologists' Principles for Professional Ethics, the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct. Working together in small and large groups, learners explore ways to respond to cases and vignettes that illustrate ethical principles. *Prerequisite(s): PSY7011, PSY7012, PSY7610, PSY8231. This prerequisite applies only to learners who matriculated into the specialization in July 2005 or later.*

PSY-R6562 - Academic/Behavioral Interventions. In this weekend-in-residence learners explore specific skills that school psychologists need to coordinate and consolidate efforts at the school site that ultimately help children. Learners gain skills in developing and implementing academic and behavior interventions in an efficient and effective manner, using a school instructional team approach. Learners also analyze ways to provide support for teachers, parents, and students and ways to assist with behavior intervention strategies that help teachers generalize interventions and activities. *Prerequisite(s): PSY-R6560, PSY-R6561.*

PSY-R6563 - School Interventions: Basic and Advanced Interviewing. In this weekend-in-residence learners diagnose learning and emotional problems. They also conduct fact-finding and rapport-building clinical assessment interviews and elicit information needed to make appropriate diagnoses and individual educational plan (IEP) goals. Learners explore practices for interviewing the child, parents, teachers, and other individuals familiar with the child. Learners analyze interventions during crisis situations as well as the ethical issues related to crisis intervention. Other topics include acquiring skills for maintaining

professional boundaries and helping relationships. Learners conduct clinical assessment interview practice sessions, individually with the instructor and in small groups. *Prerequisite(s): PSY-R6560, PSY-R6561, PSY-R6562.*

PSY-R6564 - School Psychology Counseling Skill Development. In this weekend-in-residence learners develop and practice basic counseling skills within school systems. Learners advance their counseling skills through demonstration and role-play related to situations commonly occurring in schools at K-12 levels. Learners also develop skills for structuring and guiding group and individual counseling sessions and practice some of the skills needed for counseling special needs students and for working within multicultural settings. Learners review and explore the parameters of counseling conducted by school psychologists including ethical standards and general legal requirements, both state and federal as appropriate. *Prerequisite(s): PSY-R6560, PSY-R6561, PSY-R6562, PSY-R6563.*

PSY-R6565 - Assessment Demonstrations. In this weekend-in-residence, through role-plays and feedback from an experienced professional psychologist and peers, learners develop skills in administering standardized assessment instruments; following specific, recognized procedures; and assessing and interpreting test results. Learners are introduced to and practice interpreting assessment results to parents, teachers, and other professionals. Through these experiences, learners gain the skills necessary for practicing school psychologists. *Prerequisite(s): PSY-R6560, PSY-R6561, PSY-R6562, PSY-R6563, PSY-R6464.*

PSY-R6568 - Personality and Behavioral Assessment. In this weekend-in-residence learners administer and score individual personality and behavior tests, focusing on the Behavior Assessment System for Children (BASC), Conners' Rating Scales-Revised (CRS-R), Kinetic Drawing System for Family and School (KDSFS), House-Tree-Person (H-T-P), Roberts Apperception Test for Children (RATC), and Sentence Completion Test. Learners work individually and in small groups to score measures of personality and behavior, interpret the results, and provide a written summary of their interpretation. Learners gain skills in conducting clinical interviews and behavioral observations; in synthesizing and interpreting data from teacher, parent, and self-report behavior rating scales, as well as objective and projective techniques; and in scoring, interpreting, and integrating the results in order to make recommendations and write psychological reports. In discussions learners analyze student case studies with attention-deficit hyperactivity disorder (ADHD), oppositional defiant disorder (ODD), depression, anxiety, and conduct disorders. *Prerequisite(s): PSY-R6560, PSY-R6561, PSY-R6562, PSY-R6563, PSY-R6564, PSY-R6565.*

PSY-R6569 - Functional Behavioral Assessment. In this weekend-in-residence, through the use of guided notes, example exercises, observations, converting and graphing data and role-playing interventions, learners gain valuable skills needed to conduct functional behavioral assessments and write behavioral improvement plans. Learners analyze behavior and develop interventions to improve behavior, to understand the principles of reinforcement and punishment, to conduct structured observations in order to collect data that can be converted and graphed, and to analyze the data to develop appropriate interventions that are included in a behavioral improvement plan. *Prerequisite(s): PSY-R6568.*

PSY-R6570 - Behavioral Interventions. This weekend-in-residence helps learners become effective school psychologist consultants, focusing primarily on developing learner skills in creating and implementing behavioral interventions and evaluating their effectiveness. The course addresses building rapport with teachers and parents, expanding their knowledge-base of interventions, and building a library of professional resources. Learners discuss topics including interventions for externalizing and internalizing disorders, social skills training, counseling groups, parent training, and resistance to intervention. The course includes extensive use of role-playing. *Prerequisite(s): PSY-R6568, PSY-R6569.*

PSY-R6571 - Extended Seminar II: Report Writing, Treatment Planning, Supervisory, and Professional Issues. Learners explore the skills necessary for writing psychological/psycho-educational reports. Learners conduct an analysis of the characteristics of a good report. Each section of a psychological/psycho-educational report is introduced and discussed, along with basic principles for writing good psychological/psycho-education reports. Learners engage in report writing practice sessions, individually with the instructor and in small groups. Learners develop basic skills for presenting assessment and evaluation data in a narrative format. Treatment plan formats and case examples are discussed. Learners also discuss scenarios in groups and work on cases individually. Learning supervision skills appropriate for a school setting are presented. *Prerequisite(s): PSY-R6568, PSY-R6569, PSY-R6570. Completing PSY-R6571 is contingent upon passing the formative portfolio review during the residency.*

School of Business and Technology
MS Information Technology Courses

TS5004 - Technical Communications (4 quarter credits). This course provides learners with the necessary skills for communicating technical information to various stakeholders in organizations. The focus of the course is on the fundamentals of technical communication in the electronic workplace while emphasizing clarity and organization. Learners engage in exercises that focus on technical writing, editing, and online communication, and a broad range of activities including preparing an effective résumé, writing a technical report, creating professional development plans, and writing a proposal. The course presents techniques intended to help learners develop an appreciation for format and content and prepare learners for project documentation requirements throughout their program and their professional careers. *TS5004 and TS5005 must be taken concurrently by master's learners in their first quarter. 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, academic standards and best practices, and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. *TS5005 is 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, showing mastery of one or more of the Internet application technologies. *Prior to enrolling in this course, learners should have a working knowledge of both Web site development and programming.*

TS5111 - Overview of Enterprise Applications (4 quarter credits). This course provides learners with an overview of Web based e-commerce and guidelines for building a Web-based infrastructure to support the various parts of an enterprise (i.e., marketing, operations, etc.). Learners are introduced to the Web by designing and creating an e-commerce Web site in which both the technical and business issues of e-commerce are addressed. Learners also explore the role of standards in supporting the Web and handling of commercial transactions. Learners examine emerging business models for e-commerce as

well as social controversies surrounding e-commerce. This course is oriented towards those learners who are not pursuing the system design and programming specialization.

TS5120 - Project Management for Technology Professionals (4 quarter credits). Learners in this course explore management techniques for planning, estimating, and facilitating successful enterprise Internet, intranet, and extranet application projects. Topics include defining a project, developing work breakdown structures, preparing project schedules, and determining how to coordinate the various resources. Special attention is given to the skills needed to lead and manage cross-functional and multinational teams in a virtual team environment. This course includes methods for managing new application development projects as well as the selection, installation, and integration of third-party software applications. The course introduces techniques that help keep projects on track and enhance team motivation and offers planning, time management, and risk management activities that are useful to learners throughout their program and 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. Topics include portability, reusability, prototyping, and performance management. Learners compare theory with actual practice and assess, evaluate, and apply software development principals or processes to a professional environment. *Prior to enrolling in this course, learners should possess a working knowledge of the software development process.*

TS5140 - System Usability Analysis and Design (4 quarter credits). This course is an overview of the theoretical aspects of human-computer interaction with particular emphasis on giving learners practical guidelines, strategies, and methods for designing successful user interfaces. Learners explore local language considerations for e-business and other enterprise Internet applications as well as user-centered design approaches 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. This course covers techniques for analyzing user needs, synthesizing user goals, and ensuring that the completed application satisfies customer requirements.

TS5150 - Enterprise Application Testing (4 quarter credits). This course takes learners through an effective, step-by-step methodology for testing enterprise Internet applications. It focuses on mission-critical aspects of e-commerce

Graduate Course Descriptions, *continued*

Web-based applications, but the methodology can be applied to any Internet application. Learners are 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 gain an appreciation for the importance of systematic testing to facilitate continuous improvement in usability, performance, security, availability, and interoperability. This course gives learners the tools and knowledge to ensure their enterprise Internet application satisfies the expectations of customers. *Prior to enrolling in this course, learners should have completed TS5130 or possess a working knowledge of software development processes or software engineering principals.*

TS5151 - Quality Assurance (4 quarter credits). Learners in this course explore the practical application of quality assurance principles in technology. Tools, techniques, quality improvement, and statistical processes for determining quality assurance are presented. Learners examine real-world examples, cases, and models to evaluate how to apply quality assurance in technology. Learners also 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. This course enables learners to compare quality principles with actual practices and ultimately apply these principles in their technology professions and organizations.

TS5160 - Business Foundations (4 quarter credits). This course provides IT learners with a foundation of business concepts. Learners analyze organizational structures, operational processes, and financial measures as well as key business communication concepts and techniques. Through the analysis and application of fundamental business processes, theories, and techniques, successful completion of this course helps learners better understand how IT integrates with the enterprise as a whole.

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 assess their organization's risk to hackers and cyber terrorists. This course surveys 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 become familiar with the basic steps that are used by these attackers. This course enables learners to develop a working knowledge and vocabulary for assessing an organization's security risk from attackers and a framework for 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 against cyber threats to an enterprise network. This course covers current network security solutions to protect an organization from exposure internally (attacks from within) and externally (Internet). Learners examine specific strategies to guard against the most common intrusion including firewalls, gateways, and proxy servers. Learners utilize case studies to better understand the impact of good security solutions. Authentication and encryption techniques are discussed and lab exercises are used to give learners experience with network security solutions. *Prior to enrolling in this course, learners should take TS5590 or possess a working knowledge of networking concepts.*

TS5500 - Systems Analysis and Design (4 quarter credits). Learners in this course examine the process of analyzing and designing enterprise-wide systems. The course focuses on the traditional system development methods and offers a review of alternative methods such as object-oriented, rapid application development and joint applications development. Learners develop a variety of models including data, process, network, and object models while gaining exposure to application architectures and the design process. Various systems analysis and design tools are used as part of the process. Learners develop ways to specify and design systems that help solve business problems and improve business processes. *Prior to enrolling in this course, learners should have completed TS5130 or possess a working knowledge of software development processes or software engineering principals.*

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 learners interested in learning Java. Learners 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 covers Java programming syntax, Java concepts, data types and methods, classes and class hierarchies, Applet and application creation, Java Swing, error handling and exceptions, and introduces Java Database Connectivity (JDBC). *Prerequisite(s): TS5505 or equivalent programming experience in C, C++, C#, Visual Basic, or other formal programming languages upon school approval.*

TS5503 - Advanced Enterprise System Development (4 quarter credits). Learners in this course further explore 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. Course content explains distributed object technology and 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. *Prior to enrolling in this course, learners should have taken TS5501 or have equivalent experience in database development. Prerequisite(s): TS5110 or equivalent experience in Web development, and either TS5502 or TS5538 or equivalent 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). Learners 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 introduces related technologies and includes an overview of mobile telephony architecture. *Prior to enrolling in this course learners should possess a working knowledge of Web development. Completion of TS5110 or equivalent experience is good preparation for this course. Prior knowledge of XML is useful.*

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 Java programming language, Sound practices for the design, construction, testing and debugging of object-oriented software applications are emphasized. The course pays specific attention to use cases as a means of describing behavioral software requirements.

This course also introduces patterns and object-oriented architectures and uses a problem-based approach to object-oriented analysis and design concepts.

TS5506 - Graphics and Multimedia (4 quarter credits). The course introduces graphics and multimedia technologies as part of an assignment to create a Web interactive animation project. Activities include illustrating with Flash, using animation techniques and special effects. This course also covers embedding 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. The course also introduces learners to Frame Relay, DSL, ATM, SONET, and the OSI Model. The course focuses on understanding the impact of network technologies on the performance of Web-based applications, including security, privacy, and reliability. Learners completing this course 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 IT professional tasked with establishing security strategies to protect their organization from exposure to the Internet, or who needs to design applications that enable data security, privacy, and confidentiality. Course content includes an introduction to firewalls and gateways, strategies to guard against hackers and forms of viruses, and explores authentication and encryption techniques. The course also covers a list of the most frequently used methods for attacking a network system and how to defend against them. Learners examine case studies to better understand the impact of poor security on an enterprise.

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 fundamental Java programming concepts and 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. This course enables learners 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). Learners in this course build competencies for developing interesting Web sites containing more complex and interactive multimedia features by integrating theory with practice. This course develops learners' knowledge of Web site design and multi-media tools like Flash, Fireworks, and Photoshop through the development of a business-quality Web site. Learners use the theory behind vector graphic and image manipulation to more effectively utilize these techniques. *Prerequisite(s): TS5506 or equivalent 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). This course emphasizes how aspects of Web technology (XML, XHTML, and JSP) are used to support interactive wireless Web applications. Learners explore the wireless application protocol (WAP) in detail and ways Web Markup Language (WML) and WML Script 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 is also explored. The remainder of the course is devoted to server side support of wireless applications. The course presents aspects of Servlet/JSP that are relevant to WAP, particularly the unique support for session management. Learners use XSLT to transform XML documents into WML to create WAP supported Web pages. Learners 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). Topics include security, printing, and troubleshooting. Upon successful completion of this course, learners have a solid understanding of network administration at the LAN level. In addition, learners are prepared to take one of the industry certification exams. *Prior to enrolling in this course, learners should possess a working knowledge of networking concepts.*

TS5517 - Network Enterprise Architecture and Design (4 quarter credits). This course is a continuation of TS5516 primarily focusing on the enterprise network. Topics 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 successful completion of the course, learners have a solid understanding of network administration at the WAN. In addition, learners are prepared to take one of the industry certification exams.

TS5518 - Advanced Network Technology - Routing (4 quarter credits). This course is a continuation of TS5507 primarily focusing on designing wide area networks at the advanced level and planning and configuring large scalable networks based on multi-protocol Internet works. Upon successful completion of this course, learners 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 are prepared to take one of the industry certification exams. *Prior to enrolling in this course, learners should earn certification as a Cisco Certified Network Associate (CCNA).*

TS5520 - Operating System Theory and Application (4 quarter credits). This course provides learners with a solid foundation in operation system principles. Topics include concepts of resource management, scheduling, and concurrency management and device management. The mechanisms used to support network interfaces including interfaces to the Internet and LANs are also introduced. Learners explore the concept of administering an operating system to gain an understanding of user access and operating system security. Learners also explore operating system performance issues to gain an understanding of the importance of operating system configuration upon application performance. Examples are provided from both Unix-based and Windows-based operating systems. Upon successful completion of the course, learners are 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). Learners in this course, build on the skills gained from TS5507. The course focuses on the advanced multi-layer switching technologies and techniques used by major telecommunication companies to provide advanced switch configuration, Spanning Tree Protocol (STP) implementation, and Virtual Private Networks (VLANs). Topics in this course are commensurate with topics covered in the other two advanced network technology courses, TS5522 and TS5523. Upon successful completion of this course, learners are prepared to take one of the industry certification exams. *Prior to enrolling in this course, learners should earn certification as a Cisco Certified Network Associate (CCNA). Prerequisite(s): TS5507 or equivalent experience upon school approval.*

TS5522 - Advanced Network Technology - Remote Access (4 quarter credits). This course enables learners to develop the skills gained from TS5507. The focus of the course is on the advanced technologies and techniques used to plan, design, implement, configure, and monitor remote access, as well as dial-up techniques that

Graduate Course Descriptions, *continued*

provide remote connectivity using PPP, ISDN, Frame Relay, and authentication. Learners also explore various technologies such as DSL, cable modem, and VPN. Topics in this course are commensurate with topics covered in the other two advanced network technology courses, TS5521 and TS5523. Upon successful completion of this course, learners are prepared to take one of the industry certification exams. *Prior to enrolling in this course, learners should earn certification as a Cisco Certified Network Associate (CCNA). Prerequisite(s): TS5507 or equivalent experience upon school approval.*

TS5523 - Advanced Network Technology - Troubleshooting (4 quarter credits). This course enables learners to develop the skills gained from TS5507, focusing on the advanced troubleshooting skills and techniques that are used on large scale and multi-protocol Internet works. Topics in this course are commensurate with topics covered in the other two advanced network technology courses, TS5521 and TS5522. The course emphasizes troubleshooting Ethernets, Token Ring, routing, routed ISDN, PPP, Frame Relay, VLAN, and WAN networks and protocols. Upon successful completion of this course, learners are prepared to take one of the industry certification exams. *Prior to enrolling in this course, learners should earn certification as a Cisco Certified Network Associate (CCNA). Prerequisite(s): TS5507 or equivalent experience upon school approval.*

TS5524 - Advanced Project Management (4 quarter credits). This course focuses on advanced project management topics and techniques for successful projects. An initial assessment of learners' project management competencies and skills is conducted along with the establishment of a professional development plan. The course provides an in-depth look at scope, time, cost, and quality management based upon a case study scenario. The course focuses on the process of joint project planning sessions to increase the effectiveness of project planning. Learners explore the importance of properly recruiting, organizing, and managing the project team and discuss techniques that keep projects on track through proper monitoring, control, and closeout methods. The course provides tools that project managers may use throughout their professional careers.

TS5525 - Project Risk Management (4 quarter credits). Learners in this course examine the important elements of risk management including risk planning, identifying risk, quantifying risk, impact analysis, development of appropriate responses, and risk control. Learners gain an appreciation of the systematic process of identifying, analyzing, and appropriately responding to project risk. The course covers the probability and consequences of maximizing positive events and minimizing the probability and consequences of negative events. Learners 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. Topics include assigning project roles, responsibilities, and reporting relationships; staffing; motivation; leadership; team development; and conflict resolution. Learners 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 is explored along with how it's related to the project life cycle. The course covers techniques for interfacing with project stakeholders, designing effective organizational structures, dealing with conflict on projects, communication, and managing stress. Practical self-assessment exercises are 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 major processes used in project procurement management, including planning, solicitation, source selection, contract administration, and contract closeout. Learners review each area of the procurement process and discuss its salient points. Procurement management is examined from the perspective of the buyer and seller relationship, including the processes required to obtain goods and services based upon project scope. Other project management areas that relate to procurement management are also explored.

TS5528 - Project Integration Management (4 quarter credits). This course introduces learners to key components for project integration management and the processes required to ensure that elements of a project are properly coordinated. Learners examine topics such as the role of the project manager as an integrator, the tradeoffs among competing objectives and alternatives, the need for a project management strategy, and understanding stakeholder identification and analysis. The importance of a comprehensive approach to change control is reviewed and highlighted. Learners 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 create a servlet-based application supported by an industry standard application server utilizing a JSP-based user interface, learn 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 also are discussed. Learners completing this course 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). Learners in this course examine the architecture of .NET and explore how applications utilize this architecture to create .NET enabled applications. Learners discuss migration from COM to .NET including its enhanced support for the object-oriented programming model. The impact of .NET on current Microsoft technologies is also explored. The course presents .NET Web services, clarifying its role in supporting Web application development. Learners gain experience with ASP.NET to create a .NET enabled Web application. C# examples are presented in light of its support for .NET. Learners should have prior experience with VBasic.NET or C# prior to taking this course. *Prerequisite(s): TS5503 or equivalent experience upon school approval.*

TS5531 - Security Management Practices (4 quarter credits). This course enables IT professionals to identify, develop, and implement security policies for an information system and its physical environment (i.e., network interface). Learners explore legal and investigative concepts regarding information security as well as the necessity for network and physical security. This course covers proactive practices including business continuity planning and disaster recovery planning in order to maintain information integrity. Learners in this course also explore areas of operations security and aspects from the disciplines of networking, database management, and project management.

TS5532 - Secure System Development and Cryptology (4 quarter credits). Learners in this course explore the key concepts of operating system and application design from the perspective of security and examine the importance of securing database access. The course illustrates the importance of software development and maintenance processes that impact security. Further, learners analyze ways that cryptography addresses the principles, means, and methods of disguising information to ensure its integrity, confidentiality, and authenticity. *Prior to enrolling in this course, learners should possess a working knowledge of basic algorithm construction.*

TS5536 - Ethical and Legal Considerations in Information Technology (4 quarter credits). This course focuses on the ethical and legal issues surrounding computer technologies within an organization. Learners use specific case examples and projects to explore human dimensions of IT, and research the relationships between customers, partners, and society. Topics include intellectual property rights, privacy, governmental regulations, and an individual's responsibilities in the decision-making process.

TS5538 - Programming Strategies - Microsoft Environment (4 quarter credits). This course provides an introduction to the C# language and to implementing C#-based applications using the .NET framework. The course is oriented toward the learner with some programming experience in strongly-typed languages such as C, C++, or Java. Starting with the basics of the C# language such as built-in data types, operators, and control structures, the course migrates to an introduction of how C# implements the foundation of OOP such as extending classes through inheritance, interfaces, and polymorphism. The course covers ways to utilize Microsoft's Visual Studio Integrated Development Environment (IDE) to create, compile, and deploy C#-based applications. Hands-on lab exercises throughout each unit provide learners with experience creating and debugging C# applications and assemblies. *Prior to enrolling in this courses, learners should have a working knowledge of C, C++, Java, Visual Basic or other formal programming language. Completion of TS5505 or equivalent experience is good preparation for this course.*

TS5539 - Enterprise Database Systems (4 quarter credits). This course prepares learners for designing, managing, and integrating database systems within an enterprise. It focuses on topics related to large scale database systems while providing a background in the architecture of these systems including transactional processing and distributed systems. Learners explore administrative issues related to these systems, focusing on system access and security. Learners also explore the applications of these systems, particularly ERPs (Enterprise Resource Planning Systems) and CRMs (Customer Relationship Management Systems). Learners also investigate object-oriented database systems to determine when their application may be more appropriate then relational database systems. *Prerequisite(s): TS5501 or equivalent knowledge.*

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 create XML documents, schemas, and stylesheets for transforming XML. In addition, learners discover how to create SOAP messages and integrate services through various Web Service technologies such as WSDL. *Prerequisite(s): TS5503 or equivalent experience in server-side development and intermediate-level programming in a programming language such as Java, C#, C++, or Perl (i.e., TS5513) upon school approval.*

TS5590 - Web Development and Networks (4 quarter credits). This course enables learners with limited knowledge of IT to understand fundamental concepts of IT and to be prepared for future courses in the program. 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 various methods of creating and supporting internal and external computer networks. Learners compare various options in Web application development or networks and select the most appropriate solution. *Learners may choose or be advised to enroll in this course. Does not apply toward degree or certificate total credits.*

TS5591 - Programming and Database Systems (4 quarter credits). This course enables learners with limited knowledge of IT to understand fundamental concepts of IT and to be prepared for future courses in their program. An overview of the basic concepts of the software development process is presented. Learners become familiar with programming through updating existing applications with an industry standard programming language (i.e., Visual Basic). This course also provides database principles enabling the learner to construct a simple database and access its information through an application interface. Learners modify existing programs to access a database and develop useful reports. Learners are able to compare various options in application development and database technology to select the most appropriate solution for their business environment. *Learners may choose or be advised to enroll in this course. Does not apply toward degree or certificate total credits.*

TS5899 - Special Topics in Technology (4 quarter credits). Learners in this course propose and conduct a study of special topics of interest related to IT. 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. *Prerequisite(s): Prior to enrolling in this course, a preliminary learning plan must be approved by the school. Cannot be fulfilled by petition.*

TS5990 - Integrative Project (4 quarter credits). This course allows learners to demonstrate proficiency in integrating learning from their course work at Capella University. Learners prepare a project plan that includes the proposed topic area, deliverables, completion dates, and the associated learning. Upon approval from their instructor, learners execute their project plans. Learners 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. *Prerequisite(s): Completion of all required master's course work. Cannot be fulfilled by transfer or petition.*

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 is taken 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 is taken during the third year of enrollment (master's learners completing in fewer than three years may take their colloquia more closely together).

COL-R8921 - PhD Colloquium Track I. Track I is taken before completing 56 earned and transferred credits. Learners are strongly encouraged to complete this colloquium within their first quarter of enrollment.

COL-R8922 - PhD Colloquium Track II. Track II is taken as learners are completing 57-72 credits, while they are immersed in their required course work.

COL-R8923 - PhD Colloquium Track III. Track III is taken while learners are completing 73-96 credits (for HASOP learners, 73-95 credits). Since the final 24 (or 30) credits earned in the doctoral program are tied to the completion of the comprehensive examination and dissertation, Track III prepares learners for their comprehensive examination questions, for completing their dissertations, and for life after graduation.

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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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*School of Business and
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*School of Business and
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Faculty, *continued*

School of Education, *continued*

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G

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School of Education, continued

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