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CAPELLA UNIVERSITY

2008 University Catalog

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July 2008

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

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A Message from the President
Welcome to Capella University

**Valerie Perkins, EdD
Interim President**

Capella University, an accredited online university, is committed to meeting the educational needs of working adults. Capella respects the multiple commitments its learners meet and values the personal and professional experience they bring to their courses. The university's focus on helping learners fulfill their potential is evident in their achievements and enthusiasm.

Our learners talk about the quality and energy of the learning experience at Capella. What they find in our courserooms is an active and engaging learning community that invites them to include their own knowledge and experience and to profit from the knowledge and experience of others.

Learners 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. Additionally, they discover academic content that relates specifically to their own professions and professional goals and 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 enrollment, financial aid, and support from academic advisors, as well as a full range of academic library resources through Capella University Library.

We believe that Capella University delivers the quality and impact working adults expect from higher education.

Thanks for joining us.

Valerie Perkins, EdD
Interim 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 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—such as 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, 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 was 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 Accreditation

Capella University
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General Overview

Academic Freedom

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

Degree Options

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

Course Formats

Courses are offered online and in directed study formats. Courses designated as directed study are available to doctoral learners in the schools of Business and Technology, 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 University Policies section of this catalog and 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 (colloquia, the year-in-residence, or pre-practicum) offered in various locations. Academic residencies provide opportunities for learners to become familiar with Capella University resources, develop or affirm academic skill sets, acquire clinical skill competencies, learn research methodologies, and prepare for the comprehensive examination and dissertation processes.

Through these face-to-face experiences, learners extend participation in Capella's learning community by networking, focusing on academic success strategies, interacting with peers and faculty, and developing academic competencies that support program completion. Capella believes that the sense of community developed during residency experiences 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:

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

- Learners begin with an outstanding first course that sets the stage for the rest of their program.

Learner Services

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

- **iGuide**—iGuide allows learners to access Capella's services in one convenient place. Learners can enroll in courses, apply for financial assistance, view an unofficial transcript, and access a variety of other convenient resources, including the *Learner Handbook* and *University Catalog*. iGuide can be found at www.capella.edu. For questions or concerns regarding enrollment, 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 LearnerSupport@capella.edu.

- **Advisors**—Advisors include academic advisors and learner support associates who help learners make a successful transition into their program and serve as an ongoing source of support throughout their education. Advisors communicate with learners on an ongoing basis, providing academic and personal strategies and support, clarifying university procedures, tracking and discussing academic progress, and providing information about any changes that may affect learners. A list of advisors by school and degree program can be found on iGuide at Learner Services, Advising Center.

- **Academic Records**—The Registrar's Office maintains confidential, accurate academic records of learners as they progress through their program. Learners may request official transcripts and view and print their unofficial transcripts any time on iGuide at Self-Service, Academic Records.

  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, admission applications, admission decisions, the final disposition of any disciplinary actions, and changes to enrollment status.

General Overview, *continued*

- **Academic Success Center**—The Academic Success Center supports Capella's mission of maximizing the personal and professional potential of its learners by offering engaging opportunities through a variety of delivery modes. The Academic Success Center provides learners with several helpful academic resources, including math, computer, and general study skills modules; free academic tutoring; personal success strategies for motivation, time management, and effective online learning; and additional academic skills resources on topics such as research strategies and academic honesty. Learners can access the Academic Success Center any time on iGuide at Academics, Academic Support Resources, Academic Success Center.

- **Alumni Association**—Alumni benefit from networking opportunities, professional employment information and career services, alumni grants, discounted courses, selected use of library resources, the alumni newsletter, and free admission to education industry trade shows at which Capella is participating. Further information on the Capella University Alumni Association can be found on iGuide.

- **Bookstore**—Textbooks and software may be purchased through the bookstore, accessible on iGuide at Academics, Bookstore.

- **Armed Forces Support and Veterans Support**—Armed Forces Support and Veterans Support services are available to Capella learners who are affiliated with the armed forces. Armed Forces Support and Veterans Support provide assistance to learners who are experiencing an interruption in their program due to military obligations; assist with questions about military benefits, VA benefits, GoArmyEd, and military leave of absence requests; and offer other support as needed. To learn more about these support services, email Armed Forces Support and Veterans Support 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 degree. Although the Career Center does not guarantee employment upon degree completion or provide placement services, it provides career counseling, job search advising, and career management support to all learners and alumni. Career Center staff interacts with learners via email and telephone to assist with career-related activities such as resume, CV, and cover letter development; interview preparation; effective job search strategy; and career advancement efforts. Career Center resources are helpful to learners in gathering occupational information and trends, accessing job postings, and viewing sample job search documents. For more information about these resources and services, visit the Career Center on iGuide at Learner Services, Career Center, and use the "Ask a Career Counselor" email 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 is committed to providing reasonable accommodations to qualified learners with disabilities in university programs and activities. For more information, visit Disability Services on iGuide at Learner Services, Disability Services, or email DisabilityServices@capella.edu.

- **Enrollment Services**—Capella University's Enrollment Services team assists prospective learners from the point of initial inquiry through the application, admission, and enrollment phases. Call **1.888.CAPELLA (227.3552), option 3** for assistance.

- **Faculty Mentors**—Doctoral learners work with faculty mentors who assist them in the development and completion of their comprehensive examination and dissertation. Mentor biographies for doctoral learners can be found on iGuide at Academics, School Bios, Mentor Biographies.

- **Financial Aid**—Financial aid counselors help learners explore the options available for financing their education. The online Capella financial aid center is the best source of information for federal loans, federal undergraduate grants, veteran's benefits, special aid programs, and employer tuition reimbursement. For more information, see Self-Service, Finances on iGuide, call Learner Support at **1.888.CAPELLA (227.3552), option 2**, or email LearnerSupport@capella.edu.

- **Learner Accounts**—The Learner Accounts team is responsible for ensuring accurate, timely billing of learner accounts for tuition and fees, employer reimbursement, and financial aid disbursements. For questions about statements or billing, call Learner Support at 1.888.CAPELLA (227.3552), option 2, or email LearnerSupport@capella.edu.

- **Library**—Capella provides a full range of academic library resources and services in an online environment. The Capella University Library Web site, accessible on iGuide, provides access to thousands of full-text articles, citations, abstracts, technical reports, and electronic books (e-books). Learners may also request books, copies of articles, and other resources from university libraries nationwide. In addition, Capella reference librarians are available to assist learners and faculty with research questions, help learners use library databases effectively, and teach learners to successfully navigate the library Web site. Learners may

General Overview, *continued*

    contact a reference librarian by calling 1.888.375.8221 or emailing Librarian@capella.edu. Also see Capella's Interlibrary Loan policy in the University Policies section of the catalog or on iGuide.

- **New Learner Experience Team—**Capella University's New Learner Experience team provides support to new learners in adjusting to the Capella learning community and their degree program through the facilitation of the University Orientation Seminar. To contact the New Learner Experience team, call Learner Support at **1.888.CAPELLA (227.3552), option 2**.

- **Writing Program—**To help learners improve their written communication skills, Capella offers a variety of writing resources, including writing courses, online tutoring, and writing guidelines and references. The Writing Program also offers face-to-face writing instruction at colloquia in writing-focused sessions and one-to-one consultations with writing faculty in the Mobile Writing Center. The Writing Program can be found on iGuide at Academics, Academic Support Services, Writing Program.

Computer Requirements

Review these requirements carefully; computer hardware, software, and an Internet connection are the primary means of participating in courses and thus are significant contributors to academic success. Capella provides learners with the opportunity to purchase Microsoft® Office, Visio®, and Project® at a significant discount (see Software Discounts in the Bookstore for exact pricing). 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. Though 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***	56KB modem	Broadband (cable or DSL)
Email Capabilities	Email client Unique email address (not shared by others in a family or company)	Microsoft® Outlook® or Outlook Express 5+ MB of email storage HTML email capabilities
Hardware*	20GB of hard disk space	30GB of hard disk space
Software*	*Macintosh®:* MS Office 98 or higher *PC:* MS Office 2000 or higher Anti-virus software	*Macintosh:* MS Office 2004 *PC:* MS Office 2003 Symantec Norton AntiVirus Software
Plug-ins** (free downloads)	Windows Media Player 9® Adobe Acrobat® Reader 7 Flash Player 8 Java 1.5.0	Windows Media Player 10® Adobe Acrobat® Reader 7 Flash Player 8 Java 1.5.0_08

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.
*** Courses requiring the use of a webcam or headset will require a broadband connection with a minimum speed of 256kbps upload and 512kbps download.

PC+	Minimum	Recommended
Processor	1GHz	2GHz
Operating System	Windows® 2000 Pro Windows XP Home/Pro Windows® Vista Home	Windows® XP SP2 Pro
RAM	256MB	512MB
Browser++ (only 1 needed)	Microsoft Internet Explorer 6.0 Firefox 1.0.6 Netscape 7.2	Microsoft Internet Explorer 7.0 Firefox 2.0 Netscape 7.2 (Netscape 8 is unsupported)
Macintosh+	**Minimum**	**Recommended**
Processor	G3 800MHz	G4 1.25GHz
Operating System	OS X (10.2)	OS X (10.4)
RAM	256MB	512MB
Browser++ (only 1 needed)	Firefox 1.0 Safari 1.2	Firefox 1.0 (Firefox 1.5 is unsupported) Safari 2.0

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

Information technology courses and some MBA courses also require:
- Windows XP Pro, Vista Business, or Vista Home Premium for IIS functionality
- Macintosh users will need Virtual PC and Windows XP Pro or later
- Backup storage device
- 30GB of free hard disk space
- 1GB or greater of RAM highly recommended

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Symantec Norton AntiVirus software is a registered trademark of Symantec Corporation.
Firefox is a registered trademark of Mozilla Corporation.
Netscape is a registered trademark of AOL Corporation.

University Policies

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

University Policies, *continued*

POLICY

1.01.08 Course Numbering

Each Capella University course will be identified by a unique number consisting of three sections: a subject area up to four digits in length, a designator code if applicable, and a four-digit catalog number. These numbers are established and maintained by the Registrar's Office and reflect the general subject area of the course, a specific designator code, if applicable, and a catalog number reflecting the level of the course. The catalog number reflects the following information:

Catalog Number
Each catalog number represents a unique education experience and is an indicator of the level of learning (learning outcomes) for that course, as follows:

- Numbers beginning with 1 and 2 represent lower-level undergraduate courses.

- Numbers beginning with 3 and 4 represent upper-level undergraduate courses.

- Numbers beginning with 5 and 6 represent master's-level graduate courses.

- Numbers beginning with 7 and 8 represent doctoral-level graduate courses.

- Numbers beginning with 9 represent comprehensive and dissertation courses.

ADMISSION

2.01.01 Admission

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

International Applicants
International applicants must have attended an internationally recognized institution. All applicants are expected to read, speak, write, and understand the English language fluently. Those whose language of instruction is not English are required to take one of the following tests: the Test of English as a Foreign Language (TOEFL), Michigan English Language Assessment Battery (MELAB), or International English Language Testing System (IELTS). The only exception to this requirement is reserved for learners who have earned a post-secondary degree from a U.S.-accredited university. The minimum acceptable TOEFL score established by the university for admission into all programs is 550 for the paper-based test, 213 for the computer-based test with a score of 4.0 or higher on the Test of Written English (TWE), or a score of 79 for those completing the Internet-based examination. The minimum acceptable MELAB score established by the university for admission into all programs is 80, and the minimum acceptable score for the IELTS is 6.5.

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

PROCEDURES

I.   **Application Materials**

A. Applicants must complete the admission application and submit an official transcript for the highest degree conferred, as well as any post-degree course work.

B. An evaluation of work history and achievements as demonstrated by a resume, statement of purpose and—when required by the program—letters of recommendation, and/or other relevant material may also be considered for applicants who do not meet minimum admission standards.

University Policies, *continued*

C. Truth in Information

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

II. **Additional Admission Requirements**

The following specializations require additional admission requirements due to accreditation, licensing, and other determining factors.

A. Applicants to the School of Human Services' MS Mental Health Counseling; Marital, Couple, and Family Counseling/Therapy; and School Counseling specializations are required to have a 2.7 minimum cumulative grade point average (GPA) from a bachelor's degree granting institution.

B. Applicants to the Harold Abel School of Psychology's MS School Psychology specialization are required to have a 2.7 minimum cumulative GPA from a bachelor's degree granting institution.

III. **Evaluation Process**

The submitted information is reviewed by the Registrar's Office using a specific set of guidelines. Clinical programs may also require faculty interviews of applicants. The review of all application material produces one of the following recommendations:

A. Courses meet established transfer equivalency requirements developed by the appropriate school for admission into the desired program; the institution awarding the highest degree to the applicant is appropriately accredited; and, if applicable, the grade point average (GPA) criteria are met. The application is referred to the Registrar's Office for admission.

B. The application meets all criteria except for business rules. The application is referred to the school for a decision. If the school approves the application, it is referred to the Registrar's Office for admission.

C. Conditional Admission

1. Applicants who have not submitted all official transcripts and any other required documents may be granted conditional admission and matriculate into their program.

ADMISSION COMPONENTS

School	e-Admissions Application Components	Acknowledgement Agreement	Official Transcript from Previous Institution	Letters of Recommendation	Acknowledgement and Understanding of the Curriculum Form	Pre-Assessment Form	Certification of Teaching Experience Form	Certification of Licensed Teaching Form	Faculty Interview	International Applicants: Proof of English Equivalency
Undergraduate Studies	✓	✓	✓ *							✓
Business and Technology	✓	✓	✓							✓
Education	✓	✓	✓		✓	PhD and EdS, Leadership in Educational Administration; Special Education Leadership specializations	PhD, EdS, and MS, Leadership in Educational Administration; Special Education Leadership specializations	MS, Curriculum and Instruction; MS, Early Childhood Education; MS, K–12 Studies in Education; MS, Reading and Literacy specializations		✓
Human Services	✓	✓	✓	✓						✓
Psychology	✓	✓	✓	PsyD Clinical Psychology; MS in School Psychology specializations	✓				PsyD Clinical Psychology; MS in School Psychology specializations	✓

* Applicants are required to submit official transcripts for every institution where they have earned and/or attempted college/university credits. All transcripts must be received by Capella prior to the admission decision for the bachelor's degree program. Any discrepancies or inaccuracies regarding previous course work may result in denied or revoked admission, or administrative withdrawal.

University Policies, *continued*

ADMISSION REQUIREMENTS

Capella Degree	Minimum Level of Education Completed	Minimum Cumulative Grade Point Average (on a 4.0 scale)	Additional Requirements
BS	High school diploma or equivalent.	**None**	Applicants must be at least 24 years old. (This age requirement may be waived for active military applicants, veterans, and applicants with 90 or more quarter credits of prior college/university course work). Applicants are required to provide official transcripts for every institution where they have earned or attempted college/university credits. These must all be reviewed by Capella prior to the admission decision for the bachelor's degree program. Any discrepancies or inaccuracies regarding previous course work may result in denied or revoked admission or administrative withdrawal.
Post-Bachelor's Certificate	Bachelor's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency *OR* an internationally recognized institution.	**2.30** cumulative GPA from a bachelor's degree granting institution.	
MS	Bachelor's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency *OR* an internationally recognized institution.	* **2.30** cumulative GPA from a bachelor's degree granting institution.	Applicants to the School of Education's MS Leadership in Educational Administration specialization must have three years of licensed teaching experience.
MBA	Bachelor's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency *OR* an internationally recognized institution.	**2.30** cumulative GPA from a bachelor's degree granting institution.	
Post-Master's Certificate	Master's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency *OR* an internationally recognized institution.	**3.00** cumulative GPA from a master's degree granting institution.	Applicants to the Harold Abel School of Psychology's Specialist Certificate in School Psychology must have a master's degree with a specialization in School Psychology from Capella University.
EdS	Master's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency *OR* an internationally recognized institution.	**3.00** cumulative GPA from a master's degree granting institution.	Applicants to the School of Education's EdS Leadership in Educational Administration specialization must have three years of licensed teaching experience.
PhD	Master's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency *OR* an internationally recognized institution.	**3.00** cumulative GPA from a master's degree granting institution.	Applicants to the School of Education's PhD Leadership in Educational Administration and Special Education Leadership specializations must have three years of licensed teaching experience.
PsyD	Master's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency *OR* an internationally recognized institution.	**3.00** cumulative GPA from a master's degree granting institution *OR* a combined score of 1,000 on the GRE General Exam.	Applicants to the Harold Abel School of Psychology's PsyD Clinical Psychology specialization must have a master's degree in psychology or a related field. Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.

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

University Policies, *continued*

2.01.01 Admission, *continued*

2. Conditional admission is available to graduate school applicants, with the exception of the PsyD program in the Harold Abel School of Psychology.

3. Conditional admission is not available to applicants to the School of Undergraduate Studies.

4. Learners granted conditional admission have 60 days from their program start date to submit all required documentation and are allowed to enroll in their second quarter only upon acceptance of their admission offer.

5. Failure to complete the application, submit all official transcripts and other required documents, or failure to meet admission criteria will result in the learner being administratively withdrawn from the university.

D. The application does not meet admission criteria. Admission is denied.

IV. Supervised Internships or Practica

To ensure availability, appropriate supervision, and an equivalent experience, clinical internships or practica in the following specializations must be completed in the United States, Canada, Guam, Puerto Rico, or the Virgin Islands.

A. School of Education

1. Leadership in Educational Administration (PhD, EdS, and MS)

2. K–12 Studies in Education (PhD and MS)

3. Curriculum and Instruction (PhD, EdS, and MS)

4. Reading and Literacy (MS)

B. School of Human Services

1. Marital, Couple, and Family Counseling/ Therapy (MS)

2. Mental Health Counseling (MS)

3. School Counseling (MS)

C. Harold Abel School of Psychology

1. Clinical Psychology (PsyD and MS)

2. Counseling Psychology (MS)

3. School Psychology (specialist certificate)

Note: All individuals admitted to the above specializations must be eligible to work within the United States, Canada, Guam, Puerto Rico, or the Virgin Islands at the time of the internship or practicum and must agree that this experience will be completed within the United States, Canada, Guam, Puerto Rico, or the Virgin Islands. Capella University is not able to offer visas or other types of work permits; therefore, obtaining any necessary authorization is the sole responsibility of the learner.

V. Readmission

Learners who do not enroll in courses for four consecutive quarters must apply for readmission and be readmitted prior to re-enrolling. Readmitted learners must meet the program requirements effective in the catalog current at the time of readmission.

2.01.02 Maximum Time to Degree Completion

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

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

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

* Learners enrolled in the Master of Science in Public Health with a specialization in Health Management and Policy or Social and Behavioral Sciences have a maximum of five years to complete their degree.

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

** Learners enrolled in the specialist certificate program in the Harold Abel School of Psychology have a maximum of four years to complete their certificate.

PROCEDURES

I. Federal Financial Aid Impact

This is a university policy separate from financial aid policies. Therefore, the listed time limits may not align with financial aid eligibility requirements. For further information, see the financial aid policies posted on iGuide.

II. Failure to Meet Maximum Time To Completion

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

University Policies, *continued*

B. Learners will be notified via email that they have been administratively withdrawn from Capella effective as of the last date of their maximum time to completion.

III. Extensions

A. Criteria

Extensions requested due to program changes or extenuating circumstances may be approved by the faculty chair of the school and validated by the Registrar's Office. Extensions are generally limited to between two and four quarters, unless the learner's circumstance warrants a longer period, as approved by the dean or designee.

1. Program changes

   Learners who apply for a change of degree, specialization, or certificate may request an extension based on their individual academic circumstance.

2. Extenuating circumstance

   A leave of absence or a military leave may qualify as an extenuating circumstance.

B. Application Process

Learners may apply for an extension by contacting their advisor to discuss their status.

1. Learners collaborate with their academic advisor to identify their remaining degree or certificate program requirements and proposed new time frame for completion, as well as discuss any potential financial aid impact.

2. Learners complete the Degree Extension Agreement (DEA) that reflects the completion date based on the proposed extension.

3. Learners and their academic advisors sign the DEA and forward it to the school designees for review, along with appropriate academic rationale.

4. The faculty chair reviews the proposed DEA and rationale and determines if they meet the criteria for approval. If approved, the decision and related rationale is forwarded to the Registrar's Office for validation. The school may also forward any related documentation they may have required to the Registrar's Office.

C. Approvals

1. If requests for extensions are granted, the learner's DEA is processed and filed in the learner's record.

2. If the request is not granted, the learner is notified and will be administratively withdrawn from Capella when their maximum time to completion deadline has expired.

3. The decision of the dean or designee is final.

D. Failure to Meet DEA Terms

Learners who cannot complete their degree within the time frame of their DEA will be administratively withdrawn, with no option of appeal.

IV. Readmission and Maximum Time to Completion

A. Eligibility for Readmission

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

2. Learners who have been administratively withdrawn from Capella as a result of not completing their degree within the maximum time limits may apply for readmission after four full quarters.

B. Criteria for Readmission

1. Learners who apply for readmission to Capella must be able to demonstrate their ability to meet their degree requirements within the extended time frames stated within this policy.

2. Learners must meet the degree or certificate program requirements effective in the university catalog at the time of readmission to their degree or certificate program, develop a financial plan, and submit a Degree Extension Agreement (DEA) for approval by the dean.

   The maximum time for completion for readmitted learners remains with the first class in their original degree or certificate program. However, the school shall determine the appropriate extension, identified in the DEA, dependent on the learner's individual situation and consistent with academic standards.

UNIVERSITY AND COURSE ENROLLMENT

2.02.01 Academic Year

Capella University operates on a July 1 through June 30 calendar.

See Academic Calendar on pages 18–19.

2.02.02 Course Enrollment

Learners' university enrollment status is based on course enrollment. Upon course enrollment, learners agree to pay tuition and fees to Capella University as stated in university policy *4.03.01 Tuition and Fees*. Learners may not enroll in more than three concurrent courses. Doctoral learners enrolled in comprehensive examination and dissertation

University Policies, *continued*

courses may only enroll in courses in the comprehensive examination and dissertation course sequence. Learners are allowed one opportunity to repeat a course they have completed and for which they have been assigned a grade.

Learners who wish to cancel their course enrollment must adhere to the deadlines outlined in the academic calendar. A learner may drop a course during the first 12 calendar days of the course without academic penalty. 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, as defined in this policy.

PROCEDURES

I.   Enrollment

A. Learners enroll in courses using iGuide's online course enrollment process.

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

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

II. Concurrent Course Enrollment for Comprehensive Examination and Dissertation Learners

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

B. With the exception of internship or practicum course enrollment, doctoral learners enrolled in courses outside of the comprehensive examination and dissertation course sequence will be dropped from their other courses by school administrative staff. Learners will be informed of the administrative course drop via email.

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

III. Repeating Courses

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

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

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

D. While federal financial aid may be used to cover the cost of the first 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.

E. When a course is repeated, the grade considered for credit and grade point average (GPA) calculations will be the higher of the two grades earned.

1. Each attempt at the course appears on the transcript, and all attempts are used to evaluate the learner's completion percentage for evaluation of financial aid satisfactory academic progress.

2. Only one course attempt is included in the GPA calculation.

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

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

H. Special topics courses may not be repeated.

IV. Enrollment Status Based on Course Enrollment

A. Graduate Learners

1. Graduate learners enrolled in six or more credits of Capella courses each quarter are considered to be enrolled on a full-time basis.

2. Graduate learners enrolled in three or more but fewer than six credits of Capella courses each quarter are considered to be enrolled on a half-time basis.

3. Doctoral learners enrolled in comprehensive examination and dissertation courses are certified as full time.

University Policies, *continued*

ACADEMIC CALENDAR - 10 WEEK   (EXCLUDES MBA PROGRAM)

ACADEMIC DEADLINES	SUMMER QUARTER 2008					FALL QUARTER 2008			
	July	August	Mid-Aug	September		October	November	Mid-Nov	December
Course Enrollment Begins	04/10/08	04/10/08	04/10/08	04/10/08		07/10/08	07/10/08	07/10/08	07/10/08
Quarterly and Monthly Start Courses Begin	07/07/08	08/04/08		09/08/08		10/06/08	11/03/08		12/08/08
Quarterly and Monthly Start Enrollment Ends	07/09/08	08/06/08		09/10/08		10/08/08	11/05/08		12/10/08
Last Day to Drop Course Without "W"	07/18/08	08/15/08		09/19/08		10/17/08	11/14/08		12/19/08
Midquarter Courses Begin			08/11/08					11/10/08	
Midquarter Course Enrollment Ends			08/13/08					11/12/08	
Last Day to Drop Midquarter Course Without "W"			08/22/08					11/21/08	
Last Day to Drop Course With "W"	50th calendar day for 10-week courses 25th calendar day for 5-week courses								
End of Quarter	09/12/08	10/10/08	09/12/08	11/14/08		12/12/08	01/09/09	12/12/08	02/13/09
FINANCIAL DEADLINES									
Last Day to Drop Quarter and Monthly Start Courses With 100% Refund	07/11/08	08/08/08	08/15/08	09/12/08		10/10/08	11/07/08	11/14/08	12/12/08
Last Day to Drop Quarter and Monthly Start Courses With 75% Refund	07/18/08	08/15/08	08/22/08	09/19/08		10/17/08	11/14/08	11/21/08	12/19/08
Last Day to Drop Midquarter Course with 100% Refund			08/15/08					11/14/08	
Last Day to Drop Midquarter Course with 75% Refund			08/22/08					11/21/08	

MBA ACADEMIC CALENDAR - 12 WEEK

ACADEMIC DEADLINES	SUMMER QUARTER 2008					FALL QUARTER 2008			
	July		Mid-Aug	September		October		Mid-Nov	
Course Enrollment Begins	04/10/08		04/10/08	04/10/08		07/10/08		07/10/08	
Quarterly and Monthly Start Courses Begin	07/07/08		08/18/08	09/08/08		10/06/08		11/17/08	
Quarterly and Monthly Start Enrollment Ends	07/09/08		08/20/08	09/10/08		10/08/08		11/19/08	
Last Day to Drop Course Without "W"	07/18/08		08/29/08	09/19/08		10/17/08		11/28/08	
Last Day to Drop Course With "W"	08/05/08		09/16/08	10/07/08		11/04/08		12/16/08	
End of Quarter	08/15/08		09/26/08	10/17/08		11/14/08		12/26/08	
FINANCIAL DEADLINES									
Last Day to Drop Quarter and Monthly Start Courses With 100% Refund	07/11/08		08/22/08	09/12/08		10/10/08		11/21/08	
Last Day to Drop Quarter and Monthly Start Courses With 75% Refund	07/18/08		08/29/08	09/19/08		10/17/08		11/28/08	

2008 Holiday Schedule

Capella will observe the following holiday schedule in 2008. The office switchboard will be closed on the following dates:

New Year's Day Tuesday, January 1, 2008
Martin Luther King Day Monday, January 21, 2008
Memorial Day Monday, May 26, 2008
Independence Day Friday, July 4, 2008
Labor Day Monday, September 1, 2008

Thanksgiving Day Thursday, November 27, 2008
Day after Thanksgiving Friday, November 28, 2008
Christmas Eve Day Wednesday, December 24, 2008
Christmas Day Thursday, December 25, 2008
Day After Christmas Friday, December 26, 2008

University Policies, *continued*

ACADEMIC CALENDAR - 10 WEEK (EXCLUDES MBA PROGRAM)

ACADEMIC DEADLINES	WINTER QUARTER 2009					SPRING QUARTER 2009			
	January	February	Mid-Feb	March		April	May	Mid-May	June
Course Enrollment Begins	10/09/08	10/09/08	10/09/08	10/09/08		01/08/09	01/08/09	01/08/09	01/08/09
Quarterly and Monthly Start Courses Begin	01/05/09	02/09/09		03/09/09		04/06/09	05/04/09		06/08/09
Quarterly and Monthly Start Enrollment Ends	01/07/09	02/11/09		03/11/09		04/08/09	05/06/09		06/10/09
Last Day to Drop Course Without "W"	01/16/09	02/20/09		03/20/09		04/17/09	05/15/09		06/19/09
Midquarter Courses Begin			02/09/09					05/11/09	
Midquarter Course Enrollment Ends			02/11/09					05/13/09	
Last Day to Drop Midquarter Course Without "W"			02/20/09					05/22/09	
Last Day to Drop Course With "W"	50th calendar day for 10-week courses 25th calendar day for 5-week courses								
End of Quarter	03/13/09	04/17/09	03/13/09	05/15/09		06/12/09	07/10/09	06/12/09	08/14/09

FINANCIAL DEADLINES

	January	February	Mid-Feb	March		April	May	Mid-May	June
Last Day to Drop Quarter and Monthly Start Courses With 100% Refund	01/09/09	02/13/09	02/13/09	03/13/09		04/10/09	05/08/09	05/15/09	06/12/09
Last Day to Drop Quarter and Monthly Start Courses With 75% Refund	01/16/09	02/20/09	02/20/09	03/20/09		04/17/09	05/15/09	05/22/09	06/19/09
Last Day to Drop Midquarter Course with 100% Refund			02/13/09					05/15/09	
Last Day to Drop Midquarter			02/20/09					05/22/09	

MBA ACADEMIC CALENDAR - 12 WEEK

ACADEMIC DEADLINES	WINTER QUARTER 2008				SPRING QUARTER 2008		
	January		Mid-Feb		April		Mid-May
Course Enrollment Begins	10/09/08		10/09/08		01/08/09		01/08/09
Quarterly and Monthly Start Courses Begin	01/05/09		02/16/09		04/06/09		05/18/09
Quarterly and Monthly Start Enrollment Ends	01/07/09		02/18/09		04/08/09		05/20/09
Last Day to Drop Course Without "W"	01/16/09		02/27/09		04/17/09		05/29/09
Last Day to Drop Course With "W"	02/03/09		03/17/09		05/05/09		06/16/09
End of Quarter	02/13/09		03/27/09		05/15/09		06/26/09

FINANCIAL DEADLINES

	January		Mid-Feb		April		Mid-May
Last Day to Drop Quarter and Monthly Start Courses With 100% Refund	01/09/09		02/20/09		04/10/09		05/22/09
Last Day to Drop Quarter and Monthly Start Courses With 75% Refund	01/16/09		02/27/09		04/17/09		05/29/07

2009 Holiday Schedule

Capella will observe the following holiday schedule in 2009. The office switchboard will be closed on the following dates:

New Year's Day Thursday, January 1, 2009

Martin Luther King Day Monday, January 19, 2009

Memorial Day Monday, May 25, 2009

Independence Day (observed) Friday, July 3, 2009

Labor Day Monday, September 7, 2009

Thanksgiving Day Thursday, November 26, 2009

Day after Thanksgiving Friday, November 27, 2009

Christmas Eve Day Thursday, December 24, 2009

Christmas Day Friday, December 25, 2009

University Policies, *continued*

2.02.02 Course Enrollment, *continued*

    B. Undergraduate Learners

       1. Undergraduate learners enrolled in 12 or more credits of Capella courses each quarter are considered to be enrolled on a full-time basis.

       2. Undergraduate learners enrolled in six or more but fewer than 12 credits of Capella courses each quarter are considered to be enrolled on a half-time basis.

V.   Late Course Enrollment

    A. Learners must request permission to enroll in a course between the end of open course enrollment and the 12th calendar day of the course.

    B Late Course Enrollment Process

       1. Learners may request permission to enroll in a course after open course enrollment closes and before the 12th calendar day of the course by contacting their advisor.

       2. The request is reviewed by the Registrar's Office and the school in which the learner requests the late course enrollment.

       3. If approved, Capella enrolls the learner in the course, and the learner receives a course enrollment confirmation via email.

VI. Course Drop or Withdrawal

	Course Drop Period	Course Withdrawal Period	Unable to Withdraw (Late Withdrawal)
3-week course session	0 – 12 calendar days	13 – 15 calendar days	16 days – end of session
5-week course session	0 – 12 calendar days	13 – 25 calendar days	26 days – end of session
6-week course session	0 – 12 calendar days	13 – 30 calendar days	31 days – end of session
10-week course session	0 – 12 calendar days	13 – 50 calendar days	51 days – end of session

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

    B. Advanced Doctoral Learners

    Advanced doctoral learners should refer to university policies *3.01.06 Comprehensive Examination Requirements* and *3.01.07 Dissertation Requirements* for details pertaining to their programs.

    C. Course Drop

       1. Learners are responsible for executing course drops and must conduct them either online using the My Courses & Course Drop link on iGuide or via telephone by contacting Learner Support.

       2. 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 (GPA).

       3. Learners should refer to university policy *4.03.02 Tuition Refunds* to determine the financial implications of a course drop.

    D. Course Withdrawal

       1. A course withdrawal may be requested on the 13th calendar day of the course through the official last day to withdraw from a course.

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

          a. The learner receives a grade of "W" for the course.

          b. The grade of "W" appears on the learner's transcript.

          c. The grade of "W" does not affect GPA, but course credits are included in attempted credits when monitoring financial aid satisfactory academic progress, as described in university policy *3.01.05 Financial Aid Satisfactory Academic Progress*.

       3. Once the course has been in session past the official last day to withdraw from a course, this option is no longer available to learners. Should unforeseen circumstances arise after the deadline to withdraw from a course has passed, learners may refer to the Late Course Withdrawal section of this policy for recourse.

VII. Late Course Withdrawal

    A. If unforeseen extenuating circumstances require learners to withdraw from their course(s) following the official last day to withdraw, learners may petition for a late course withdrawal to receive a Withdrawal ("W") grade on their academic record for the course(s) by providing proper documentation of the circumstances. Such requests must be submitted prior to the end of the course.

University Policies, *continued*

B. The late course withdrawal process is for academic purposes only and is limited to modifications to a learner's transcript.

1. Learners are encouraged to discuss the situation with their instructor to determine, given the circumstances of the need for late course withdrawal, if a course withdrawal or an Incomplete ("I") grade request best suits the situation. In instances when "I" grades are requested and approved, learners have no longer than the last day of the 10-week course of the next academic quarter (or sooner, if so noted by the instructor) to complete their course work in compliance with university policy *3.04.08 Incomplete Grades*.

2. If it is determined that the learner needs to withdraw from the course, the learner should contact his or her advisor. Learners who receive federal financial aid should discuss the potential financial implications of a late course withdrawal with a financial aid counselor.

3. 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.

4. In order to be considered for a late course withdrawal accommodation, learners must be able to demonstrate ongoing participation in the course(s) in question up to the time they make the request to withdraw.

5. The Registrar's Office emails learners to notify them of the approval or denial decision, copying their instructors and advisors.

6. Military learners called to active duty should refer to university policy *2.02.08 Leave of Absence*.

7. University policy *4.03.02 Tuition Refunds* remains in effect and does not provide any financial accommodation for late course withdrawals.

8. No grades can be changed to a "W" for any previous terms.

2.02.03 Multiple Program Enrollments

Learners may not be enrolled in 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.

2.02.04 Single Course Enrollment

A learner may enroll in up to three courses for which they meet the requirements without being admitted to a degree or certificate program at Capella University. These courses (no more than three) may be applied toward an established certificate or degree program if the learner is later admitted to a program.

PROCEDURES

I. Decisions regarding the application of credit are based on relevance to the program and are made by the school.

II. Exceptions to this policy will be made at the discretion of the school deans. All decisions rendered by the deans are final.

2.02.05 Directed Study Enrollment

Capella University offers learners an opportunity to complete a limited number of courses in a one-on-one independent study format. This format is primarily available to assist learners in meeting their degree requirements in those circumstances in which Capella's existing offerings do not meet the learners' needs. Learners who enroll in a directed study course must complete a course learning plan (CLP) with a designated faculty member, articulating course topic, competencies, and outcomes in accordance with the requirements stated in the course guide. Directed study enrollments must be approved by the school's faculty chair. Doctoral learners may elect to utilize directed study format courses for no more than 25 percent of all course work in their required degree completion plan (DCP).

2.02.06 Continuous Enrollment for Advanced Doctoral Learners

All doctoral learners are expected to remain continuously enrolled once they begin the comprehensive examination and dissertation phases of their program, enrolling every quarter for the appropriate course in accordance with the comprehensive examination and dissertation course sequence. However, learners are allowed one quarter of inactivity during this final phase of their program. Doctoral learners in the comprehensive examination and dissertation phase of their program who do not enroll (either for a credit-bearing comprehensive or dissertation course or for a quarter of inactivity) during any given quarter will be administratively withdrawn from the university. Administratively withdrawn learners who wish to return to the university must reapply to the program and must meet the admission criteria in effect at

University Policies, *continued*

the time of reapplication. Learners who are readmitted after administrative withdrawal must fulfill the program requirements in effect at the time of their readmission.

2.02.07 Changing Program, Specialization, Certificate

Learners may apply to change their degree, specialization, or certificate program at Capella at any point in their program studies pursuant to the procedures established to support this policy. If accepted, the change becomes effective at the start of the next academic quarter. Learners must adhere to the degree requirements as listed in Capella's University Catalog in effect at the time of the change. Learners may not enroll in more than one Capella degree program or specialization concurrently.

PROCEDURES

I.   Change in Degree Program

A. Change in Degree Program Requirements

1.   Prior to initiating a degree program change, learners are encouraged to consult with their advisor to discuss options and considerations for the change.

2.   Learners may not pursue more than one Capella degree program concurrently.

3.   If accepted, learners begin new degree programs at the start of the next academic quarter.

B. Current Course Enrollment

Learners will remain enrolled in their current course(s) unless they initiate a course drop or withdrawal. The course withdrawal process is governed by university policy *2.02.02 Course Enrollment.*

C. Admission Process

1.   For all degree program changes, learners must apply for admission to the new school and/or program using the Degree or Certificate Program Change Request Form on iGuide.

2.   Application fees are waived for degree program change applications.

3.   Learners who are approved for admission to new schools and/or programs must meet program requirements in effect at the time they are admitted to the new school and/or program.

II. Change in Specialization

A. Change in Specialization Requirements

1.   Prior to initiating a specialization change, learners are encouraged to consult with their advisor to discuss options and considerations for the change.

2.   Learners may not pursue more than one specialization concurrently.

3.   If accepted, learners begin the new specialization at the start of the next academic quarter.

B. Current Course Enrollment

Learners will remain enrolled in their current course(s) unless they initiate a course drop or withdrawal. The course withdrawal process is governed by university policy *2.02.02 Course Enrollment.*

C. Admission Process

1.   For all specialization changes, learners must apply for admission to the new specialization and/or program using the Change of Specialization Request Form on iGuide.

2.   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.

3.   A change in specialization requires a new course and credit evaluation (CCE). When necessary, learners receive new advisor and/or mentor assignments. Learners are responsible for documenting new degree completion plans (DCP).

III. Change in Certificate Program

A. Change in Certificate Program Requirements

1.   Prior to initiating certificate program changes, learners are encouraged to consult with their advisor to discuss options and considerations for the change.

2.   Learners may change to certificate programs within their current school or in a different school.

3.   If accepted, learners begin new certificate programs at the start of the next academic quarter.

B. Current Course Enrollment

Learners will remain enrolled in their current course(s) unless they initiate a course drop or withdrawal. The course withdrawal process is governed by university policy *2.02.02 Course Enrollment.*

C. Admission Process

1.   For all certificate program changes, learners must apply for admission to the new program using the Degree or Certificate Program Change Request Form on iGuide.

2.   Application fees are waived for certificate program change applications.

University Policies, *continued*

3. Learners who are approved for admission to new certificate programs must meet the program requirements in effect at the time they are admitted to the new certificate program.

2.02.08 Leave of Absence

Capella learners may request a planned 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 of absence from an educational program 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.

PROCEDURES

I. **General Terms for all Categories of Leave of Absence**

A. Access to Services

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) is not permitted.

B. Satisfactory Academic Progress

Learners on academic probation per university policy *3.01.04 Academic Standing* or on federal financial aid probation per university policy *3.01.05 Financial Aid Satisfactory Academic Progress* at the time of their leave of absence will remain at the same status upon restarting a course(s) at the conclusion of the leave.

C. Catalog

Learners granted a leave of absence who restart a 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.

D. Last Day of Attendance

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

II. **Medical Leave of Absence**

A. Criteria

1. Learners may request a planned medical leave of absence for circumstances protected under the Family Medical Leave Act (FMLA).

2. Learners must be enrolled in a course(s) when requesting a leave of absence.

3. A leave of absence status is not granted retroactively.

B. Request for Leave of Absence

1. Learners may request a leave of absence by completing the Leave of Absence Request Form on iGuide. Learners must also submit documentation from a medical provider with their request for a leave of absence. The medical documentation should include a statement from the doctor certifying the need for the specific period of leave. The request will not be considered until documentation from a medical provider is submitted.

2. Requests must be made by the close of course enrollment 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.

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

C. Granting of Approval

Requests will be reviewed by the Registrar's Office. If approved and applicable, the learner will be dropped from any course(s) and/or residency(ies) in which the learner is enrolled during the period of the leave of absence.

D. Incompletes

Learners who have been issued Incomplete ("I") grades prior to requesting a leave of absence must contact their course instructor(s) prior to the start of the leave. When deemed appropriate by the faculty, Capella will accommodate an incomplete grade extension for learners granted a medical leave of absence. Documentation for the incomplete grade extension must be completed and submitted prior to the start of the leave.

III. **Military Leave of Absence**

A. Criteria

1. 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

University Policies, *continued*

who experience a disruption in their program due to active military service:

a. Learners who experience an interruption in their program due to 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") grade for any 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 "I" grade must get approval from the 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") grade are not issued a tuition credit. This will appear on the transcript as a Military Hold ("HM") grade.

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

c. Time spent on leave due to active military duty does not count toward the maximum time for completion of the program.

d. Faculty will be flexible and offer accommodations to academic deadlines for learners on a military leave of absence.

e. Capella will provide flexibility and accommodations to administrative deadlines for learners on a military leave of absence.

2. Learners are encouraged to coordinate this process through Armed Forces Support.

B. Request for Leave of Absence

1. Learners may request a military leave of absence by submitting a Military Leave of Absence Request form on iGuide. Learners will need to indicate the date that they are affected and their anticipated date of return, and must agree to fax their documentation to Learner Support at their earliest possible convenience. The paperwork must indicate the date that the learner is affected. Documentation can consist of one of the following:

a. Activation orders

b. A letter from their commanding officer

2. Upon receipt of the request form for a military leave of absence, Armed Forces Support will send learners an email indicating the approval or denial of their request. If the request is approved, Capella University will report the learner's leave status to the National Student Clearinghouse.

C. Reinstatement

1. Armed Forces Support will track learners' anticipated date of return and will contact learners to reintegrate them into their program.

2. When learners return, they are responsible for completing and submitting the Returning from a Military Leave of Absence form on iGuide and submitting the form to the Registrar's Office.

3. Armed Forces Support will then work with the learner to determine next steps in reintegrating the learner to Capella.

IV. **National Emergency Leave of Absence**

A. Criteria

1. 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:

a. 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") grade for any course(s) in which they were enrolled when affected 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 "I" grade must get approval from the instructor(s) of their course(s) and be able to complete the required assignments independently, outside of the courseroom. Learners who request an "I" grade are not issued a tuition credit. This will appear on the transcript as a Hold Due to National Emergency ("HD") grade.

b. Learners on leave due to a national emergency are not required to meet financial obligations to Capella while on approved leave.

University Policies, *continued*

c. Time spent on leave due to a national emergency does not count toward the maximum time for completion of the program.

d. Faculty will be flexible and offer accommodations to academic deadlines for learners affected by national emergencies.

2. Capella will provide flexibility and accommodations to administrative deadlines for learners impacted by national emergencies.

B. Request for Leave of Absence

1. Learners may request a national emergency leave of absence by contacting Learner Support. Learners must indicate the date on which they were affected and the anticipated date of return.

   In extreme circumstances, learners can be placed on a national emergency leave in advance of contact with a Learner Support representative or course instructor(s). Learners are encouraged to contact Capella University as soon as possible.

2. The Registrar's Office will withdraw or drop the learner from current and/or future course(s) and request that the learner be placed on a Hold Due to National Emergency ("HD"). If approved by the course instructor, a learner may be granted an "HD" grade to signify an "I" grade for the course. Capella University will report the learner's leave status to the National Student Clearinghouse.

C. Reinstatement

1. Learner Support will track the learners' anticipated date of return and will contact learners to reintegrate them into their program. On an annual basis, Capella will contact learners with an "HD" grade on their record to discuss their plans for the future.

2. Upon return, learners are responsible for completing and submitting the Return From National Emergency form on iGuide. Upon receipt of the form, the Registrar's Office will remove the "HD" grade.

3. Learner Support staff will work with the learner to address incomplete course(s), if applicable, and determine next steps in reintegrating the learner to Capella. Learners cannot enroll in a new course(s) without first contacting their instructor(s) to discuss a course completion plan for or withdrawal from any "HD"-designated course(s). Learners withdrawing due to a national emergency will be subject to the refund policy at the time of the disaster.

V. Other Circumstances

Capella learners requesting an interruption in their educational program for circumstances other than medical conditions, active military duty, or national emergency should follow the procedural criteria outlined for learners requesting a medical leave of absence.

2.02.10 Separation from the University

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

Learners who are administratively withdrawn or suspended may be eligible for readmission to Capella when stated conditions have been met.

Learners who are suspended may be eligible for re-enrollment when stated conditions have been met.

Learners who are dismissed are not eligible for readmission.

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

DEFINITIONS

Administrative Withdrawal
Administrative withdrawal is temporarily separating a learner from the university. The learner may be eligible to return to enrolled status when stated conditions are met.

Dismissal
Dismissal is permanently separating a learner from the university.

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

PROCEDURES
Relationship to Other Policies

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

A. Administrative Withdrawal

　　2.01.01 Admission

　　2.01.02 Maximum Time to Degree Completion

　　2.02.06 Continuous Enrollment for Advanced
　　　　　　Doctoral Learners

University Policies, *continued*

3.04.01 Academic Readiness

4.02.02 Learner Code of Conduct

4.02.04 Discrimination, Harassment, and Assault

4.02.05 Drugs and Alcohol

4.03.01 Tuition and Fees

4.03.02 Tuition Refunds

B. Suspension

3.01.04 Academic Standing

4.02.02 Learner Code of Conduct

C. Dismissal

3.01.01 Academic Honesty

3.01.04 Academic Standing

3.01.05 Financial Aid Satisfactory Academic Progress

3.01.06 Comprehensive Examination Requirements

4.02.02 Learner Code of Conduct

4.02.03 Learner Grievance

4.02.04 Discrimination, Harassment, and Assault

4.02.05 Drugs and Alcohol

ACADEMIC STANDARDS

3.01.01   Academic Honesty

Learners are expected to be the sole authors of their work. Use of another's ideas must be accompanied by proper citation and reference. In addition, a learner may not submit the same or similar work for credit in more than one course. Capella extends the concept of academic integrity to include issues of copyright and trademark violation. 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.

Capella faculty, learners, and university staff all share the responsibility to promptly report any suspected violation of academic honesty.

The disciplinary consequences of plagiarism and other forms of academic dishonesty may include but are not limited to one or more of the following: non-acceptance of work submitted (an opportunity to resubmit work may be given at the discretion of the faculty member or instructor), a failing grade on the assignment, a failing grade in the course, written reprimands, suspension, and dismissal from the university.

DEFINITIONS

Academic Honesty
Academic honesty provides protection for intellectual property by giving proper credit for the academic work of other scholars and practitioners. Capella considers any submission of work not created by the learner to be a violation of this policy. This includes but is not limited to submission of work in the name of another learner; intentional misuse of quantitative data; and failure to give proper credit of borrowed material by use of citation in any submitted courseroom assignments, whether in the form of a formal research paper, courseroom posting, PowerPoint presentation, or any other method used to meet course requirements.

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

Plagiarism
Plagiarism is presenting someone else's ideas or work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. Learners must take great care, whether in a draft or in a final version of a paper or project, to distinguish their own ideas and language from information acquired from outside sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained through other people.

Proper Form for References and Citations
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, the learner should consult this guide to identify the proper citation format.

3.01.03   Academic Honors

Learners at the bachelor's level may be eligible to graduate with honors based on minimum grade point average (GPA) and other academic requirements established in this policy and procedures.

GPA Requirements
Graduation with Honors—Cum Laude:
3.500–3.7499

Graduation with High Honors—Magna Cum Laude:
3.7500–3.8499

Graduation with Highest Honors—Summa Cum Laude:
3.8500 or higher

University Policies, *continued*

PROCEDURES

I. Academic Requirements

A. No credit-bearing course may be taken under the Satisfactory/Not Satisfactory "S"/"NS" option.

B. No Incomplete ("I") grades may be considered.

C. No grade may be lower than a "C."

D. No course may be repeated.

II. Academic Honors Calculation

Honors will be determined at the time of graduation and will only include academic work completed at Capella.

III. Academic Honors Notation

This distinction will be noted on the learner's official transcript and diploma.

3.01.04 Academic Standing

Capella University requires that all learners maintain good academic standing. Academic standing is determined by academic performance and is measured by the cumulative grade point average (GPA). In order to maintain good academic standing, learners must meet the minimum GPA requirement within their career.

Requirements

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

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

Doctoral learners engaged in the comprehensive examination and dissertation phases of their program must meet additional requirements described in this policy and procedure.

A learner's cumulative GPA is calculated separately for each career.

Failure to maintain good academic standing may result in probation, suspension, or dismissal. Learners may appeal pursuant to the procedures contained in this policy.

PROCEDURES

I. Grade Point Average (GPA) Requirements

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

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

II. Factors Impacting Academic Standing

A. Grades

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

B. Repeated Courses

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

III. Measuring Academic Standing

A. Learners must meet the minimum grade point average (GPA) requirement for their career.

B. Capella University measures academic standing at the end of each academic quarter.

C. Academic standing will be first measured after the first full quarter of activity.

Examples:

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

Learners who enroll in courses at the beginning of a quarter will be measured at the end of quarter one based on activity from their initial start date through the end of quarter one.

D. Learners who fail to meet the minimum GPA requirement for their career will be placed on probation, suspension, or dismissal status.

E. Learners' academic standing may be measured only following quarters in which they are enrolled in one or more credit-bearing courses. Learners' academic standing will not change following a quarter of academic inactivity.

F. Learners' current status remains on the their official record until there is academic activity for evaluation.

G. Learners return to Capella at the same academic status as when they departed.

University Policies, *continued*

H. Notification of Academic Status

Learners receive an email notification from the Registrar's Office when they have been placed on probation, suspension, or dismissal. However, it is the learner's responsibility to know these standards, and failure to receive the notification does not nullify the academic status.

I. Learners in the comprehensive examination and dissertation phases of their program will also be evaluated based on criteria as described in sections VII and VIII.

IV. Probation

A. Criteria/Notification

1. Learners are placed on probation when they do not meet the cumulative grade point average (GPA) requirement for their career.

2. Learners receive an email notification from the Registrar's Office when they have been placed on probation.

3. Probation status cannot be appealed.

B. Reinstatement to Good Academic Standing

1. Learners placed on probation will be removed from probation when their GPA meets the requirement for their career.

2. Learners receive an email notification from the Registrar's Office stating they have been removed from probation.

V. Suspension

A. Criteria/Notification

1. Learners are placed on suspension after being on probation for four consecutive academic quarters.

2. Learners suspended from the university are ineligible to enroll in any Capella course (including non-credit courses, residencies, colloquia, etc.) for two consecutive academic quarters.

3. Learners receive an email notification from the Registrar's Office when they have been placed on suspension.

4. Learners on suspension are denied access to the Capella University Library and courseroom unless completing an incomplete from a prior quarter.

5. Learners who earn a cumulative grade point average (GPA) above the stated requirement for their program as a result of the completion of an incomplete or an approved grade change may seek re-enrollment without completing the two-quarter suspension.

B. Appeal of Academic Standing Suspension

1. Learners may only appeal the length of their suspension with a minimum suspension of one quarter.

2. Learners must complete and submit the Academic Standing Suspension Appeal Form located on iGuide.

3. Learners must include an explanation of the extenuating circumstances surrounding their suspension and the impact they had on their academic progress. The case is determined based on the documentation/evidence supplied by learner.

4. Learners must indicate their plan for academic success.

5. Learners have 30 calendar days from the date of being sent notice of their suspension to submit their appeal.

6. The Academic Standing Appeals Committee, composed of high-level university faculty and staff, reviews the appeal and makes a determination.

   a. The committee will review the appeal and all supporting documentation to make a determination and notify the learner via email.

   b. The committee's decision is final.

C. Application for Re-Enrollment or Readmission after Suspension

1. Learners who complete suspension may apply for re-enrollment.

2. Learners who seek re-enrollment within one calendar year from the initial date of their suspension may do so under the same university catalog they were following at the time of suspension.

3. Learners who seek readmission after more than one calendar year from the initial date of their suspension must meet the program requirements effective in the university catalog current at the time of readmission.

4. As a condition of re-enrollment or readmission, learners are placed on an academic contract outlining their performance requirements until they return to good academic standing.

5. Learners must work with their academic advisor to complete their academic contract.

6. Once the contract is written, the advisor submits it to the school for the dean or designee's approval.

University Policies, *continued*

a. If the dean or designee does not approve the contract, it is returned to the learner and the advisor to be completed again in alignment with the suggestions of the school.

b. Once the contract is approved, the school submits the contract to the Registrar's Office for placement in the learner's record.

c. The Registrar's Office monitors the learner's GPA quarterly.

d. The school monitors the progress of the contract quarterly.

D. Academic Status upon Return from Suspension

Learners are removed from probation and considered in good academic standing when their cumulative GPA meets the requirement for their career.

VI. **Dismissal**

A. Criteria/Notification

Learners are dismissed from the university when they fail to meet the terms of their academic contract. Learners dismissed from the university are ineligible to enroll in any Capella course (including non-credit courses, residencies, colloquia, etc.) and are ineligible for readmission to any Capella program at any time in the future.

B. Appeal of Dismissal

1. Learners may appeal their dismissal status within seven calendar days of when the notification was sent.

2. Learners must complete and submit the Academic Standards Dismissal Appeal Form located on iGuide.

3. Learners must include an explanation of the extenuating circumstances surrounding their dismissal and the impact the circumstances had on their academic progress. The case is determined by the documentation/evidence supplied by the learner.

4. Learners must indicate their plan for academic success.

5. The Academic Standing Appeals Committee, composed of high-level university faculty and staff, reviews the appeal and makes a determination.

a. The committee has 10 calendar days from the receipt of the appeal and all supporting documentation to make a determination and notify the learner via email.

b. The committee's decision is final.

VII. **Comprehensive Examination Learners**

A. Criteria

1. Learners are considered to be in good academic standing when they enter the comprehensive examination phase of their program.

2. Academic standing for learners in the comprehensive examination phase of their program is measured by the timely and successful completion of the comprehensive examination courses.

3. Learners are considered out of compliance when they fail to successfully complete the comprehensive examination courses.

4. Learners are notified by their courseroom mentor when they fail to meet the minimum requirements.

B. Extensions

It is expected that learners making good academic progress will require no more than one additional quarter to complete their comprehensive examination course requirements.

C. Dismissal

Learners who fail to meet the minimum requirements will be dismissed from the university pursuant to section VI of this policy.

VIII. **Dissertation Learners**

A. Criteria

1. Learners are considered to be in good academic standing when they enter the dissertation phase of their program.

2. Academic standing for learners in the dissertation phase of their program is measured by the timely and successful completion of the dissertation course requirements.

3. Learners are considered out of compliance when they fail to successfully complete the dissertation requirements.

4. Learners are notified by their mentor when they fail to meet the minimum requirements.

B. Extensions

It is expected that learners making good academic progress will require no more than two additional quarters to complete their course requirements.

C. Dismissal

Learners who fail to meet minimum requirements will be dismissed from the university pursuant to section VI of this policy.

University Policies, *continued*

IX. Recording Academic Standing

Probation, suspension, and dismissal are official statuses. Suspension and dismissal are noted on the learner's official academic transcript.

3.01.05 Financial Aid Satisfactory Academic Progress

Federal regulations require that all learners who are issued federal financial aid must maintain satisfactory academic progress. Learners must meet minimum requirements as described in the program/certificate requirements section of this policy and related procedures in order to qualify for federal financial aid. Learners may only use federal financial aid for a maximum number of credits attempted for their degree level. Failure to maintain satisfactory academic progress may result in probation from or ineligibility for financial aid. Learners may appeal financial aid ineligibility pursuant to the procedures contained in this policy.

Undergraduate Program Requirements

Undergraduate learners are required to maintain a cumulative grade point average (GPA) of 2.0 or better and complete a minimum of two out of every three attempted credits (completion ratio of 67 percent of cumulative attempted credits).

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

Graduate Program Requirements

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

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

Doctoral learners engaged in the comprehensive examination and dissertation phases of their program must meet additional requirements described in the procedures section of this policy.

PROCEDURES

I. Factors Impacting Financial Aid Satisfactory Academic Progress (FASAP)

A. Grades

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

B. Repeated Courses

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

II. Measuring Satisfactory Academic Progress for Financial Aid

Satisfactory academic progress is measured for all federal financial aid learners. In addition to common measurements, there are individual measurements for learners enrolled in undergraduate programs and graduate programs, as described in sections II.B and II.C.

A. Common Measurements for All Learners

1. A learner's academic progress may be measured only following quarters during which the learner is enrolled for one or more courses. A learner's financial aid eligibility will not change following a quarter of academic inactivity.

2. A learner's current status remains on record until there is academic activity for evaluation.

3. Learners whose total number of attempted credits exceeds the limit for their degree or certificate program will be denied access to federal financial aid for all future terms. This is evaluated quarterly.

4. Grade point average (GPA) and course completion ratio are the required standards. The specific GPA and ratio standards are described in sections II.B and II.C.

5. The initial evaluation will begin after the first full quarter of activity.

   Examples:

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

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

6. All requirements are thereafter evaluated for each quarter there is academic activity.

University Policies, *continued*

7. Transfer credits

 a. Transfer credits applied toward a learner's degree program reduce the number of credits required for the completion of that degree program.

 b. The number of transfer credits impacts the learner's maximum limit of earned credits required, as follows:

 i. Example: BS requires 180 earned credits; the learner transfers in 70 credits, resulting in 110 credits remaining.

 ii. In the above example, the degree program requirements are based on the number of earned credits remaining for a learner to complete his or her degree program; in this case, 110 earned credits.

 iii. The number of earned credits remaining is the basis for the maximum attempted credits calculation, as defined in sections II.B.2 and II.C.2.

8. Notification of academic status

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

B. Undergraduate Programs

 Undergraduate learners are evaluated for satisfactory academic progress on two distinct requirements. Learners must be in compliance with both to maintain satisfactory academic progress. These requirements are described as follows:

1. Satisfactory academic progress requirements

 a. Minimum GPA

 i. Undergraduate learners must maintain a cumulative GPA of 2.0 or better.

 ii. The cumulative GPA is calculated specifically for all undergraduate activity.

 b. Course completion ratio

 Undergraduate learners must complete a minimum of two out of every three attempted credits (completion ratio of 67 percent of cumulative attempted credits).

2. Maximum attempted credits

 Undergraduate learners are not eligible for federal financial aid for any attempted credits that exceed 150 percent of the undergraduate degree level requirements as described in their catalog.

 a. *Example:* If the number of earned credits required to meet degree level requirements (after applied transfer credits) is 110, the maximum number of attempted credits allowed is 165 (110 x 150 percent).

 b. Learners will be notified by the Financial Aid Office when they are within 18 to 24 credits of exceeding the 150 percent rule.

 c. Learners will become immediately ineligible for federal financial aid once they have exceeded the 150 percent rule.

C. Graduate Programs

 Graduate learners are evaluated on two distinct requirements. Learners must be in compliance with both to maintain satisfactory academic progress. In addition, doctoral learners engaged in comprehensive examination and dissertation phases of their program must meet additional requirements.

1. Satisfactory academic progress requirements

 a. Minimum GPA

 i. Learners must maintain a cumulative GPA of 3.0 or better.

 ii. The cumulative GPA is calculated specifically for all graduate activity.

 b. Course completion ratio

 i. Learners must complete a minimum of one out of every two attempted credits (completion ratio of 50 percent of cumulative attempted credits).

 ii. The completion ratio is calculated specifically for all graduate activity.

2. Maximum attempted credits

 Learners are not eligible for federal financial aid for any attempted credits that exceed 200 percent of the graduate degree level requirements as described in their catalog.

 a. *Example:* If the number of earned credits required to meet degree level requirements (after applied transfer credits) is 110, the maximum number of attempted credits allowed is 220 (110 x 200 percent).

University Policies, *continued*

b. Learners will be notified by the Financial Aid Office when they are within 16 to 20 credits of exceeding the 200 percent rule.

c. Learners will become immediately ineligible for federal financial aid once they have exceeded the 200 percent rule.

3. Advanced doctoral learners

Doctoral learners engaged in comprehensive examination and dissertation phases of their program must meet additional requirements related to timely completion of their comprehensive examination and dissertation work as noted in university policy *3.01.04 Academic Standing*.

D. Comprehensive Examination Learners

1. Learners who enter the comprehensive examination phase of their program are considered in compliance with this policy.

2. Financial aid satisfactory academic progress (FASAP) for learners in the comprehensive examination phase of their program is measured by the successful completion of the requirements within the prescribed deadlines as listed in university policy *3.01.04 Academic Standing*.

E. Dissertation Learners

1. Learners who enter the dissertation phase of their program are considered in compliance with this policy.

2. FASAP for learners in the dissertation phase of their program is measured by the successful completion of the dissertation courses as listed in university policy *3.01.04 Academic Standing*.

III. Failure to Maintain Satisfactory Academic Progress

This section applies only to learners in undergraduate and graduate programs. Advanced doctoral learners in the comprehensive examination and dissertation phases of their program are referred to section IV.

A. Federal Financial Aid Probation

1. Criteria/Notification

a. Learners will be placed on federal financial aid probation when they fail to maintain the minimum requirements described in section II.

b. Learners will receive an email notification from the Financial Aid Office when they have been placed on federal financial aid probation.

2. Removal of financial aid satisfactory academic progress (FASAP) probationary status

a. Learners will be removed from federal financial aid probation upon meeting the minimum requirements described in section II.

b. Learners will receive an email notification of this change in status from the Financial Aid Office.

B. Ineligibility for Federal Financial Aid (FFA)

1. Criteria/Notification

a. Learners will no longer be eligible for FFA when they fail to maintain the minimum requirements described in section II of this policy following two consecutive quarters.

b. Learners will receive an email notification of this change in status from the Financial Aid Office.

2. Appeal of ineligibility for FFA

a. Learners may only appeal the time period for which they are ineligible for FFA.

b. Learners must complete the Financial Aid Satisfactory Academic Progress Appeal Form located on iGuide.

c. Learners must include an explanation of the extenuating circumstances surrounding their ineligibility and the impact they had on their academic progress. The case will be determined on the documentation/evidence supplied by learner.

d. Learners must indicate what has changed and how they will work to improve their academic progress.

e. Learners have seven calendar days from the date the notification of their ineligibility was sent to submit their appeal.

f. The Financial Aid Satisfactory Academic Progress Appeals Committee will review the appeal and make a determination.

i. The appeals committee has 10 calendar days from the receipt of the appeal and all supporting documentation to make a determination and notify the learner via email.

ii. The committee's decision is final.

3. Removal of FASAP ineligibility

a. Learners will be removed from federal financial aid ineligibility and reinstated to satisfactory academic progress upon meeting all the minimum requirements described in section II and after they have completed a quarter of activity while not receiving federal financial aid.

University Policies, *continued*

b. Learners will receive an email notification of this change in status from the Financial Aid Office.

IV. Failure to Maintain Financial Aid Satisfactory Academic Progress (FASAP)—Comprehensive Examination and Dissertation Phase Learners Only

Comprehensive Examination and Dissertation Phases
A. Criteria

Learners will be considered out of compliance with FASAP when they fail to maintain good academic standing as defined in sections II.D and II.E., and will be dismissed as a result of university policy *3.01.04 Academic Standing*.

B. Procedures

The procedures for maintaining compliance are described in university policy *3.01.04 Academic Standing*.

3.01.06 Comprehensive Examination Requirements

Capella University requires that all doctoral learners successfully complete the comprehensive examination course to advance to the dissertation. Learners are expected to maintain good academic standing as defined in university policy *3.01.04 Academic Standing*. Failure to successfully complete the comprehensive examination course in the stated time frame will result in a failing grade of Not Satisfactory ("NS"). An "NS" grade indicates failure to maintain good academic standing and will result in dismissal from the university.

DEFINITIONS

Completion of the Comprehensive Examination
A comprehensive examination course is complete when all its requirements have been reported as complete by the courseroom/faculty mentor.

Extenuating Circumstances
Extenuating circumstances refer to situations beyond the learner's control that make it difficult or impossible to complete the required comprehensive course requirements on time. Generally, extenuating circumstances include those described in university policy *2.02.08 Leave of Absence*, but they may also include the death of a family member, severe physical injury, or illness. Documentation of the circumstance must be provided by parties other than the learner; for example, a death certificate, or a letter from the learner's physician.

Initial Comprehensive Examination Attempt
This term refers to a learner's first enrollment in the comprehensive examination course, and includes the initial submission of responses to the three comprehensive examination questions and rewritten responses (if applicable).

Initial Comprehensive Examination Submission
This term refers to the learner's first submission of responses to the three comprehensive examination questions for grading by a mentor and readers.

Retake
Learners who receive a Not Satisfactory ("NS") grade on their initial comprehensive examination attempt have one opportunity to retake the examination, including the rewrite, per the requirements stated in the procedures section of this policy.

Rewrite
Learners who receive a "no-pass" decision for their initial comprehensive examination submission are granted the opportunity to rewrite and resubmit their responses within the allotted time frame stated in the procedures section of this policy.

PROCEDURES

I. Eligibility

Learners must successfully meet the following criteria to be eligible for enrollment in the comprehensive examination course:

A. Completion of all course work with a cumulative grade point average (GPA) of 3.0 or higher.

B. Completion of necessary practica, if applicable.

C. Completion of all residencies (for learners enrolled since 2005).

II. Continuous Enrollment

Once learners enroll in their comprehensive examination course and complete the first 12 days, or after they receive their comprehensive examination questions, whichever comes first, they must remain continuously enrolled until the conclusion of the dissertation phase, pursuant to university policy *2.02.06 Continuous Enrollment for Advanced Doctoral Learners*.

III. Grades

A grade of Satisfactory/Not Satisfactory ("S"/"NS") will be issued pursuant to university policy *3.04.07 Grading*.

IV. Drop/Withdrawal

Learners who wish to drop or withdraw from their comprehensive examination course once they have enrolled must make the request by contacting their advisor, who will work with them to determine their options.

University Policies, *continued*

A. Drops

1. Learners may choose to drop their comprehensive examination course within the first 12 days of the quarter, or until they receive their comprehensive examination questions, whichever comes first.

2. A dropped course will not count toward a quarter of inactivity, pursuant to university policy *2.02.06 Continuous Enrollment for Advanced Doctoral Learners*.

B. Withdrawals

1. Under extenuating circumstances, learners may choose to withdraw from their comprehensive examination course after the first 12 days of the quarter or after they receive their comprehensive examination questions, and prior to the last official day to withdraw, or prior to the due date of their first comprehensive examination submission, whichever comes first.

   a. Learners who wish to withdraw within this time frame must do so by contacting their advisor.

   b. A course withdrawal is reflected as a grade of "W" on the learner's transcript, pursuant to university policy *2.02.02 Course Enrollment*.

2. A grade of "W" is considered a period of inactivity, pursuant to university policy *2.02.06 Continuous Enrollment for Advanced Doctoral Learners*.

V. **Comprehensive Examination Completion Requirements**

This section outlines the requirements for completing the comprehensive examination. Refer to the latest version of the Comprehensive Examination Manual, located on iGuide, for further information.

A. Time to Complete

1. Learners may start the comprehensive examination at any time prior to the last week of the course.

2. Learners who require more than one quarter to complete the comprehensive examination course may enroll in one additional quarter.

B. Receipt of Questions

Learners receive the comprehensive examination questions electronically from their courseroom/faculty mentor.

C. Writing and Submitting Responses

1. Beginning from the time the three comprehensive examination questions are sent via email, learners have 28 calendar days to complete their responses.

2. Requesting an extension due to extenuating circumstances

   a. Learners may request an extension by providing evidence of extenuating circumstances that prevented their timely completion of the comprehensive examination questions. All extension requests must be approved by the learner's school dean or designee. Courseroom/faculty mentors are not authorized to approve extensions to the comprehensive examination. Extension requests must be received at least one business day prior to the examination deadline.

   b. The maximum extension granted is not to exceed 14 calendar days, unless otherwise approved by the dean or designee.

3. Failure to meet initial submission deadline

   Learners who do not submit their initial comprehensive examination responses by the deadline will automatically enter the 14-calendar day rewrite period. Learners who enter the rewrite period have up to 14 calendar days to submit their responses. Learners who enter the rewrite period by failing to submit their initial responses by the deadline forfeit the opportunity for a rewrite.

4. Failure to meet the rewrite submission deadline

   a. Learners who fail to submit rewritten responses to comprehensive examination questions for which they did not receive a passing grade on the initial submission by the deadline will be considered to have failed the comprehensive examination.

   b. Learners who fail the comprehensive examination will receive a Not Satisfactory ("NS") grade.

VI. **Comprehensive Examination Results**

A. Learners will be notified of their comprehensive examination results within 14 calendar days of submitting their responses.

B. To pass the comprehensive examination, two or more readers must issue a "pass" decision on each of the learner's responses.

C. Learners do not pass the comprehensive examination when two or more readers issue a "no pass" decision on one or more responses.

D. Learners who do not pass their initial comprehensive examination attempt automatically enter the rewrite period, pursuant to section VII.

University Policies, *continued*

E. Learners who do not pass the initial comprehensive examination submission may choose the option of not rewriting and resubmitting "no pass" answers, receiving a Not Satisfactory ("NS") grade, and completing a retake of the examination pursuant to section VIII.

VII. Rewrite Process

A. Rewrites

1. Learners who receive a "no-pass" on their initial comprehensive examination submission will be granted a rewrite period of 14 calendar days, beginning immediately upon being notified of the "no-pass" decision.

2. Learners must submit rewritten responses to all comprehensive examination questions for which they received a Not Satisfactory ("NS") grade by 11:59 p.m. Central Time no later than 14 calendar days from the date of being notified of the "no-pass" decision.

3. Requesting an extension due to extenuating circumstances

   a. Learners may request an extension by providing evidence of extenuating circumstances that prevented timely completion and submission of their comprehensive examination responses. All extension requests must be approved by the learner's school dean or designee. Courseroom/faculty mentors are not authorized to approve extensions to the comprehensive examination. Extension requests must be received at least one business day prior to the examination deadline.

   b. The maximum extension granted is not to exceed seven calendar days, unless otherwise approved by the dean or designee.

B. Rewrite Deferrals Due to Extenuating Circumstances

1. Learners who are unable to complete the rewrite within the 14-calendar day time frame due to extenuating circumstances may request a deferral by completing and submitting a Comprehensive Examination Rewrite Deferral Petition Form located on iGuide. Learners requesting a rewrite deferral must do so within seven calendar days of being notified of the "no-pass" decision. Learners must obtain final approval from their school's dean or designee.

2. Learners who receive approval for a deferred rewrite period must begin their rewrite period within 42 calendar days of being notified of the "no-pass" decision. The beginning date of the deferred rewrite period will be stated on the approval notice.

3. If the requested deferred rewrite period extends into the subsequent quarter, learners will receive an In Progress ("IP") grade for the comprehensive examination and must enroll in a comprehensive examination extension course for the next quarter.

4. Learners completing rewrites during a deferred rewrite period will receive a new comprehensive examination question for each question they did not pass.

5. The courseroom/faculty mentor has seven calendar days from the beginning date of the deferred rewrite period to write and submit new comprehensive examination questions.

6. Learners have nine calendar days per question from the receipt of the new questions to complete and submit rewrites to their courseroom/faculty mentor no later than 11:59 p.m. Central Time on the examination deadline.

VIII. Comprehensive Examination Retake

Failure to Pass the Initial Comprehensive Examination Attempt

A. Learners who fail the initial comprehensive examination attempt will receive a Not Satisfactory ("NS") grade.

B. Learners who fail the initial comprehensive examination attempt will have one opportunity to retake the examination. Learners may initiate this process by completing the request form located on iGuide. The following conditions will apply:

1. Learners agree to a Learning Agreement approved by the school.

2. Learners have at least one quarter to complete the Learning Agreement.

3. By following the terms of their Learning Agreements, learners will be considered in compliance with university policy *2.02.06 Continuous Enrollment for Advanced Doctoral Learners*.

4. Learners must retake the comprehensive examination during the quarter immediately following the completion of the Learning Agreement.

5. Learners retake the examination under the same conditions as learners who are taking the examination for the first time. The same policies and procedures apply.

University Policies, *continued*

C. Learners who fail the comprehensive examination retake will be dismissed from the university.

IX. Final Comprehensive Examination Conference Call

A. Learners who successfully complete the comprehensive examination may progress to a final conference call as determined by the school.

B. Learners who do not pass the comprehensive examination may participate in a final conference call for additional feedback as determined by the school.

X. Appeal of Not Satisfactory ("NS") Grade (Capricious Grading or Error)

A. Learners may appeal an "NS" grade earned as a result of their academic performance on either the initial comprehensive examination attempt or the retake, pursuant to university policy *3.04.09 Appealing a Grade*.

B. Learners whose appeal of an "NS" grade for the initial comprehensive examination attempt is denied may retake the examination as described in section VIII.

C. Learners who complete a retake of the examination and receive a grade of "NS," and whose appeal of the "NS" grade is denied, will be dismissed from the university.

XI. Appeal of Dismissal

Learners who are dismissed from the university may appeal their dismissal pursuant to university policy *3.01.04 Academic Standing*.

3.01.07 Dissertation Requirements

Capella University requires that all doctoral learners successfully complete the dissertation phase of their program in order to graduate. The dissertation phase is considered complete when learners successfully meet all of the designated milestones within the time frames established by the university and pursuant to university policy *2.02.06 Continuous Enrollment for Advanced Doctoral Learners*. Learners in the dissertation phase are expected to maintain good academic standing as defined in university policy *3.01.04 Academic Standing*. Failure to successfully complete the dissertation phase in the stated time frame will result in a failing grade of Not Satisfactory ("NS"). An "NS" grade indicates failure to maintain good academic standing and will result in dismissal from the university

DEFINITIONS

Dissertation Milestones
Dissertation milestones are sequenced steps in the successful production of a doctoral research project at Capella University. Completion of all of the milestones indicates the completion

of the dissertation requirements and is verified by submission of the appropriate milestone completion form by the mentor. The milestones include:

1. Dissertation committee approved by the school
2. Learner completes the Collaborative Institutional Training Initiative (CITI) Program, including both basic training and special modules as required by the dissertation topic
3. Proposal approved by mentor
4. Proposal approved by dissertation committee
5. Proposal approved by school (if appropriate)
6. Institutional Review Board (IRB) application approved by university IRB
7. Proposal conference call completed
8. Chapter Four draft approved by mentor
9. Chapter Five and full dissertation approved by mentor
10. Dissertation approved by dissertation committee
11. Dissertation approved by school (if appropriate)
12. Formatting edits completed
13. Dissertation conference call completed
14. Final manuscript approved by mentor
15. Manuscript submitted for publication
16. Final dean approval

Dissertation Phase
The dissertation phase of all doctoral programs begins only after learners have successfully completed their comprehensive examination (see university policy *3.01.06 Comprehensive Examination Requirements*). In the dissertation phase, successful progress is marked by the completion of dissertation milestones, which are sequenced steps in the production of a successful research project at Capella University. Completion of all milestones within the approved time frames indicates successful completion of the requirements of the dissertation phase. Learners must be enrolled in the dissertation phase of their doctoral program for a minimum of four quarters to earn the 20 required dissertation credits. Learners who need additional quarters to complete the dissertation phase may continue to be enrolled as long as they maintain good academic standing and don't exceed the maximum time to complete (see university policies *3.01.04 Academic Standing* and *2.01.02 Maximum Time to Degree Completion*).

Established Time Frames
The university has established reasonable time periods for the completion of each of the dissertation milestones. These time frames reflect the average amount of time Capella learners

University Policies, *continued*

require to complete these tasks. Learners who are unable to complete a milestone within the established time frame should follow the procedures in sections V.A., V.B., or V.C.

Extenuating Circumstances

Extenuating circumstances refer to situations beyond the learner's control that make it difficult or impossible to complete a required dissertation milestone on time. Generally, extenuating circumstances include those described in university policy *2.02.08 Leave of Absence*, but they may also include the death of a family member or severe physical injury or illness. Documentation of the circumstance must be provided by parties other than the learner; for example, a death certificate or a letter from the learner's physician.

PROCEDURES

I.   **Continuous Enrollment**

Learners enrolled in their dissertation phase must remain continuously enrolled until the conclusion of the dissertation phase, pursuant to university policy *2.02.06 Continuous Enrollment for Advanced Doctoral Learners*.

II.   **Grades**

A grade of Required ("R") will be issued for learners who have met the dissertation milestone requirements, pursuant to university policy *3.04.07 Grading*.

III.   **Drop/Withdrawal**

Learners who wish to drop or withdraw from their dissertation course once they have enrolled must make the request by contacting their advisor, who will work with them to determine their best option.

A. Drops

1.   Learners may choose to drop their dissertation course within the first 12 calendar days of the quarter.

2.   A dropped course will count toward a quarter of inactivity, pursuant to university policy *2.02.06 Continuous Enrollment for Advanced Doctoral Learners.*

B. Withdrawals

1.   Under extenuating circumstances, learners may choose to withdraw from their dissertation course after the first 12 calendar days of the quarter and up to the last official day to withdraw.

a.   Learners who withdraw within this time frame must do so by contacting their advisor.

b.   A course withdrawal is reflected as a grade of "W" on the learner's transcript, pursuant to university policy *2.02.02 Course Enrollment.*

2.   A grade of "W" is considered a period of inactivity, pursuant to university policy *2.02.06 Continuous Enrollment for Advanced Doctoral Learners.*

3.   Learners who withdraw from a dissertation course must enroll in the dissertation course from which they withdrew the following quarter unless their school has approved an additional quarter of inactivity, pursuant to university policy *2.02.06 Continuous Enrollment for Advanced Doctoral Learners.*

IV.   **Dissertation Phase Completion Requirements**

A. Learners in the dissertation phase of their program must successfully complete each of the dissertation milestone requirements listed in the table in the Dissertation Manual located on iGuide.

B. Learners will be considered noncompliant with university policy *3.01.04 Academic Standing* should they fail to meet the minimum dissertation milestone requirements described in section IV.A.

C. Learners will be notified by their mentor should they fail to meet the minimum dissertation milestone requirements.

V.   **Request for Milestone Extension**

A. Request for Initial Milestone Extension

1.   Learners may request an initial milestone extension directly from their mentor up to five calendar days prior to the due date. Their request must indicate the reason for the delay, a rationale for granting the extension, and a plan of action to achieve good academic standing.

2.   The mentor may grant the extension based on the agreed-upon plan.

3.   Each dissertation milestone requirement will be treated separately for the purposes of this section. Any extension given for one milestone will not affect any other milestone deadline.

4.   Between the time the learner is notified of failure to complete a dissertation milestone requirement and the time the learner receives the extension decision, the learner will remain in good academic standing.

5.   If the mentor denies the initial milestone extension, the learner will be considered noncompliant with university policy *3.01.04 Academic Standing* and will be ineligible for financial aid (if applicable), and dismissed from the university.

University Policies, *continued*

6. Learners may appeal the initial milestone extension denial decision.

   a. Learners must submit a request to the school's dean or designee indicating the reason for the delay, a rationale for granting the extension, and a plan of action to achieve good academic standing. The learner's mentor must also submit his or her rationale for appealing the extension denial decision to the school's dean or designee.

   b. Learners will receive notification of the dean or designee's decision within seven calendar days.

   c. If the dean or designee denies the initial milestone extension and the learner is dismissed from the university, the learner may appeal the dismissal decision by following the procedures described in section V.D.

B. Request for Additional Milestone Extension

1. Learners may request an additional milestone extension from the school's dean or designee up to five calendar days prior to the deadline. Their request must indicate the reason for the delay, a rationale for granting the additional extension, and a plan of action to achieve good academic standing. The learner's mentor must also submit a recommendation to the school's dean or designee, expressing his or her perspective on the request.

2. Learners will receive notification of the dean or designee's decision within seven calendar days.

3. Each dissertation milestone requirement will be treated separately for the purposes of this section. Any extension given for one milestone will not affect any other milestone deadline.

4. Between the time the learner is notified of the second failure to complete a dissertation milestone requirement and the time the learner receives the extension decision, the learner will remain in good academic standing.

5. If the dean or designee denies the additional milestone extension, the learner will be considered noncompliant with university policy *3.01.04 Academic Standing* and will be ineligible for financial aid (if applicable) and dismissed from the university.

6. Learners may appeal the dismissal decision by following the procedures described in section V.D.

C. Dismissal

1. Learners will be dismissed from the university upon failure to meet the dissertation milestone requirements for a third time.

2. Should they be dismissed from the university, learners will receive a notification of the change in status from the Registrar's Office should they be dismissed from the university.

3. Learners may appeal the dismissal decision.

D. Appeal of Dismissal

Learners must appeal the dismissal decision pursuant to university policy *3.01.04 Academic Standing*.

3.01.08 Academic Degree Requirements

Requirements must be explicitly described, defined, and published at each degree level and for each specialization. These requirements serve as the standard for degree program development and learners' degree completion. Schools develop all degree programs and specializations to align with published degree requirements, and Capella learners must satisfactorily fulfill all degree requirements as described in order to be awarded the degree for which they are enrolled. All degree requirements must also comply with all other university policies.

Approval of Degree Requirements

The Capella University Board of Directors reviews and approves the requirements in the following categories, as appropriate, for each academic degree level upon recommendation of the Academic Leadership Team (ALT):

- Minimum credit totals for the degree level.
- Residential colloquia and other residency requirements.
- Capstone courses, comprehensive examinations, dissertation, and other final project requirements.
- Grade point average (GPA) requirements.

Degree and certificate programs may also include any additional credit or content requirements that are consistent with the academic standards of the field of study for that degree level, advancements emergent in the academic discipline, and if applicable, the standards of professional accreditation bodies as well as prevailing professional standards.

Upon the recommendation of the ALT, the Capella University Board of Directors has established the following requirements for each degree level:

- *Doctoral degree requirements:* Degrees at the doctoral level, including the PsyD and PhD, require a minimum of 120 quarter credits, a formal residential experience, the comprehensive examination, dissertation, and a minimum GPA of 3.0.

- *Specialist degree requirements:* The Education Specialist degree, at the specialist degree level, requires a minimum of 48 quarter credits, a formal residential experience, and a minimum GPA of 3.0.

University Policies, *continued*

- *Post-master's certificate requirements:* Post-master's certificates require a minimum of 16 quarter credits, an internship, and a minimum GPA of 3.0.

- *Master's degree requirements:* Degrees at the master's level require a minimum of 48 quarter credits, a final master's project, and a minimum GPA of 3.0.

- *Graduate certificates:* Certificates at the post-baccalaureate level require a minimum of 16 quarter credits of graduate study and a minimum GPA of 3.0.

- *Baccalaureate degree requirements:* Degrees at the bachelor's level require a minimum of 180 quarter credits, including 45 general education credits and a capstone course, and require a minimum GPA of 2.0. General education requirements will fulfill the standards of the Minnesota Transfer Curriculum and include study in four categories: communication, humanities, natural science and mathematics, and social science.

Exceptions and Substitutions of Degree Requirements

Capella University learners are expected to complete all degree program requirements. However, in some circumstances, a learner may request to waive a requirement or substitute an alternate Capella course in place of a required course. If approved, the exception or substitution of a requirement does not affect the total number of credits required by a learner's degree program. Requirement exceptions and substitutions are only valid for the degree program, specialization, and catalog for which they are approved.

DEFINITIONS

Course Substitution

A course substitution is the replacement of a required course with an alternate Capella course that fulfills the requirement. Substitution courses must be similar in course content, expected outcomes, and competencies.

Credit Distribution

Credit distribution is the number of credits required within specific distribution areas, such as "20 credits of specialization courses" or "no more than 18 elective credits."

Degree Level

Degree level refers to postsecondary academic achievement classified by a prescribed depth of understanding relative to course work and learning experiences. Capella offers degrees at the following degree levels: baccalaureate, master's, specialist, and doctoral.

Degree Program

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

Lower-Division Courses

Lower-division courses are undergraduate courses at the 1000 and 2000 levels.

Minimum GPA

Minimum GPA refers to the lowest academic grade point average allowed for a completed course or course of study to fulfill degree program requirements.

Requirement Exception

The removal of a requirement from a learner's degree program requires an exception. The learner is not awarded credits for the removed requirement and is not required to take a specific course in its place. A requirement exception does not affect the required number of credits in a degree program.

Requirements

Requirements are the features, content, courses, and achievements that comprise an academic degree program that must be completed in order to earn that degree.

Upper-Division Courses

Upper-division courses are undergraduate courses at the 3000 and 4000 levels.

PROCEDURES

I. **Establishment of Program Requirements**

    A. Foundational requirements are established by the Capella University Board of Directors.

    B. Development, vetting, approval, and publication process for academic degree requirements for degree programs and specializations are guided by the minimum standards established by the Academic Leadership Team (ALT).

II. **New Degree Programs and Program Changes**

    A. New degree programs and program changes will adhere to the degree requirements approved by the Capella University Board of Directors.

    B. New degree programs and program changes will follow the guidelines described in university policy *3.02.01 Approving University Programs.*

    C. Validation

    During the process of approving new or revised degree programs, programs will be reviewed to ensure that their requirements uphold the corresponding degree requirements established by the Capella University Board of Directors and the Academic Leadership Team (ALT).

University Policies, *continued*

III. University Catalog Degree Requirement Information

A. Program requirements are described in detail in Capella's University Catalog.

B. Descriptions must include all requirements applicable to the specific degree program.

C. A learner's program requirements are subject to those of the catalog in effect at the time of the learner's matriculation, or at the time of the learner's most recent change of specialization.

IV. Degree Program Requirements by Degree Level

Requirements listed are the minimum requirements for each degree level. Certain degree programs may have additional requirements. See Capella's University Catalog for further details.

A. Doctoral Degree Requirements

  1. PsyD requirements

    a. 145 total quarter credits

    b. Comprehensive examination

    c. Dissertation

    d. Year-in-residence Parts I and II

    e. Minimum GPA of 3.0

  2. PhD requirements

    a. 120 total quarter credits

    b. Comprehensive examination

    c. Dissertation

    d. Three residential colloquia

    e. Minimum GPA of 3.0

B. Specialist Degree Requirements

  EdS requirements

  1. 48 total quarter credits

  2. Two residential colloquia

  3. Minimum GPA of 3.0

C. Post-Master's Certificate Requirements

  1. School of Education post-master's certificate requirements

    a. Post-Master's Certificate in Enrollment Management: 24 total quarter credits and one-week residential colloquium

    b. Post-Master's Certificate in College Teaching: 16 total quarter credits and one-week residential colloquium

  2. Harold Abel School of Psychology Specialist Certificate in School Psychology requirements: 50 total quarter credits, practicum, and internship

D. Master's Degree Requirements

  1. School of Business and Technology MBA and MS requirements

    a. 48 total quarter credits, including integrative project and/or capstone course

    b. Minimum GPA of 3.0

  2. School of Education MS requirements

    a. 48 total quarter credits, including integrative project, and/or practicum, and/or capstone course

    b. Minimum GPA of 3.0

  3. School of Human Services MS requirements (Public Health program)

    a. 60 total quarter credits, including final project

    b. Minimum GPA of 3.0

  4. School of Human Services MS requirements (School Counseling specialization)

    a. 72 total quarter credits, including final project

    b. Two residencies

    c. Minimum GPA of 3.0

  5. School of Human Services MS requirements (Marital, Couple, and Family Counseling/Therapy and Mental Health Counseling specializations)

    a. 92 total quarter credits

    b. Two six-day residencies, clinical laboratories, practicum, and internship

    c. Minimum GPA of 3.0

  6. School of Human Services MS requirements (all other specializations)

    a. 48 total quarter credits

    b. Minimum GPA of 3.0

  7. Harold Abel School of Psychology MS requirements

    a. 65–70 total quarter credits

    b. Practicum and/or final project

    c. Year-in-residence Part I (School Psychology specialization only)

    d. Minimum GPA of 3.0

E. Graduate Certificate Requirements

  1. School of Business and Technology graduate certificate requirements

    a. Leadership: 16 total quarter credits

    b. Human Resource Management: 16 total quarter credits

    c. Project Management: 20 total quarter credits

University Policies, *continued*

    d. Information Assurance and Security: 20 total quarter credits

  2. School of Human Services graduate certificate requirements

    a. Addictions Counseling: 16 total quarter credits

    b. Criminal Justice: 16 total quarter credits

    c. Diversity Studies: 16 total quarter credits

    d. Health Care Administration: 16 total quarter credits

    e. Management of Nonprofit Agencies: 16 total quarter credits

    f. Marriage and Family Services: 16 total quarter credits

    g. Professional Counseling: 16 total quarter credits

    h. Social and Community Services: 16 total quarter credits

F. Bachelor's Degree Requirements

    BS requirements

  1. 180 total quarter credits

  2. 45 general education credits in four categories: communication, humanities, natural science and mathematics, social science

  3. Capstone course

  4. Minimum GPA of 2.0

RESEARCH

3.03.01 Use of Human Participants/Subjects in Research

Capella University recognizes its institutional responsibility to respect and protect the rights of individuals involved in research as human participants/subjects. Capella's Institutional Review Board (IRB) process is intended to safeguard the welfare of participants/subjects without causing undue obstruction to the research. All learners, core faculty and adjunct faculty, administrators, staff, consultants, and directed employees/agents who intend to conduct research that is designed to develop or contribute to generalizable knowledge and that grows out of their affiliation with the university are required to obtain institutional approval prior to beginning the research.

Capella University's Institutional Review Board (IRB) is responsible for assessing all research proposals involving human participants/subjects and/or their records and for protecting human participants/subjects from the risk of physical, economic, social, or psychological harm. To that end, the university IRB delegates to each school the responsibility

of conducting the first review to determine whether the proposed research involves the risk of physical, economic, social, or psychological harm to its human participants/subjects. If the school IRB representative determines that there is a risk of harm, the university IRB reviews the proposal and weighs the research's potential risks against its potential benefits in order to approve or deny the proposal.

3.03.02 Publication of Dissertations

Capella University requires all doctoral learners to publish a dissertation written in partial fulfillment of their doctoral degree.

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

3.03.03 Use of Confidential Information

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

PROCEDURES

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

University Policies, *continued*

A. 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.

B. Obtain a release for any information that could be considered proprietary by any third party, and submit this release to the staff or faculty member or committee prior to the time of the disclosure.

ASSESSMENT, CREDITS, AND GRADING

3.04.01 Academic Readiness

To participate in Capella University programs, all learners must display academic readiness by successfully completing Capella's first course. In addition, undergraduate learners must demonstrate fundamental writing skills and logical reasoning competence as described in the procedures contained within this policy. Learners who do not successfully demonstrate academic readiness may not continue their academic program and will be administratively withdrawn from the university. Such learners are ineligible to re-enroll in any program at the university for one calendar year from the date of the administrative withdrawal.

3.04.02 Credit for Prior Learning

As a competency-based institution, Capella allows learners to document their prior learning through Prior Learning Assessment (PLA). Capella University awards credit for learning that has been achieved outside of the university classroom through the following three assessment processes: nationally recognized examination programs such as CLEP and DANTES; American Council on Education (ACE)-recommended credits for military training, corporate training, and business-related certifications; and PLA through documentation of learning. Through PLA, learners use assessment means that are appropriate to the learning content to demonstrate that they have mastered the competencies of one or more specific Capella courses. If mastery of the competencies is successfully demonstrated, learners are granted credit for the Capella course(s) as described in this policy and its related procedures.

DEFINITIONS

Academically Approved
Academically approved indicates approval by an appropriate combination of The Higher Learning Commission, regional accreditors, or Capella University.

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

Lower-Division Courses
Lower-division courses are undergraduate courses at the 1000 and 2000 levels.

Prior Learning Assessment (PLA)
Prior Learning Assessment is any academically approved means of evaluating and measuring (assessing) knowledge that is accomplished prior to beginning a Capella degree program.

Some prior learning is assessed by other institutions and accepted by Capella. This type of PLA includes transfer credit from other regionally accredited institutions, ACE-recommended credit, and national examinations such as CLEP and DANTES.

If prior learning has not been assessed through an external process but includes learning accomplishments that are the same as what learners accomplish through a Capella course in their program, then this prior learning can be assessed through Capella's own PLA process.

Prior Learning Documentation
Prior learning documentation is information provided by the learner verifying his or her claims of competency. It is used to perform a valid assessment of learning.

Upper-Division Courses
Upper-division courses are undergraduate courses at the 3000 and 4000 levels.

PROCEDURES

I. **Prior Learning Assessment (PLA) at the Graduate Level**

    A. Eligibility

       Capella currently grants credit for prior learning for a limited number of courses within the School of Business and Technology. Master's learners may document prior learning through the PLA process using the following guidelines:

    B. Credit Allocation

       1. The total number of credits awarded through the transfer and PLA processes cannot exceed the equivalent of five graduate courses.

       2. The maximum number of credits that can be awarded through the transfer and PLA processes for the master's degree in Organization and Management and the master's degree in Information Technology is 20.

University Policies, *continued*

3. The maximum number of credits that can be awarded through the transfer and PLA processes in the MBA program is 15.

C. Capella Prior Learning Assessment

1. Learners must demonstrate they have mastered the competencies of one or more specific Capella courses. If mastery of the specific course competencies is successfully demonstrated, learners are granted credit for the Capella course(s).

2. Learners must prepare separate documentation for each course for which they are seeking credit.

3. Capella PLA assessment fees are non-refundable. Fees per credit are located in the tuition and fees schedule.

II. **Prior Learning Assessment (PLA) at the Undergraduate Level**

A. Eligibility

Capella currently grants credit for prior learning for a wide selection of courses within the School of Undergraduate Studies. Prior learning will be assessed through the external assessment processes described in this policy or through Capella's own PLA process.

B. Credit Allocation

1. The total number of credits awarded through the transfer process, national examinations, ACE-recommended credits, and PLA cannot exceed 75 percent of the total degree credit requirements.

2. At least 25 percent of the total degree credit requirements must be earned through the completion of upper-division Capella courses.

3. A maximum of 45 nationally recognized examination credits may be applied toward a Capella bachelor's degree.

4. Undergraduate credit earned through documented PLA credits cannot exceed 50 percent (48 credits) of upper-division requirements and cannot exceed 50 percent (90 credits) of the total credits for the undergraduate degree.

5. Internal Capella PLA credits may not be used to fulfill the 45-credit general education requirement.

C. External Learning Assessments

1. Nationally recognized examination programs (bachelor's degree only)

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

b. International Baccalaureate (IB) exams: Learners who have earned an IB diploma with composite scores of 30 or higher are awarded 12 quarter credits for each higher-level exam and three quarter credits 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, are awarded 12 quarter credits for each higher-level exam on which they scored 5 or higher. When applicable, these credits are counted toward the completion of general education requirements.

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

d. Defense Activity for Non-Traditional Education Support (DANTES) exams: Credit is awarded for successful completion of DANTES exams as outlined by ACE recommendations. When applicable, these credits are counted toward the completion of general education requirements.

2. ACE-recommended credits

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

b. The maximum credit recommended by ACE is awarded for all ACE-reviewed training and course work.

D. Capella Prior Learning Assessment

1. Learners must demonstrate they have mastered the competencies of one or more specific Capella courses. If mastery of the specific course competencies are successfully demonstrated, learners are granted credit for the Capella course(s).

2. Learners must prepare separate documentation for each course for which they are seeking credit.

3. Capella PLA assessment fees are non-refundable. Fees per credit are located in the tuition and fees schedule.

Residents of Washington may receive credit for prior learning by these means only in the bachelor's and MBA programs.

University Policies, *continued*

3.04.03 Transfer of Credit

All transcripts received from regionally accredited or internationally recognized institutions are reviewed as part of the admission process. Capella University may accept transfer 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 the Council on Postsecondary Accreditation (COPA)/Commission on Recognition of Postsecondary Accreditation (CORPA).

Transfer credit from a non-regionally accredited institution or program is reviewed on a case-by-case basis.

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

PROCEDURES

I.   **Criteria**

  A. To be considered for transfer credit, course work must have been completed at an academic institution or program accredited prior to the learner's withdrawal from the institution. Transfer credit will be considered if an institution or program had provisional accreditation at the time the learner withdrew from the institution.

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

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

  D. Courses taken at other institutions will not be accepted for transfer credit to Capella certificate programs.

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

II. **International Transfer Credits**

  International transfer credits will be reviewed by a third-party evaluator to assess 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 to complete the evaluation process.

III. **Maximum Transfer Credit**

  A. Undergraduate Credit

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

    2. Applicants to Capella with an Associate of Arts (AA) degree granted since 1994 from a regionally accredited Minnesota Transfer Curriculum institution will have fulfilled the 45-credit general education requirement.

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

  B. Graduate Credit

    1. Schools of Business and Technology, Education, and Human Services

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

      b. Applicants may transfer up to a maximum of 12 quarter credits toward a master's degree or MBA and a maximum of 48 quarter credits toward a PhD.

      c. EdS program applicants with previous post-master's course work from institutions meeting Capella's qualifications may transfer up to 12 quarter credits toward an EdS degree.

    2. Harold Abel School of Psychology

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

      b. Applicants may transfer a maximum of 15 quarter credits toward a master's degree or PsyD, and up to a maximum of 50 quarter credits toward a PhD.

  C. Exceptions

  Transfer credit articulation or alliance agreements approved by the chief academic officer may allow exceptions to maximum transfer credit guidelines.

IV. **Transfer Credit Evaluation**

  A. The process for evaluating transfer credit may support a new application for admission to a Capella program for a current learner considering a program change. Regardless, the process is managed by the Registrar's Office, and the transcript is evaluated against the criteria of this policy.

University Policies, *continued*

B. During the admission process, Enrollment Services collects the necessary documents related to an applicant's academic history, including official and unofficial transcripts, and international applicant diplomas. The enrollment counselor forwards the application and supporting documents to the Registrar's Office for credit evaluation.

C. Registrar's Office staff reviews the learner or applicant's transcript and evaluates it against the criteria of the program and this policy. The review results are transferred to a course and credit evaluation (CCE), which is emailed to the learner or applicant and the enrollment counselor. The CCE contains a summary of the courses accepted toward the learner's program and the transfer credit awarded for those courses.

1. If an unofficial transcript was reviewed as part of the evaluation process, the resulting CCE is considered unofficial until the learner or applicant submits an official transcript and another evaluation is conducted. An official CCE will eventually replace the previous unofficial CCE.

2. In most cases, a current Capella learner changing his or her degree program will receive a new advisor who specializes in the learner's new program. The advisor will assist the learner in completing a new program plan. Learners should refer to university policy *2.02.07 Changing Program, Specialization, Certificate.*

D. Undergraduate Learners: Associate of Arts (AA) Evaluation

1. Capella University will recognize learners with an AA degree granted since 1994 from a regionally accredited Minnesota Transfer Curriculum institution, with a minimum of 45 quarter credits and a cumulative grade point average (GPA) of 2.0 or higher, as fulfilling their general education requirements.

2. All other transfer evaluation policies and practices remain in effect. Courses that meet specific specialization course requirements and carry a grade of "C" or better will be recognized, but developmental, vocational, or remedial course work will not be recognized and will not transfer into Capella.

3. Learners with fewer than the minimum number of credits cited above will have their courses evaluated on a course-by-course basis and therefore may not satisfy all general education requirements.

V. **Appeal of Transfer Credit Evaluation**

A. Learners and applicants have the right to appeal their transfer credit evaluation to the Registrar's Office.

1. To appeal the results of a course and credit evaluation (CCE) by the Registrar's Office, a learner or applicant must submit a formal request to the Registrar's Office by emailing AdmissionsOffice@capella.edu.

2. Within seven calendar days of receiving the appeal request, a designated staff member from the Registrar's Office will acknowledge receipt of the request and inform the learner or applicant that the appeal process has been initiated.

3. The designated Registrar's Office staff member receives and reviews all records of prior evaluations.

4. Following the appeal review, the designated Registrar's Office staff member renders a decision and reports it to the learner or applicant.

5. The duration of the appeal process is determined by the complexities of the case, but will not exceed 90 calendar days.

B. All decisions rendered by the Registrar's Office are final.

3.04.04 Application of Capella University Credits Toward Certificate and Degree Programs

Course credits previously earned at Capella University are evaluated for applicability to a new certificate, specialization, or degree during the admission process. If appropriate to the new program, learners may be allowed to apply previously earned credits toward a new certificate, specialization, or degree, pursuant to the procedures established to support this policy.

PROCEDURES

I. **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.

II. **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 the 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 the requirements for the second certificate.

University Policies, *continued*

III. 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 the requirements for the new specialization. However, learners who have completed a Capella bachelor's degree may not apply any of the course credits earned for that degree toward a second bachelor's degree, even if they meet the requirements for the second bachelor's degree.

IV. 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 the requirements for the new specialization. However, learners who have completed a Capella master's degree may not apply any of the course credits earned for 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 the doctoral degree requirements.

V. Applying credits earned at Capella as an EdS learner

Course credits earned toward a Capella EdS degree may be applied toward a certificate or subsequent doctoral degree provided that the courses fulfill the certificate or doctoral degree requirements.

VI. 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 the 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 for that degree toward a second degree or specialization, even if they meet the requirements for the second degree or specialization.

3.04.05 Attendance at Residencies

Capella University requires full attendance at and completion of academic residential experiences for learners enrolled in programs that require residencies, consistent with applicable accreditation, licensure, and regulatory requirements. Learners must attend each required residency in its entirety in order to be considered to have successfully completed their degree requirements and be eligible for graduation. Residency requirements must be completed prior to enrolling in the final integrative project course (master's learners) or comprehensive examination course (doctoral learners).

The execution of this policy will be carried out under the authority of the deans or their designees.

PROCEDURES

I. Residency Requirements by Program—Number of Residential Experiences Required

See Residency Requirements table on page 47.

II. Residency Completion Requirements

A. Master's Learners

Master's learners with a program start date of July 1, 2005, or later are required to complete all of their residency requirements prior to enrolling in the final integrative project course(s) in their master's program. In unusual circumstances, an exception to enroll may be granted by the chief academic officer upon the recommendation of the dean of the school.

B. Doctoral Learners

Doctoral learners with a program start date of 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. In unusual circumstances, an exception to enroll may be granted by the chief academic officer upon the recommendation of the dean of the school.

III. Enrollment

Learners may not enroll in an academic residency before they have matriculated into a program. Learners should enroll in their residencies according to the following guidelines:

A. PhD Learners

1. PhD Colloquium, Track I should be taken during the first year of enrollment (or before completing 56 credits of earned and transferred course work). Learners are strongly encouraged to complete this six-day colloquium during the first quarter of enrollment.

2. PhD Colloquium, Track II should be taken during the second year (as learners are completing 57–72 credits), while learners are immersed in their core course work.

3. PhD Colloquium, Track III should be taken during the third year (as learners are completing 73–96 credits).

University Policies, *continued*

B. PsyD and PhD Counseling Psychology learners who matriculated before January 2004:

Learners are eligible to begin the year-in-residence after completing 30 credits and prior to enrolling in the comprehensive examination and dissertation courses.

C. PsyD Clinical Psychology learners who matriculated April 2006 and after:

Learners must complete a minimum of 15 quarter credits at Capella University prior to beginning the year-in-residence.

D. EdS Learners

1. Track I should be taken during the first year of enrollment. Learners are strongly encouraged to complete this six-day colloquium during the first quarter of enrollment.

2. Track II should be taken while learners are immersed in their course work.

E. Master's learners in the Harold Abel School of Psychology's School Psychology specialization:

The year-in-residence Part I, which includes the opening weekend, the first extended seminar and four weekends-in-residence, is required. Once they have matriculated, learners may enroll in the year-in-residence Part I, which typically begins in June. Thus, learners will typically have completed some course work before their residency.

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 Psychology specializations only)			2	10
EdS				
School of Education	2			
MS**				
Harold Abel School of Psychology (School Psychology specialization only)			1	5
MS				
Harold Abel School of Psychology (Clinical and Counseling Psychology specializations only)	3			
MS				
School of Human Services (Mental Health Counseling; Marital, Couple, and Family Counseling/Therapy; and School Counseling specializations only		2		
Post-Master's Certificate				
School of Education		1		
Graduate Certificate**				
Harold Abel School of Psychology (School Psychology specialization only)			1	3

*   PsyD and PhD Clinical and Counseling Psychology 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. The year-in-residence requires attendance at residency activities with faculty and other learners, beginning with an opening weekend and a two-week extended seminar. Following the initial seminar, learners attend nine additional weekends-in-residence (approximately one per month), followed by a second two-week extended seminar.

**   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 an opening weekend, a two-week extended seminar, and four weekends-in-residence.

*** Harold Abel School of Psychology Specialist Certificate in School Psychology learners 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 Specialist Certificate in School Psychology.

University Policies, *continued*

F. Harold Abel School of Psychology Specialist Certificate in School Psychology Learners:

The year-in-residence Part II, which includes three weekends-in-residence followed by an extended seminar, is required. Once they have matriculated, learners may enroll in the year-in-residence Part II, which typically begins in April. Thus, learners will typically have completed some course work before their residency.

G. School of Education Post-Master's Certificate Learners:

One six-day residency is required and should be completed within the first two quarters of enrollment.

H. Master's learners in the Harold Abel School of Psychology's Clinical Psychology or Counseling Psychology specializations:

1. Three residential colloquia, Tracks I, II, and III, are required.

2. Learners are strongly encouraged to attend Track I during the first two quarters of enrollment.

3. Master's learners must have completed all three tracks before enrolling in their final master's projects.

I. Master's learners in the School of Human Services' Mental Health Counseling; Marital, Couple, and Family Counseling/Therapy; or School Counseling specializations:

Two clinical laboratories, which include two six-day residencies and online course work, are required. Learners must have completed or be progressing in all prerequisite course work before enrolling.

IV. **Attendance**

A. Requirements

Learners are required to attend the entire residency in order to be considered to have successfully completed the residency.

1. Learners are expected to be signed in at the start time published in their residency program schedule.

2. Learners are expected to participate throughout the course of the residency until the end time published in their residency program schedule.

3. Learners must sign out before leaving the residency.

B. Exceptions

1. Criteria

In emergency situations, learners may be allowed to arrive late to or depart early from a residency.

a. Emergency situations are defined as unforeseen circumstances beyond a learner's control.

b Failure to make appropriate travel arrangements does not constitute an emergency situation.

2. Requesting an exception

a. Requests for an exception must be submitted to the school's dean or designee as soon as possible and no later than the last scheduled day of the residency. Such requests will be reviewed on a case-by-case basis.

b. To request an exception, learners must complete and submit a Residency Attendance Exception Form to the appropriate school's dean or designee.

c. Forms are available on iGuide and at the residency registration desk.

d. If the exception is approved, learners will receive notice from a school designee of the assignment, the deadline for submission, and where the assignment should be submitted.

3. Residency absence and make-up work

a. To receive credit for the residency, make-up work must be completed.

b. Make-up work will be determined by the school and assigned by a school designee. Assignments will be constructed in such a way that the learner will complete any residency competencies he or she missed during his or her absence.

c. Make-up assignments are due within 30 calendar days of being sent to the learner, unless specified by the school designee.

V. **Tuition and Fees**

A. 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.

B. Learners canceling their residency enrollment may be charged a cancellation fee or the full tuition of the residency, depending on when the cancellation is made. Learners who need to cancel a residency enrollment must fill out the Colloquium Cancellation Form on iGuide. See the Residency Information section of iGuide for details on enrollment and cancellation fees.

University Policies, *continued*

VI. Educational Accommodations for Learners with Disabilities

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

B. Disability Accommodations Fees

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

C. Disability Accommodation Cancellation Fee

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

3.04.07 Grading

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

PROCEDURES

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

- **A grade of "A"** is earned for course work that demonstrates mastery of the published competencies in a manner that exceeds course expectations as defined in the course syllabus or course learning plan. A grade of "A" earns four (4) quality points toward the learner's GPA.

- **A grade of "B"** is earned for course work that demonstrates mastery of the published competencies in a manner that meets course expectations as defined in the course syllabus or course learning plan. A grade of "B" earns three (3) quality points toward the learner's GPA.

- **A grade of "C"** is earned for course work that demonstrates mastery of the published competencies in a manner that minimally meets course expectations as defined in the course syllabus or course learning plan. A grade of "C" earns two (2) quality points toward the learner's GPA.

- **A grade of "D"** is earned for undergraduate course work that demonstrates mastery of the published competencies in a manner that marginally meets course expectations as defined in the course syllabus or course learning plan. A grade of "D" earns one (1) quality point toward the learner's GPA. A grade of "D" is for undergraduate courses only and may not be awarded for graduate course work.

- **A grade of "F"** is earned for course work that does not demonstrate mastery of the published competencies or does not meet course expectations as described in the course syllabus or course learning plan. It is also used for learners who had been assigned a grade of "I" but did not meet all of the course requirements by the end of the following quarter. Learners who do not participate in their course(s) will receive a grade of "F." A grade of "F" earns zero (0) quality points and affects the learner's GPA. It counts toward attempted credits but not earned credits.

- **A grade of "I" (Incomplete)** may be granted by the instructor. Final work must be completed by the end of the following quarter or earlier, if so directed by the instructor. A grade of "I" does not earn quality points and is not included in the learner's GPA. It counts toward attempted credits but not earned credits. When the learner completes the final necessary course work prior to the stated deadline, the learner will receive the appropriate grade and will earn the corresponding quality points. If the final course work is not completed prior to the stated deadline, the learner will receive a failing grade for the course.

University Policies, *continued*

- **A grade of "S" (Satisfactory)** is earned for course work that demonstrates mastery of the published competencies in a manner that meets course expectations as defined in the course syllabus or course learning plan for those courses in which the learner has received approval to be graded on the "S"/"NS" scale. A grade of "S" is equivalent to a 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 credits and earned credits.

- **A grade of "NS" (Not Satisfactory)** is earned for course work that does not demonstrate mastery of the published competencies or does not meet course 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 have received a grade of "IS" but did not meet all of the course requirements by the end of the following quarter. Advanced doctoral learners in the dissertation phase of their program initially assigned a grade of "IP" who are dismissed pursuant to university policy *3.01.04 Academic Standing* will receive a grade of "NS." 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 selected courses (such as doctoral dissertation and select internship and practicum courses) in which a learner is currently enrolled and actively participating. A grade of "IP" does not earn quality points and is not included in the learner's GPA. It does not count toward attempted credits or earned credits. When a learner completes, or fails to complete, all course requirements, the learner will receive a final grade of "S," "NS," or the appropriate letter grade.

- **A grade of "R" (Required)** is assigned for doctoral dissertation courses at the successful conclusion of each quarter. A grade of "R" does not earn quality points and is not included in the learner's GPA. It counts toward attempted credits and earned credits.

- **A Grade of "NG" (No Grade)** is assigned for select internship and practicum courses for all continuing course enrollments (subsequent to the initial course enrollment) or to course enrollments the Registrar's Office has determined that, due to university curricular changes, "NG" is the appropriate final grade. A grade of "NG" does not earn quality points and is not included in the learner's GPA. It does not count

toward attempted credits or earned credits and does not affect the total credits on the transcript.

- **A grade of "W" (Withdrawal)** is assigned when a learner drops a course prior to the final date learners may drop courses without academic consequences as defined in university policy *2.02.02 Course Enrollment*. A grade of "W" does not earn quality points and is not included in the learner's GPA. It counts toward attempted credits but not earned credits.

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

- **A grade of "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 suffered direct economic hardship as a result of…national emergency."* A grade of "HD" does not earn quality points and is not included in the learner's GPA. It does not count toward attempted credits or earned credits.

* HEROS Act

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

- **A grade of "NR" (No Grade Report Received)** is assigned for courses for which Capella University has not received a grade report from the course instructor. A grade of "NR" does not earn quality points and is not included in the learner's GPA. It counts toward attempted credits but not earned credits.

  Note: The grades "NC" (No Credit) and "NP" (Non-Participation) were assigned to courses prior to April 1, 2003. "NC" and "NP" grades do not earn quality points and are not included in the

University Policies, *continued*

learner's GPA. They count toward attempted credits but not earned credits. The grade "VR" was assigned to residency courses for which learners met attendance requirements prior to October 1, 2006. A "VR" grade does not earn quality points and is not included in the learner's GPA. It does not count toward attempted credits or earned credits.

II. Grade Values Summary

See Grade Values Summary table below.

III. In order to be graded on the Satisfactory/Not Satisfactory "S"/"NS" scale in a course in which such grading is permitted, learners must send an email with their request to Registrar@capella.edu within the first 12 calendar days of the course. Approval for the alternate grading option for courses is granted by school administrators.

IV. Grades are submitted by the faculty within nine calendar days after the final day of the course. Grade notification is sent to learners by Learner Support via email within nine calendar days after they are submitted to the university by the instructor.

GRADE VALUES SUMMARY

Grade	Quality Points	Attempted Credits	Earned Credits	Total Credits	GPA	Defaults To
A	4	Y	Y	Y	Y	
B	3	Y	Y	Y	Y	
C	2	Y	Y	Y	Y	
D	1	Y	Y	Y	Y	
F	0	Y	N	N	Y	
I		Y	N	N	N	F
S		Y	Y	Y	N	
NS		Y	N	N	N	
IP		N	N	N	N	F/NS
R		Y	Y	Y	N	
NG		N	N	N	N	
W		Y	N	N	N	
HM		N	N	N	N	
HD		N	N	N	N	
PC		N	N	Y	N	
T		N	N	Y	N	
NR		Y	N	N	N	

3.04.08 Incomplete Grades

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

When a learner completes the final paper or project prior to the stated deadline, the "I" grade will be changed to the appropriate grade ("A," "B," etc., or "S") and will earn the corresponding quality points. If the course work is not completed by the stated deadline, the learner will be awarded a final Failing ("F") or Not Satisfactory ("NS") grade.

PROCEDURES

I. **Requesting an Incomplete ("I") Grade**

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

II. **Granting an Incomplete and Submission of the Incomplete Grade Contract**

A. Completing the Contract

1. If the instructor chooses to grant the learner an Incomplete ("I") grade, the instructor will:

a. Complete an Incomplete Grade Contract located on iGuide.

The Incomplete Grade Contract contains a list of work products to be submitted by the learner by a deadline determined by the instructor.

b. Forward the completed Incomplete Grade Contract to the learner.

c. Assign the learner a grade of "I."

2. The learner will complete and sign the Incomplete Grade Contract and send it to the Registrar's Office for processing.

B. Deadlines

1. The Incomplete Grade Contract must be signed by both the learner and instructor and submitted to Academic Records in the Registrar's Office no later than seven calendar days after the last day of the course.

2. The deadline for completing the work is not to exceed the end of the following academic quarter.

University Policies, *continued*

3. No extensions for completing the work will be granted.

4. If the contract is not received by the deadline, the learner will be graded based on the work that had been submitted up through the last day of the course.

III. Completion of Work

When the remaining work is completed by the deadline as described in the Incomplete Grade Contract, the instructor will submit the final grade via the online grading tool.

IV. Failure to Complete Work

If the remaining work is not completed by the stated deadline, the Incomplete ("I") grade will automatically convert to a Failing ("F") or Not Satisfactory ("NS") grade, depending upon the learner's grading option.

3.04.09 Appealing a Grade

Learners at Capella University may appeal a grade that they believe has been assigned as a result of instructor error or capriciousness. Learners may appeal within 30 calendar days of receiving a grade.

DEFINITIONS

Capricious Grading

Capricious grading is defined as:

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

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

• The assignment of a grade that is a substantial departure from the faculty member's established criteria as stated in the course syllabus.

Instructor Error

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

PROCEDURES

I. Informal Appeal Process

A. Initiation of Informal Appeal—Stage 1

1. If a learner believes that a grade has been assigned capriciously or erroneously, the learner must first confer with the faculty member. The aim of such a conference is to reach a mutual understanding about the grade, the process by which it was assigned, and to correct errors, if any, in the grade.

2. Learners should refer to university policy *3.04.07 Grading* for specific grading procedures.

3. If the problem cannot be resolved, the learner may appeal via the formal appeal process described in section I.B.

B. Formal Appeal Process—Stage 2

This level of appeal occurs within the school that administers the course.

1. The learner may appeal the faculty member's decision by completing the Grade Appeal Request Form located on iGuide no later than 30 calendar days following the posting of the course grade. Failure to receive notification of the grade report does not alter the amount of time that the learner has to appeal.

2. The learner must include a request for review of the grade and provide evidence that the grade is either incorrect or capricious as defined in this policy.

3. The learner must provide a comprehensive statement that fully describes and documents all evidence that supports his or her claim.

4. Within seven calendar days of receiving the learner's appeal, a school designee will notify the learner and faculty member that the appeal will be referred to the school's Academic Standards Committee (ASC).

5. The school designee will collect all information to be considered by the ASC for the learner's appeal.

   a. The school designee will notify the faculty member who is involved in the appeal.

   b. The faculty member will be asked to submit a written response within 10 calendar days of the notification of appeal.

6. The ASC will convene once the written materials are received. The school designee convening the committee must provide all committee members with the following information:

   a. The faculty member(s) against whom the appeal is directed.

   b. A brief narrative of the circumstances, including the dates, times, and places giving rise to the appeal.

   c. Any efforts to resolve the situation that may have already taken place.

   d. The corrective action the learner is seeking.

7. The ASC will review the written materials and provide adequate opportunity to hear from all individuals involved in the incident. The ASC will have the responsibility to investigate all evidence

University Policies, *continued*

supporting and/or refuting the validity of the grade appeal and any implications that may arise from the incident.

8. Upon completing an evaluation of the evidence and within 14 calendar days following the date the appeal is received, the committee will issue a decision based on the information provided.

9. Communication of decision

   a. Within seven calendar days of receipt by the school, the committee's decision will be reported to the learner and other appropriate individuals as necessary.

   b. A record of the committee's decision and the notification to the learner and faculty member(s) will become part of the learner's official academic record.

10. Right to appeal

    a. Both the learner and the faculty member have the right to appeal the ASC decision.

    b. The request to appeal the decision must be made in writing and submitted to the dean/designee of the school within 10 calendar days of the decision being sent to the learner.

II. Formal Appeal Process—Stage 3

If either party chooses to appeal the decision of the committee, he or she must submit a formal request to the dean or designee. The party may submit this appeal via mail or email. The appeal process involves the following steps:

A. Within seven calendar days of receiving the appeal request, the dean or designee will acknowledge receipt of the request and inform all involved parties that a stage 3 formal appeal process has been initiated.

B. The dean receives and reviews all evidence and records of prior evaluations and decisions with the parties by the Academic Standards Committee (ASC).

C. Following review, the dean or designee will render a decision regarding the appeal. This decision will (1) uphold the findings of the ASC, (2) reverse the findings of the ASC, or (3) direct the ASC to provide additional information. The dean or designee will render a decision within 21 calendar days of receipt of the stage 3 appeal request and report it to all involved parties and the ASC.

D. The decision of the dean or designee is final.

E. A final report of the incident and all related materials will become part of university record and upon request, will be made available to all Capella boards and any appropriate regulatory bodies.

F. Copies of the final decision will become part of the learner's official academic record.

RECORDS AND DOCUMENTS

4.01.01 FERPA and Learner Directory Information

Capella University complies with the provisions of the 1974 Family Educational Rights and Privacy Act (FERPA), which regulates the confidentiality of data in learner education records and the terms for its disclosure. A copy of the act is on file in the Registrar's Office. The university registrar is the official responsible for ensuring compliance with the act and creating relevant policies and procedures regarding the release of learner education records and related information under the act.

DEFINITIONS

Annual Notification of Rights
The Registrar's Office will submit the required annual notification for learners to the communications department for distribution during the summer quarter.

Education Records
Section 99.3 of FERPA defines education records as "(1) directly related to a student; and (2) maintained by an educational agency or institution or by a party acting for the agency or institution."

Withholding Consent for Disclosure
Learners who want to withhold consent for the disclosure of their directory information must complete and submit the Withholding Disclosure of Directory Information form on iGuide. Registrar's Office staff will identify the records of these learners, and their directory information will not be released.

PROCEDURES

I. Education Records

A. At Capella University, education records include the following documents, whether in electronic or any other format:

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

   2. Documents collected or created during the course of an academic program, including but not limited to transcripts, test scores, grades, university advising records, financial aid information, academic dishonesty records, learner conduct files, and records of educational services provided to the learner.

University Policies, *continued*

3. 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.

B. Education records do not include the following documents:

1. Records and notes of instructional, supervisory, administrative, and certain educational personnel that are the sole possession of their originator and are not accessible or revealed to any other individual except a substitute performing the duties of the individual who originated the records and/or notes.

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

3. Records relating to a learner that are (1) originated or maintained by a physician, psychiatrist, psychologist, or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity, (2) used solely in connection with providing treatment to the learner, and (3) not disclosed to anyone other than individuals providing such treatment. These records must be available to 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.

4. Institutional records that contain only information related to previous learners (e.g., information gathered on the accomplishments of alumni).

II. Notification of Rights under FERPA

A. The Family Educational Rights and Privacy Act (FERPA) provides learners certain rights with respect to their education records. The rights include:

1. The right to inspect and review the learner's education records within 45 days of the university receiving a request for access. Learners must submit a written request to the registrar identifying the record(s) they wish to review. The Registrar's Office will make arrangements for access and notify the learner of procedures for records access and inspection.

2. The right to request the amendment of the learner's education records where the learner believes information is inaccurate or misleading. Learners may ask the university to amend a record they believe is inaccurate or misleading. To do so, learners must submit a written request to the Registrar's Office clearly identifying the part of the record they want changed, specifying why the record is inaccurate or misleading. If the university decides not to amend the record as requested by the learner, the university will notify the learner of the decision and advise the learner of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the learner when he or she is notified of the right to a hearing.

3. The right to consent to disclosure of personally identifiable information contained in education records is permitted under specific circumstances. FERPA allows disclosure without consent to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Directors; or a learner serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if an education record must be reviewed in order to fulfill his or her professional responsibility. Upon request, the university may disclose education records without consent to officials of another school in which a learner seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education alleging failures by the university to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

Learners receive notification of their rights under FERPA each July.

University Policies, *continued*

III. Right to Withhold Copies of Official Documents

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

IV. Disclosure of Learner Information

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

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

1. Learner name
2. State or country of residence
3. Email address
4. School affiliation
5. Program (BS, MS, MBA, EdS, PhD, PsyD, or certificate,)
6. Major field of study (specialization or concentration)
7. Class level (freshman, sophomore, junior, senior, graduate, or year in program)
8. Enrollment status (full-time or part-time)
9. Certificates or degrees received, and dates conferred
10. Dates of attendance
11. Photographs (individual photographs posted by learners in the courseroom or group photographs taken at public events; this does not include photographs to be used for marketing materials)
12. Anticipated graduation date

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

C. FERPA generally requires prior written consent from the learner before an educational agency or institution may disclose personally identifiable information from education records to a third party. However, the law contains exceptions to this general rule. Exceptions that permit the release of personally identifiable information without the learner's prior written consent are as follows:

1. *Ex parte order*—permits educational agencies and institutions to disclose personally identifiable information from the learner's education records, without the consent of the learner, to the Attorney General of the United States or designee in connection with the investigation or prosecution of terrorist crimes.

2. *Lawfully issued subpoena and court order*—allows educational agencies and institutions to disclose education records to the entity or persons designated in a federal grand jury subpoena or law enforcement subpoena without notifying the learner. With all other subpoenas, a reasonable effort will be made to contact the learner prior to the release of information.

3. *Health or safety emergency*—permits non-consensual disclosure of education records or personally identifiable information in response to a situation that presents imminent danger to a learner or other members of the community, or to avert or diffuse serious threats to the safety or health of a learner or another individual.

4. *Directory information*—allows a school to disclose directory information as defined in this policy from its education records without prior consent from a learner only after giving notice to learners of the institution's directory information policy and allowing learners the opportunity to deny disclosure of their directory information.

5. *Disclosure to the Immigration and Naturalization Service (INS)*—permits educational institutions to release personally identifiable information of learners who have signed Form I-20 for the purpose of allowing the INS to determine a learner's nonimmigrant status. Form I-20 contains a consent provision allowing the disclosure of information to the INS.

6. *Disclosure to federal, state, local, or independent organizations engaged in studies for or on behalf of Capella University*—allows disclosure of personally identifiable information in order to develop, validate, or administer learner aid programs, to

University Policies, *continued*

administer predictive tests, or to improve education only if the following two conditions are met:

a. Capella University receives confirmation that the study will be conducted in a manner that does not permit personal identification of learners or parents by anyone other than a representative of the organization conducting the study; and

b. Information that could result in personal identification of learners or parents will be destroyed when it is no longer needed for the study or the purposes for which the study was conducted.

4.01.03   Retaining Learner Work Products and Grading Records

Capella University requires faculty and learners to retain learner work products and grading records according to this policy and its related definitions and procedures.

Faculty members are required to retain all grading records and learner correspondence related to a learner's final course grade for one calendar year from the end of the quarter during which the course was offered. Final work products are returned to the learner at the end of the quarter during which the learner completed a course. Faculty members retain copies of all such work products for one quarter. Faculty members do not permanently retain copies of learner work products, nor does the university provide learners with archived course materials. Faculty members who take an unplanned leave of absence during the quarter or who leave the university are responsible for forwarding all grading records and active correspondence with learners to the appropriate program's faculty chair.

In the courseroom, each learner has access to a personal file area called My Files. Learners are responsible for maintaining the files in their My Files folder. Learners may not maintain more than 20 megabytes (MB) of files in the My Files area. The university reserves the right to restrict the amount of data learners may upload if they have more than 20MB stored in the My Files area. Files with a Last Modified date older than the beginning of the previous quarter are automatically removed from the My Files folder. Learners are also responsible for removing files created prior to the beginning of the previous quarter from their My Files folder. The File Manager function in the courseroom displays the Last Modified date.

PROCEDURES

Learner Responsibilities

A.   Learners are strongly advised to retain all course-related work and faculty correspondence pertaining to final course grades in their own electronic files.

B.   My Files Storage

1. In the courseroom, each learner has access to a personal file area called My Files. My Files is a temporary storage area. Any time files are uploaded to the courseroom, a copy of the uploaded file is placed in My Files. Learners may also create and edit text and HTML files, upload and download files, create directories, and move files into this space. Files added to My Files—automatically or by the learner—are stored as part of the courseroom and are not identified by course.

2. Learners are responsible for maintaining the files in their My Files folder. Learners may not maintain more than 20 megabytes (MB) of files in the My Files area. The university reserves the right to restrict the amount of data learners may upload if they have more than 20MB stored in the My Files area.

3. Files with a Last Modified date older than the beginning of the previous quarter are automatically removed from the My Files folder. Learners are also responsible for removing files created prior to the beginning of the previous quarter from their My Files folder. The File Manager function in the courseroom displays the Last Modified date.

4. Only learners enrolled in online courses may access the courseroom and My Files folder.

4.01.06 Official Learner Name of Record

Capella University requires consistent use of the learner's legal name, which is the name associated with the learner's government-issued identification (most often, the Social Security card). The learner's legal name will be the name used in learner records; on transcripts, diplomas, and certificates; and in official university documentation.

PROCEDURES

I.   **Initial Documentation of Learner Name**

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

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

A. Changing a learner's name in Capella University's systems and on the learner's transcripts and diploma requires official documentation. Examples of acceptable documentation include:

1. Social Security card
2. Passport
3. Official court documentation of name change
4. Driver's license

University Policies, *continued*

B. Once documentation has been received via fax or mail, the Registrar's Office will process the name change and send a confirmation email to the learner.

C. Capella University will not honor requests to use any name other than the learner's legal name of record on any university document.

RIGHTS AND RESPONSIBILITIES

4.02.01 Learner Disability Accommodations

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

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

1. Accommodations requested were denied, or

2. Alternative accommodations, if any, were not considered sufficient by the learner.

PROCEDURES

I.　**Requesting Disability Accommodations**

A. To request a disability accommodation, learners must:

1. Complete and submit the Accommodations for Learners with Disabilities form found on the Disability Services page of iGuide.

2. Provide required documentation of the disability from an appropriate professional, such as a medical doctor, psychologist, or psychiatrist. Documentation must be current (within the last three years), on professional letterhead, and contain the following information:

a. Diagnosis of disability

b. The effect the disability's impairments have on a learner's learning/major life activities

c. Recommendations for academic adjustments that would enable the learner to compensate for those limitations with respect to the educational program. All documentation must be submitted to:
Capella University
ATTN: Disability Services
225 South Sixth Street, Ninth Floor
Minneapolis, MN 55402

B. Documentation and accommodation requests must be received at least 21 calendar days prior to the start of a course, residency, or event to allow adequate time to process the request. Late requests will be considered, but there is a risk the request cannot be reasonably evaluated or implemented before the course, residency, or event begins.

C. Upon receipt of all documentation, a disability services specialist will contact the learner to determine the appropriate accommodations.

II.　**Canceling a Disability Accommodation**

Learners who are unable to attend a residency or any other event for which the university has contracted a disability accommodation on their behalf must cancel these accommodations at least seven calendar days prior to start of the event. Learners canceling accommodations less than seven calendar days prior to the event will be required to pay all cancellation fees incurred by the university in arranging for the service.

To cancel a disability accommodation, learners must submit a written cancellation notification to the disability services specialist at DisabilityServices@capella.edu.

4.02.02 Learner Code of Conduct

Learners 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. Guidelines for academic dishonesty and harassment are addressed in separate university policies. For further details, see university policies *3.01.01 Academic Honesty* and *4.02.04 Discrimination, Harassment, and Assault.*

University Policies, *continued*

Prohibited learner conduct includes but is not limited to illegal activities, theft, disrespect, interfering with university activities, and dishonesty, as described in the definitions section of this policy.

Learners engaging in prohibited conduct will be subject to disciplinary action, including but not limited to course failure, probation, suspension, or dismissal. Such sanctions may lead to additional academic and financial consequences. Learners who are unable to complete a course as a result of disciplinary sanctions such as suspension or dismissal are not eligible for tuition refunds.

DEFINITIONS

Dishonesty
Learners may not intentionally provide false information or forge, alter, or falsify university documents. Learners may not misrepresent their academic record or status (which includes publicly referring to oneself as a "doctor" prior to the conferral of an earned doctoral degree). Learners may not present the academic work of others as their own.

Dismissal
Dismissal is the permanent separation of a learner from the university. Dismissal is a permanent status that prohibits a learner from re-enrolling in the university at any future time.

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 harmful, abusive, vulgar, sexually explicit, or otherwise potentially offensive. Learners must refrain from behavior that may be perceived as inappropriate, offensive, or unfair and must treat all other learners, university 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.

Members of the Capella University Community
Members of the Capella University Community include all Capella University and Capella Education Company employees, contracted faculty and temporary staff, visiting scholars, learners, and Capella University alumni.

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

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.

4.02.03 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, religion, 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. Learners' claims of harassment 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. If informal grievance procedures such as making a good faith effort to resolve the grievance with the individual(s) involved are not satisfactory, the learner may initiate formal grievance procedures by contacting Learner Support at LearnerSupport@capella.edu or **1.888.CAPELLA (227.3552), option 2.**

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 St.; 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—Schools of Undergraduate Studies and Business and Technology
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.

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—Schools of Undergraduate Studies; master's programs in the schools of Business and Technology (including MBA), Education, and Human Services; and the Harold Abel School of Psychology

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 E. Gay St.; Suite 403; Columbus, OH 43215-3138; 614.466.2752; registration no. 04-03-1709T. Learners must contact the state board for further details.

For South Carolina Learners

If a complaint cannot be resolved after exhausting the institution's learner grievance procedure, the learner may file a complaint with the South Carolina Commission on Higher Education; 1333 Main St.; Suite 200; Columbia, SC 29201; 803.737.2260.

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.; Ninth Floor; Madison, WI 53707-8896; 608.266.1354.

4.02.04 Discrimination, Harassment, and Assault

Capella University prohibits the discrimination, harassment, and assault of any members of the university community and any retaliatory behavior related to harassment reports. This policy applies to all interactions that involve learners. Interactions that do not involve learners are covered under the "Sexual and other Unlawful Harassment" policy located on Stella and in the Employee Handbook.

DEFINITIONS

Assault

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

Discrimination

Discrimination is the segregation or separation of individuals based on race, gender, age, ethnicity, religion, national origin, disability, sexual orientation, marital status, or status with regard to public assistance, as more precisely defined under the Minnesota Human Rights Act and Title VII of the Civil Rights Act.

Harassment

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

Sexual Harassment

Sexual harassment is unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature including, but not limited to the following:

• Submission to such conduct is made either explicitly or implicitly a term or a condition of an individual's employment or education.

• Submission to or rejection of such conduct by an individual is used as a basis for employment or educational decisions affecting such individual.

• The conduct interferes with an individual's work or academic performance or creates an intimidating, hostile, or offensive working or academic environment.

• Unwelcome, unnecessary, or coerced touching, kissing, grabbing, hugging, cornering, or other physical contact that is of a sexual nature or is sexually motivated.

• Unwanted sexual compliments or comments.

• Demand for sexual favors accompanied by implied or overt threats concerning employment, grades, compensation, tangible benefits, or recommendations.

• Unequal academic or employment performance standards, discipline, or work regulations because of sex.

• Deliberate or careless use of offensive or demeaning language that has a sexual connotation.

• Deliberate or careless dissemination of materials such as cartoons, articles, pictures, or graffiti that have sexual content, which are not necessary for the employment or academic environment, and which are offensive to learners or employees.

4.02.05 Drugs and Alcohol

Capella University is committed to providing an environment free of alcohol and other drugs, including prescription medication and substances causing impaired performance. The unlawful possession, use, or distribution of drugs and alcohol on property owned, leased, or rented by Capella University, or as part of any of the activities of the university,

University Policies, *continued*

is strictly prohibited. Use of alcohol at Capella events other than those where alcohol is offered, is discouraged. Any impairment caused by drugs or alcohol that prevents the completion of event activities or interferes with the enjoyment of others will result in dismissal from the event. Prohibited conduct is subject to the sanctions and rights contained in this policy and other related policies and procedures.

PROCEDURES

I. Reporting a Violation

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

II. Sanctions

A. Prohibited conduct will result in sanctions pursuant to university policy *4.02.02 Learner Code of Conduct*.

B. Learners may be required to complete an evaluation as a condition of continued enrollment. The cost of this evaluation, as well as any necessary treatment costs, will be the responsibility of the learner.

III. Reporting

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

4.02.06 Consensual Relationships

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

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

A violation of this policy will result in disciplinary action.

4.02.07 Nondiscrimination

Capella University does not discriminate on the basis of race, gender, age, ethnicity, religious beliefs, national origin, disability, sexual orientation, marital status, status with regard to public assistance, or in its admission, enrollment, or employment policies or practices.

TUITION AND FEES

See Tuition and Fees table on pages 62–63.

4.03.01 Tuition and Fees

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

PROCEDURES

I. Tuition Structure

A. Per-Course

1. Learners in bachelor's, MBA, master's, and certificate programs (excluding post-master's certificate) in all schools pay tuition on a per-course basis.

2. Learners in PhD and PsyD programs in the Harold Abel School of Psychology pay tuition on a per-course basis.

B. Flat Rate

1. Learners in post-master's certificate and EdS programs in the School of Education pay tuition quarterly on a flat rate, not on a per-course basis.

2. Learners in PhD programs in the schools of Business and Technology, Human Services, and Education pay tuition quarterly on a flat rate, not on a per-course basis. New doctoral learners entering programs after the beginning of a quarter pay 100 percent tuition for that quarter and receive a prorated tuition charge for the following quarter if they enroll in a course.

C. Residency

1. Residency tuition and fees

a. Learners pay tuition for each residency they attend.

b. Learners are responsible for food, travel, and lodging expenses for all residencies.

2. Residency cancellation fee

Learners canceling their residency enrollment may be charged a cancellation fee or may be ineligible for a tuition refund, depending on when the cancellation is made. See university policy *3.04.05 Attendance at Residencies* for full details on residency requirements, tuition, and cancellation fees.

University Policies, *continued*

D. Tuition Payment

1. American Express, Discover, MasterCard, Visa, wire transfer, and paper check payments are accepted.*

2. Payment or payment arrangements through financial aid, direct bill assistance, or veteran's benefits is due prior to the start of the quarter or prior to the start of the course or residency for those courses or residencies beginning mid-quarter.

II. Other Fees

A. Application Fees

1. Applicants must complete the online payment section of the application.

2. A credit card or U.S. bank account (e-check) payment is required with the online application.

3. The amount of the application fee is automatically determined based on the information provided.

4. Refer to the tuition and fees schedule on the Capella University Web site for domestic and international application fees.

5. All application fees are non-refundable.

B. Official Transcript Fee

1. Capella University does not charge for official transcripts. However, excessive requests for official transcripts will be reviewed and may be subject to a fee.

2. The university also reserves the right to withhold the official transcripts of learners who are not in good financial standing with the institution.

C. Prior Learning Assessment Petition Process Fee

1. The petition for credit process requires learners seeking credit for prior learning to pay an evaluation fee for each petition.

2. Refer to the tuition and fees schedule on the Capella University Web site for the petition for credit for prior learning evaluation fee.

3. Petition for credit fees are nonrefundable, regardless of petition outcome.

D. Graduation Fee

All degree applicants must pay a non-refundable graduation fee to cover the costs associated with the final degree audit, the printing of diplomas, academic regalia, and other commencement expenses. The learner's graduation fee and all other fees must be paid in full prior to receiving a diploma or official transcripts.

E. Non-Sufficient Fund (NSF)

1. If a check or e-check is returned to Capella due to non-sufficient funds, closed accounts, or any other reason, an NSF fee will be charged to the learner's account.

2. A fee will be charged for each check returned.

G. Learner ID Card Replacement Fee

Learners will be charged a fee for replacement student ID cards.

III. Reimbursement and Discounts

A. Employer Reimbursement

1. Learners receiving employer tuition assistance must arrange for payment to Capella prior to the start of their course(s).

2. This policy does not affect learners receiving veterans or vocational rehabilitation assistance, active armed forces learners, or learners whose employers arrange to receive an invoice directly from Capella.

B. Direct Bill

1. Direct bill invoicing must be completed prior to the start of the course and is only an option when no specific grade is required by the employer as a condition of reimbursement.

2. Direct bill invoices are due upon receipt.

3. The learner will be responsible for paying any amount remaining from refusal or inability of employer to pay.

Accepted Payment Methods

Credit Card

Visa, MasterCard, Discover, and American Express are accepted. To pay via credit card, contact Learner Support at 1.888.CAPELLA (227.3552), option 2.

Check

Check payments may be sent to the address below. Please include learner ID on the check.

Capella University
NW 5408 PO Box 1450
Minneapolis, MN 55485-5408

Domestic Wire Payment

Direct wire payments within the United States using the information below. Include learner name and ID.

Wells Fargo Bank NA
Sixth and Marquette,
Minneapolis, MN 55479
Transit Number: 121000248
Account Name: Capella University
Account Number: 1810665687

International Wire Payment

Direct wire payments from outside the United States using the information below. Include learner name and ID. The originating bank may deduct a fee from the submitted payment amount.

Wells Fargo Bank NA
Swift Code: WFBIUS6S
Account Name: Capella University
Account Number: 1810665687

University Policies, *continued*

TUITION AND FEES

The following charges apply as of this catalog's effective date, July 7, 2008, 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 AND TECHNOLOGY	EDUCATION	HUMAN SERVICES	PSYCHOLOGY	UNDERGRADUATE STUDIES
Application Fee (non-refundable)	$75	$75	$75	$75	$75
International Application Fee—includes international transcript evaluation (non-refundable)	$175	$175	$175	$175	$175
Student ID Replacement Fee	$15	$15	$15	$15	$15
BACHELOR OF SCIENCE (BS) PROGRAM					
Capella Prior Learning Assessment Per Credit (non-refundable)					$75
Tuition Per 6-Credit Course					$1,860
Tuition Per 4-Credit Course					$1,240
Tuition Per 3-Credit Course					$930
BS Graduation Fee					$250
MASTER OF BUSINESS ADMINISTRATION (MBA) PROGRAM					
Capella Prior Learning Assessment Per Credit (non-refundable)	$125				
Tuition Per 3-Credit Course	$1,875				
MBA Graduation Fee	$350				
MASTER OF SCIENCE (MS) PROGRAM					
Capella Prior Learning Assessment Per Credit (non-refundable)	$125				
Tuition Per 6-Credit Course		$2,430			
Tuition Per 5-Credit Course				$1,885	
Tuition Per 4-Credit Course	$2,120	$1,620	$1,640	$1,508	
Tuition Per 3-Credit Course		$1,215		$1,131	
Tuition Per 2-Credit Course	$1,060	$810	$820	$754	
Tuition Per 1-Credit Course		$405		$377	
Residential Colloquium Per Week*			$1,460	$1,460	
School of Psychology Year-in-Residence—Per Weekend-in-Residence*				$208	
School of Psychology Year-in-Residence—Per Extended Seminar*				$2,790	
MS Graduation Fee	$350	$350	$350	$350	
EDUCATION SPECIALIST (EDS) PROGRAM					
Quarterly Tuition		$4,335			
Residential Colloquium Per Week*		$1,460			
EdS Graduation Fee		$450			

University Policies, *continued*

TUITION AND FEES, *continued*

ALL PROGRAMS	BUSINESS AND TECHNOLOGY	EDUCATION	HUMAN SERVICES	PSYCHOLOGY	UNDERGRADUATE STUDIES
DOCTOR OF PHILOSOPHY (PHD) PROGRAM					
Quarterly Tuition	$4,335	$4,335	$4,335		
Quarterly Tuition for Comprehensive Examination and Dissertation Courses	$3,690	$3,690	$3,690		
Reduced Tuition for Advanced Doctoral Learners	$960	$960	$960		
Tuition Per 5-Credit Course				$2,230	
Tuition Per 3-Credit Course				$1,338	
Tuition Per 2-Credit Course				$892	
Tuition Per 1-Credit Course				$446	
Residential Colloquium Per Week*	$1,460	$1,460	$1,460	$1,460	
PhD Graduation Fee	$450	$450	$450	$450	
DOCTOR OF PSYCHOLOGY (PSYD) PROGRAM					
Tuition Per 5-Credit Course				$2,230	
Tuition Per 3-Credit Course				$1,338	
Tuition Per 2-Credit Course				$892	
Tuition Per 1-Credit Course				$446	
Year-in-Residence—Per Weekend-in-Residence*				$208	
Year-in-Residence—Per Extended Seminars*				$2,790	
PsyD Graduation Fee				$450	
CERTIFICATE PROGRAM					
Tuition Per Course	$2,120		$1,640	$1,885	
Tuition Per Quarter, Post-Master's Certificate		$4,335			
Residential Colloquium Per Week (Track I)*		$1,460			
School of Psychology Certificate Practicum 3-Credit Course				$1,131	
School of Psychology Certificate Practicum 2-Credit Course				$754	
School of Psychology Year-in-Residence—Per Weekend-in-Residence*				$208	
School of Psychology Year-in-Residence—Per Extended Seminar*				$2,790	

* See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog. Also see the Residential Colloquia page on iGuide.

University Policies, *continued*

4.03.01 Tuition and Fees, *continued*

    C. Employer, Military, or Educational Institution Affiliation Discount

      1. Learners may be eligible for an affiliation tuition discount due to an arrangement between Capella University and their employer or a military or educational institution. Tuition discounts do not apply to residency tuition.

      2. Affiliation discounts are contingent on an ongoing agreement between Capella University and the employer or military or educational institution.

      3. It is the eligible learner's responsibility to request the applicable discount.

      4. Capella University will not retroactively apply a discount.

      5. Capella University reserves the right to validate the affiliation status of all learners offered a tuition discount prior to and after applying the discount.

      6. Learners must maintain the applicable affiliation in order to continue to receive the discount. Learners may be subject to yearly verification of their affiliation.

      7. If a learner qualifies for more than one affiliation discount, the most favorable discount to the learner applies.

      8. If the learner provides evidence of the affiliation status after the requested time frame, the discount will be applied to future quarters only.

IV. Special Business Office Hold

    A. All learners with an outstanding balance may be placed on Special Business Office Hold (SBOH).

    B. While on SBOH, learners are not granted access to university activities or academic personnel or services, including advisors, mentors, courses, or the library.

    C. Access to the courseroom may be regained upon resolution of the account balance within the time lines communicated to affected learners.

    D. Learners who do not pay their outstanding account balance while on SBOH may be administratively withdrawn from the university.

V. Collection Agency/Credit Reporting

    Any learner who refuses or is unable to pay an outstanding past-due balance may have their account forwarded to a collection agency and/or reported to a credit bureau.

4.03.02 Tuition Refunds

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

PROCEDURES

I.   Tuition Structure and Fees

    A. Per-Course

      1. Bachelor's, MBA, master's, and certificate programs (excluding post-master's certificate) in all schools:

        Learners in bachelor's, MBA, master's, and certificate programs pay tuition on a per-course basis. Learners who completely withdraw from Capella University or drop one or more courses will have their tuition refunded as specified in the refund schedules outlined in section II of this policy.

      2. PhD and PsyD programs in the Harold Abel School of Psychology

        Doctoral learners in these programs pay tuition on a per-course basis. Learners who completely withdraw from Capella University or drop one or more courses will have their tuition refunded in accordance with the refund schedules outlined in section II of this policy.

    B. Flat Rate

      PhD programs in the schools of Business and Technology, Education, Human Services; School of Education EdS and post-master's certificate programs:

      For learners in these programs, tuition is charged quarterly on a flat rate, not on a per course basis. Learners who completely withdraw from Capella University or drop all of their courses will have their tuition refunded in accordance with the refund schedules outlined in section II of this policy.

      Note: No tuition refund is given if a learner remains enrolled in one or more courses.

    C. Fees

      Capella University does not provide refunds for books, supplies, or other listed fees.

University Policies, *continued*

II. Tuition Refund Schedule

A. The following schedule applies to learners residing in locations other than Florida, Georgia, South Carolina, 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

B. Florida Residents Refund Policy

1. The refund policy applicable to Florida learners 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. If a Florida applicant requests a refund within three business days after making a payment to Capella University, the applicant will receive a full refund, provided that the class start date has not passed.

2. Florida learners who withdraw or are administratively withdrawn after the start date of a course but before 50 percent 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
1 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 fee may be assessed in addition to the percentage of tuition, which may be retained by the institution as provided above.

3. Florida learners should notify Capella if they wish to withdraw from a program or drop a course. Refunds are calculated using the date provided by the learner, unless the learner immediately contacts Capella requesting an earlier withdrawal date and provides acceptable verification that no academic interaction occurred after the requested date. Capella University will issue the appropriate refund in full to the learner within a maximum of 30 days of receiving the notification. All or a portion of the refund will be used to pay grants, loans, scholarships, or other financial aid in adherence with federal and state laws.

C. Georgia Residents Refund Policy

1. The refund policy applicable to Georgia learners 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. If a Georgia applicant requests a refund within three business days after making a payment to Capella University, the applicant will receive a full refund, provided that the class start date has not passed.

2. Georgia learners who withdraw or are administratively withdrawn after the start date of a course but before 50 percent 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
1 day – 5%	95%
6% – 10%	90%
11% – 25%	75%
26% – 50%	50%
51% +	No refund

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

3. Georgia learners should notify Capella if they wish to withdraw from a program or drop a course. Refunds are calculated using the date provided by the learner, unless the learner immediately contacts Capella requesting an earlier withdrawal date and provides acceptable verification that no academic interaction occurred after the requested date. Capella University issues the appropriate refund in full to the learner within a maximum of 30 calendar days of receiving the notification. All or a portion of the refund will be used to pay grants, loans, scholarships, or other financial aid in adherence with federal and state laws.

D. South Carolina Residents Refund Policy

1. Regulations in the State of South Carolina require Capella University to apply a separate refund policy to South Carolina 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 South Carolina's refund (if applicable) will be recorded as a second line item. All refunds will be applied within 40 calendar days of the withdrawal date.

University Policies, *continued*

2. South Carolina learners 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.

3. South Carolina learners who withdraw or are administratively withdrawn after the start date of a course but before 60 percent 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 calendar days of the withdrawal date.

4. 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.

E. Wisconsin Residents Refund Policy

1. Wisconsin regulations 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 day 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 calendar days of the withdrawal date.

2. Wisconsin learners 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.

3. Wisconsin learners who withdraw or are administratively withdrawn after the start date of a course but before 60 percent of the course term has passed are entitled to a pro rata refund as follows. (All percentages are based on the total number of calendar days in the course.)

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

As part of the percentage breakdown, Capella may retain a one-time administrative fee of no more than $100. Learners will receive the tuition credit within 40 days of withdrawal date. Learners must notify the institution of their intention to withdraw from courses either by phone or in writing. The effective date of the withdrawals will be the date the institutions receive the proper notification.

All or a portion of the refund will be used to pay grants, loans, scholarships, or other financial aid in adherence with federal and state law.

4.03.03 Reduced Tuition for Advanced Doctoral Learners

Doctoral learners in the schools of Business and Technology, Education, and Human Services who have completed and paid for 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 examination and the dissertation) may be charged a reduced tuition rate for a maximum of 12 additional quarters of enrollment in lieu of regular tuition (see current Tuition and Fees table for tuition rates).

Learners qualify for this reduced tuition rate only during terms in which they enroll in comprehensive examination or dissertation courses. Those learners meeting all the criteria outlined in this policy will receive the reduced tuition rate. Tuition is assessed and paid on a quarterly basis.

PROCEDURES

Criteria

A. Doctoral learners in the schools of Business and Technology, Education, and Human Services who have completed and paid for 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) may qualify for a reduced tuition rate.

B. 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 does not count toward the minimum active enrollment period.

University Policies, *continued*

ACADEMIC SERVICES

4.04.01 Interlibrary Loan

Capella University Library (CUL) utilizes printed materials from other libraries for use by current Capella University learners, faculty, and staff, at their request. Borrowers are limited to 25 interlibrary items per quarter. The loan period is determined by the lending library. Capella University Library will notify borrowers of due dates. Books must be returned promptly according to specified due dates to avoid penalties. Charges incurred because of overdue or lost items will be charged to learners' university accounts. Interlibrary loans are administered through this policy's procedures.

PROCEDURES

I.   Loan Period

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.

II.   Restrictions

A. The following items are not available through interlibrary loan:

1.   Required textbooks

2.   Dissertations

3.   Materials available in Capella University Library (CUL) resources

4.   Reference books

5.   Entire issues or several articles from the same journal

6.   Non-academic related items (such as books on a best-seller list or books on hobbies)

7.   Media: videos, films, CDs

B. Borrowers are limited to 25 interlibrary loan items of standard cost per quarter. If the cost to CUL for a request exceeds $60, borrowers will be asked if they want to continue with the request at a charge of two requests toward their 25-item limit.

C. Interlibrary loan book requests submitted by learners outside of the continental United States and Canada can be fulfilled electronically only. Requests to Canada are handled on a case-by-case basis. CUL can provide a table of contents of the book for review, and specific chapters may be requested in lieu of sending the book.

D. Post office boxes will not be accepted as a deliverable address for book requests. Learners must provide a current street address for all interlibrary loan book requests.

III. Overdue Books

A. The Capella University Library (CUL) reserves the right to limit or refuse interlibrary loan service to borrowers who repeatedly lose or return items late.

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

C. If a book is returned at any time between seven and 30 days past the due date, accumulated charges will be applied. All charges are irreversible.

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

1.   Seven calendar days overdue:

Fine of $1/day applied from due date.

2.   Thirty calendar days overdue:

a.   The material is considered lost.

b.   In addition to the accumulated fine, a $30 processing fee will be assessed on the 30th calendar day.

c.   Future interlibrary loan requests will not be processed until the book is returned or payment is received.

d.   Replacement charges as determined by the lending library will also be assessed.

e.   Charges will be applied to the learner's account.

E. Overdue books returned after billing will have the book replacement fee removed from account upon receipt of the book and processing of return by CUL.

IV. Book Recalls

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

B. If a book is returned at any time between seven and 30 days past the recall notice, appropriate charges will be applied. All charges are irreversible.

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

1.   Seven calendar days following recall notice:

Fine of $1/day applied from due date.

2. Thirty calendar days following recall notice:

    a. The book is considered lost.

    b. In addition to the accumulated fine, a $30 processing fee will be assessed on the 30th calendar day.

    c. Future interlibrary loan requests will not be processed until the book is returned or payment is received.

    d. Replacement charges as determined by the lending library will be assessed.

    e. Charges will be applied to the learner's account.

D. Recalled books returned after billing will have book replacement fees removed from account.

4.04.02 Licensure

Capella University offers academic programs leading toward advanced degrees in a number of fields for which professional practice requires licensure or certification by state, local, or professional boards. Capella University makes no representation, warranty, or guarantee that successful completion of the course of study will result in the learner obtaining the necessary licensure or certification.

Learners may not enroll in a Capella University degree program for which licensure or certification may ultimately be required without signing a statement of agreement acknowledging that compliance with state or professional licensure and certification requirements is the learner's sole responsibility.

As with all programs involving endorsement, licensure, or certification, individual states have varying requirements. Capella University cannot guarantee that licensure, endorsement, or certification will be granted. For this reason, it is important that learners interested in these programs contact the appropriate authorities in their state.

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 at Self-Service, 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 offers many scholarship options, including two internal scholarships—the Robert C. Ford Human Services Scholarship and the Helene Krivosha Scholarship. Learners are also encouraged to apply for external scholarships that are offered specifically to Capella learners. These scholarships vary and are updated regularly on iGuide. Free scholarship search engines are also 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 Financial Aid Office.

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 six quarter credits in that quarter.

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.

Graduate certificate learners must complete a minimum of six quarter credits in that quarter to qualify for full-time benefits.

The date of course completion is determined by the last day of the quarter.

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

In order to receive veterans' education benefits, all post-high school transcripts must be submitted to the Registrar's 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 under the U.S. Armed Forces tab and on iGuide.

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

Refund Procedure for Financial Aid Recipients

Learners receiving financial aid should contact the Financial Aid Office before canceling course 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 percent point of a term are subject to the Federal Return of Title IV Funds policy regulations for any federal aid not earned. Details of actual refund calculations are available upon request from the Financial Aid Office. 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 the Registrar's Office. If learners withdraw from Capella and have received financial aid, specific requirements will be followed. These can be found on iGuide at Tuition Refunds policy.

Information Access, Doctoral Recognition, Graduation, and Commencement

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 chief academic officer only after the review of such a request and the determination that access is necessary and appropriate, does not infringe on the activities of learners and faculty, and does not threaten the academic integrity of the courseroom. Although the courseroom is not open to public access upon demand, it is not a private 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 chief academic officer only after the review of such a request and the determination that access is necessary and appropriate and does not threaten the integrity of the university.

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 email. Learners are required to maintain active email addresses. To ensure receipt of important communications, learners should make sure that spam filters are set to receive email from Capella University.

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.

Completion of Advanced Graduate Study (CAGS)

Recognizing Doctoral Learner Achievement

Capella University's Completion of Advanced Graduate Study (CAGS) recognizes a learner's achievement of a significant doctoral milestone: successful completion of all requirements necessary to begin comprehensive examination courses. The Completion of Advanced Graduate Study recognition marks a specific level of doctoral achievement; it is not an academic degree or credential.

Eligibility

To be eligible for Completion of Advanced Graduate Studies (CAGS) recognition, a learner must currently be admitted to a doctoral program in any of Capella University's four graduate schools and enrolled in doctoral course work. Eligible learners must have completed all core, specialization, and elective courses and all other program requirements, including colloquia, residencies, and field work, with a minimum cumulative grade point average of 3.0 on a 4.0 scale.

Applying

Doctoral learners at Capella University may apply for Completion of Advanced Graduate Studies (CAGS) recognition once they have met all eligibility requirements and any time thereafter prior to graduation but may not receive more than one CAGS recognition. Any learners who are currently enrolled and active in courses at Capella University and who have completed all requirements for CAGS recognition should see iGuide for contact information and CAGS application material or call Learner Support at **1.888.CAPELLA (227.3552), option 2**.

Graduation Requirements and Commencement

Graduation requirements include all academic requirements as stated in the *University Catalog*. Learners in undergraduate degree programs must have a minimum cumulative GPA of 2.0 in their degree program. Learners in graduate degree programs must have a minimum cumulative GPA of 3.0 in their degree program. Also, in order to graduate, doctoral learners must successfully complete their dissertation. Successful completion requires learners to remain continuously enrolled until they complete all dissertation milestones. See university policies *2.02.06 Continuous Enrollment for Advanced Doctoral Learners* and *3.01.07 Dissertation Requirements* for more information.

Graduation Application

Undergraduate, master's, education specialist, or certificate learners enrolled in their final quarter of courses or PhD learners who have seven or fewer remaining dissertation milestones to complete are eligible to apply for graduation. Learners must complete and submit the Graduation Application, available on iGuide at Self-Service.

A graduation audit is completed at the time learners apply for graduation. There are three types of degree status that learners will go through when applying for graduation.

- **Applied—**the learner has completed and submitted the Graduation Application available on iGuide.

- **Approved—**the learner is currently completing or is enrolled in his or her last academic requirements or has seven or fewer remaining dissertation milestones to complete.

- **Awarded—**the learner has finished all of his or her academic requirements.

If learners have completed all academic requirements for graduation, the degree or certificate will be conferred on the last day of the month in which all academic requirements were met. If the Graduation Application is submitted after learners have met all academic requirements, the degree or certificate will be conferred on the last day of the month in which the Graduation Application was received. The conferral date will appear on official transcripts and diplomas.

Commencement

Commencement is the ceremony that celebrates the awarding of a degree. Participation in the commencement ceremony is optional for those who are eligible. Certificate recipients are not eligible to participate in the commencement ceremony. Learners who plan to participate must complete the Graduation Application and Commencement RSVP, and order academic regalia to wear during the ceremony.

For more information on graduation and commencement, see the Graduation and Commencement page on iGuide.

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 University Credits

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

School of Undergraduate Studies
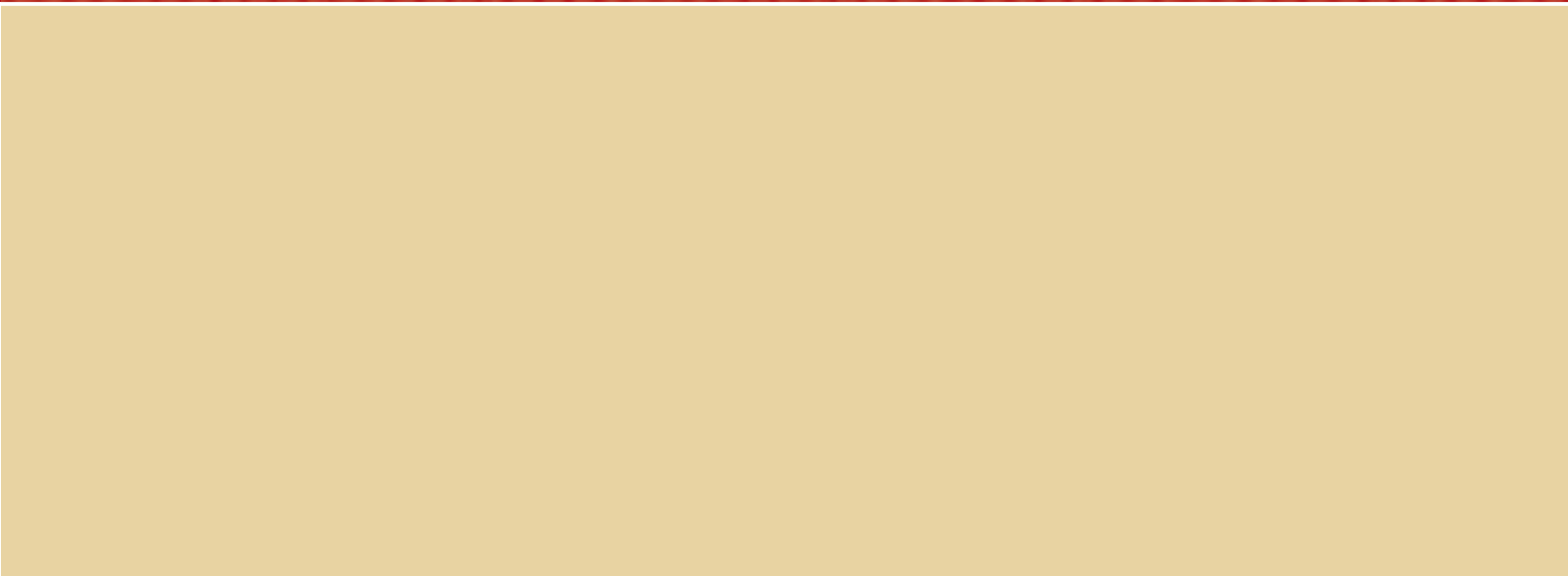
School of Undergraduate Studies

Feranda B. Williamson, EdD
Dean

From the Dean

I am pleased to extend you a warm welcome to the School of Undergraduate Studies at Capella University. The School of Undergraduate Studies is dedicated to the development of our learners' knowledge, skills, and values, offering programs that have an immediate and long-term impact on learners' lives and careers as they demonstrate increased leadership, scholarship, and service. Our curricula help learners expand their experience in the global community through interactive technology, broad-based discussions, and a recognition of the importance and impact of diversity and culture. School of Undergraduate Studies programs are designed around industry standards and key professional organizations so that our learners are prepared to meet today's challenges of a rapidly changing work environment in business, technology, and public safety.

The Bachelor of Science 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, information technology, and public safety. Capella's Bachelor of Science in Business degree program integrates the mastery of business fundamentals with practical application related to current issues in its Accounting, Business Administration, Finance, Human Resource Management, Management and Leadership, Marketing, Project Management, and Retail Management specializations. Learners in the Bachelor of Science in Information Technology degree program benefit from a relevant curriculum that addresses essential IT competencies through its Health Informatics, Information Assurance and Security, Project Management, Network Technology, and Software Architecture specializations. Capella's Bachelor of Science in Public Safety degree program prepares learners to assess and address complex public safety issues through Criminal Justice, Emergency Management, Homeland Security, and Security Management specializations.

Our experienced faculty provide a high-quality learning experience for our learners and are committed to sharing their knowledge and passion for their subject areas. School of Undergraduate Studies faculty are scholar-practitioners who are active in the business, information technology, and public safety fields. They link theory, research, and practice in order to deliver a superior learning experience for our learners.

The faculty and staff of the School of Undergraduate Studies are committed to assisting you on your journey toward achieving your personal and professional goals, and they join me in welcoming you.

Feranda B. Williamson, EdD
Dean

About the School of Undergraduate Studies

School 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

This 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, project management, 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 integrates the development of technology skills with the understanding of the business enterprise needed in today's rapidly changing, global workplace. Learners build a knowledge of both theory and practice needed for today's IT professional.

Capella's bachelor's degree in Information Technology focuses on key elements of the information technology life cycle: requirements analysis, architecture, software construction, and support and maintenance. Learners develop a fundamental understanding of software, hardware, networks, databases, human-computer interaction, project management, and security. Building on all of these concepts and skills, learners then specialize in fields that prepare them for specific careers in information technology.

Bachelor of Science (BS) in Public Safety

The Bachelor of Science in Public Safety program provides undergraduate learners with knowledge of the processes and procedures involved in public safety. Learners may focus on a specialized area of study, including criminal justice, homeland security, emergency

management, or security management. Successful graduates of this program are prepared to pursue careers in the field of public safety such as border patrol agent, central intelligence analyst/officer, detective, law enforcement officer, intelligence analyst, public safety director, U.S. marshal, juvenile detention officer, emergency response specialist, anti-terrorism task force coordinator, corporate security manager, and mediation specialist.

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

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
Project Management[1]	BS
Retail Management[1]	BS

Information Technology Program	Degree
General Information Technology	BS
Health Informatics[1]	BS
Information Assurance and Security	BS
Network Technology	BS
Project Management	BS
Software Architecture[1]	BS

Public Safety Program	Degree
Criminal Justice	BS
Emergency Management	BS
Homeland Security	BS
Security Management	BS

[1] **Review of this specialization is pending in OH.**

About the School of Undergraduate Studies, *continued*

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 four major categories.

1. **Communication:** Capella learners develop the communication skills necessary to effectively use the English language to communicate both verbally and in written form. They develop the thinking skills necessary to critically evaluate information, integrate differing points of view, and establish a reasoned course of action for effectively solving problems. These critical thinking skills are reinforced throughout the program and through reading, writing, speaking, and listening.

2. **Humanities:** Capella learners develop an understanding of the arts and humanities as an expression of human culture, and through the critical analysis of works of art, literature, and philosophy, they develop the ability to form their own aesthetic judgments. Through reflection on their own values and positions, as well as those of others, they learn what it means to be a socially responsible citizen in today's world and develop the ability to appropriately exercise that citizenship.

3. **Natural Science and Mathematics:** Capella learners develop an understanding of the scientific methods used to study the natural sciences phenomena and an appreciation of the role scientific inquiry plays in addressing the critical issues facing today's world. They develop an understanding of mathematical and logical reasoning and the ability to use mathematics and logic to address problems in their personal and professional lives.

4. **Social Science:** Capella learners develop an understanding of the scientific methods used to study human behavior and interaction and acquire knowledge of the predominant social science theories.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category.

Communication (6 quarter credits required)
ENG1000   English Composition
ENG2000   Research Writing
SPC1000   Public Speaking (3 quarter credits)
SPC2000   Intercultural Communication
SPC2050   Visual Design in Communications (3 quarter credits)

Humanities (6 quarter credits required)
ART2000   Art History Survey
HUM1000   Introduction to the Humanities
HUM1050   World Religions (3 quarter credits)
LIT2001   Introduction to Literature: Short Stories (3 quarter credits)
PHI1000   Introduction to Philosophy
PHI2000   Ethics
PHI2050   Human Nature and Ethics (3 quarter credits)

General Education Requirements, *continued*

Natural Science and Mathematics (6 quarter credits required)
BIO1000   Human Biology
BIO1050   Biology and Society (3 quarter credits)
CHM1000   Chemistry for Changing Times
PHY1000   Introduction to Astronomy
MAT1050   College Algebra
MAT1051   Pre-Calculus
MAT2001+   Statistical Reasoning
MAT2050‡   Statistical Literacy (3 quarter credits)
MAT2051*† Discrete Mathematics *(MAT1050)*

+ **MAT2001 required for Accounting, Finance, Marketing, and Project Management (Business) specializations.**

‡ **MAT2050 required for Criminal Justice, Emergency Management, Homeland Security, and Security Management specializations.**

* **MAT2051 required for Information Assurance Security, Network Technology, and Software Architecture specializations.**

† **MAT2051 strongly recommended for General Information Technology and Project Management (Information Technology) specializations.**

Social Science (6 quarter credits required)
ECO1050   Microeconomics
ECO1051   Macroeconomics
HIS1000   Immigrants in the American City (3 quarter credits)
PSYC1000   Introduction to Psychology
POL1000   The Politics of American Government
POL2000   Globalization
SOC1000   Introduction to Human Society
SOC2000   Cultural Diversity

Choose 21 quarter credits of additional undergraduate courses from general education courses above.

Effective February 1, 2008, the general education course PSY1000 was renumbered and is now listed as PSYC1000.

Residents of Arkansas must complete Arkansas general education requirements.

Lower Division Courses

Lower-division courses may not be used to fulfill general education requirements.
BUS1000   Introduction to Business (3 quarter credits)
IT1000   Introduction to Information Technology (3 quarter credits)
IT2210   Introduction to Web Systems and Technologies (6 quarter credits)
IT2230   Introduction to Database Systems (3 quarter credits)
IT2240   Introduction to Programming (3 quarter credits)
IT2250   Introduction to Network Technology (3 quarter credits)

GENERAL EDUCATION REQUIREMENTS FOR THE BS DEGREE

General education categories	General education credit requirements 45 total quarter credits
Communication	6 quarter credits
Humanities	6 quarter credits
Natural science and mathematics	6 quarter credits
Social science	6 quarter credits
Additional general education courses from any category	21 quarter credits

Residents of Arkansas must complete Arkansas general education requirements.

School of Undergraduate Studies Degree Programs and Specializations

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. Undergraduate 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 this specialization demonstrate the interpersonal and communication skills required to present information to both internal and external clients, influencing organizational effectiveness at all levels of their organization. This specialization is not designed to prepare learners for a CPA exam.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category.

See General Education Requirements.

MAT2001   Statistical Reasoning required for Accounting specialization.

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements

Core courses - 42 quarter credits

BUS3004   Developing a Business Perspective
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 and Trends (BUS4060)
BUS4063   Advanced Financial Accounting Topics and Trends (BUS4062)
BUS4064   Cost Accounting for Planning and Control (BUS4061)
BUS4065   Income Tax Concepts and Strategies (BUS4062)
BUS4066   Contemporary Auditing: An Ethical Perspective (BUS4063)
BUS4070   Foundations in Finance (BUS3060)

Elective courses - 39 quarter credits
Choose 39 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   180 quarter credits

Effective February 1, 2008, the general education course PSY1000 was renumbered and is now listed as PSYC1000.

Business Administration

Undergraduate 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 45 quarter credits with a minimum of 6 quarter credits from each category.

See General Education Requirements.

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements

Core courses - 42 quarter credits

BUS3004   Developing a Business Perspective
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
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)
BUS4022   E-Business Sourcing, Marketing, and Sales (BUS3020)
BUS4024   Customer Behavior (BUS3020, BUS3030)
BUS4025   Sales and Sales Management (BUS3020, BUS3030)
BUS4026   Services Marketing (BUS3020, BUS3030)

BUS4027   Public Relations (BUS3020, BUS3030)
BUS4031   Marketing, Sales, and Channel Management (BUS3030)
BUS4033   Brand Identity and Marketing Communications (BUS3030)
BUS4034   Marketing Strategy (BUS3030)
BUS4035   Marketing Across Borders (BUS3030)
BUS4036   Marketing Research (BUS3020, 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 Resource Management Issues (BUS3040)
BUS4060   Financial Accounting Principles (BUS3060)
BUS4061   Managerial Accounting Principles (BUS4060)
BUS4062   Intermediate Financial Accounting Topics and Trends (BUS4060)
BUS4063   Advanced Financial Accounting Topics and Trends (BUS4062)
BUS4064   Cost Accounting for Planning and Control (BUS4061)
BUS4065   Income Tax Concepts and 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)
BUS4080   Fundamentals of Retail Management (BUS3010, BUS3020, BUS3030)
BUS4081   Brand Building and Channel Development (BUS4080)
BUS4082   Marketing, Merchandising, and Advertising (BUS4080)
BUS4083   Retailing Analytical Tools and Techniques (BUS4080)
BUS4084   Pricing Management (BUS4080)
BUS4085   Management and Operational Issues in Retail (BUS4080)
BUS4090   Introduction to Project Management (BUS3010, BUS3050)
BUS4091   Project Management I (BUS4090)
BUS4092   Project Management II (BUS4091)
BUS4093   Contracts and Procurement (BUS4092)

**All courses are 6 quarter credits except as noted.
Courses listed in parentheses denote prerequisite(s).**

School of Undergraduate Studies Degree Programs and Specializations, *continued*

BS in Business Specializations, continued

BUS4094	Managing Project Risk *(BUS4092)*	
BUS4095	Motivating Project Teams *(BUS4092)*	
BUS4802	Change Management	

Elective courses - 39 quarter credits
Choose 39 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   **180 quarter credits**

Effective February 1, 2008, the general education course PSY1000 was renumbered and is now listed as PSYC1000.

Finance

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

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category.

See General Education Requirements.

MAT2001   Statistical Reasoning required for Finance specialization.

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements

Core courses - 42 quarter credits

BUS3004	Developing a Business Perspective
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

In addition, 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 - 39 quarter credits
Choose 39 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   **180 quarter credits**

Effective February 1, 2008, the general education course PSY1000 was renumbered and is now listed as PSYC1000.

Human Resource Management

The human resource professional wears many hats, and his or her 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 HR needs for the organization's future. Undergraduate learners in the Human Resource Management specialization develop the human resource management, interpersonal, and professional thinking skills needed to manage talent, develop intellectual capital, work in networked relationships, deal with continuous change, and impact organizational effectiveness as HR leaders and managers at all levels of their organizations.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category.

See General Education Requirements.

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements

Core courses - 42 quarter credits

BUS3004	Developing a Business Perspective
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 - 39 quarter credits
Choose 39 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   **180 quarter credits**

Effective February 1, 2008, the general education course PSY1000 was renumbered and is now listed as PSYC1000.

Management and Leadership

Management involves coordinating, implementing, promoting, supervising, and directing 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 necessary to successfully lead people and manage organizations in a dynamic, global environment. Undergraduate learners in this specialization demonstrate the management, interpersonal, and professional thinking skills needed to impact organizational effectiveness as leaders and managers at all levels of their organizations.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category.

See General Education Requirements.

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements

Core courses - 42 quarter credits

BUS3004	Developing a Business Perspective
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

All courses are 6 quarter credits except as noted. Courses listed in parentheses denote prerequisite(s).

School of Undergraduate Studies Degree Programs and Specializations, *continued*

BS in Business Specializations, continued

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 - 39 quarter credits

Choose 39 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 **180 quarter credits**

Effective February 1, 2008, the general education course PSY1000 was renumbered and is now listed as PSYC1000.

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. Undergraduate 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 ways that 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 45 quarter credits with a minimum of 6 quarter credits from each category.

See General Education Requirements.

MAT2001 Statistical Reasoning required for Marketing specialization.

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements

Core courses - 42 quarter credits

BUS3004 Developing a Business Perspective
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*)
BUS4033 Brand Identity and Marketing Communications (*BUS3030*)
BUS4036 Marketing Research (*BUS3020, BUS3030*)
BUS4801 Ethics and Enterprise
BUS4802 Change Management

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

BUS4024 Customer Behavior (*BUS3020, BUS3030*)
BUS4025 Sales and Sales Management (*BUS3020, BUS3030*)
BUS4026 Services Marketing (*BUS3020, BUS3030*)
BUS4027 Public Relations (*BUS3020, BUS3030*)
BUS4034 Marketing Strategy (*BUS3030*)
BUS4035 Marketing Across Borders (*BUS3030*)

Elective courses - 39 quarter credits

Choose 39 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 **180 quarter credits**

Effective February 1, 2008, the general education course PSY1000 was renumbered and is now listed as PSYC1000.

Project Management

The Project Management specialization provides undergraduate learners with a foundational education in the processes, procedures, tools, and techniques of coordinating and managing projects in an organizational setting. The curriculum focuses on the basics of project management, resource allocation, risk assessment, and teamwork. Learners examine the role of project manager as a change agent—working with others to create value for an organization. Successful graduates of this specialization are prepared to pursue careers as project coordinators, project managers, business analysts, and program managers.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category.

See General Education Requirements.

MAT2001 Statistical Reasoning required for Project Management specialization.

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements

Core courses - 42 quarter credits

BUS3004 Developing a Business Perspective
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

BUS4090 Introduction to Project Management (*BUS3010, BUS3050*)
BUS4091 Project Management I (*BUS4090*)
BUS4092 Project Management II (*BUS4091*)
BUS4093 Contracts and Procurement (*BUS4092*)
BUS4094 Managing Project Risk (*BUS4092*)
BUS4095 Motivating Project Teams (*BUS4092*)
BUS4801 Ethics and Enterprise
BUS4802 Change Management

Elective courses - 39 quarter credits

Choose 39 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 **180 quarter credits**

Effective February 1, 2008, the general education course PSY1000 was renumbered and is now listed as PSYC1000.

Review of this specialization is pending OH.

All courses are 6 quarter credits except as noted. Courses listed in parentheses denote prerequisite(s).

School of Undergraduate Studies Degree Programs and Specializations, *continued*

BS in Business Specializations, continued

Retail Management

The Retail Management specialization provides undergraduate learners with knowledge of the history and fundamentals of managing a retail environment. Specialization topics include retail management and store operations, competitive analysis and planning, communication and teamwork, leadership, diversity and globalization, and the legal and ethical considerations of managing a retail operation. This specialization prepares learners to pursue careers in the field of retail management, including store operations supervisor or manager, inventory analyst, buyer analyst, inventory analyst, store associate, demand planning analyst, and department lead.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category.

See General Education Requirements.

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements

Core courses - 42 quarter credits

BUS3004   Developing a Business Perspective
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

BUS4080   Fundamentals of Retail Management (BUS3010, BUS3020, BUS3030)
BUS4081   Brand Building and Channel Development (BUS4080)
BUS4082   Marketing, Merchandising, and Advertising (BUS4080)
BUS4083   Retailing Analytical Tools and Techniques (BUS4080)
BUS4084   Pricing Management (BUS4080)
BUS4085   Management and Operational Issues in Retail (BUS4080)
BUS4801   Ethics and Enterprise
BUS4802   Change Management

Elective courses - 39 quarter credits

Choose 39 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   **180 quarter credits**

Effective February 1, 2008, the general education course PSY1000 was renumbered and is now listed as PSYC1000.

Review of this specialization is pending in OH.

Bachelor of Science (BS) in Information Technology Specializations

General Information Technology

In the General Information Technology specialization, undergraduate learners explore a range of information technology topics. This specialization 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 IT topics including Web development, networking, project management, and graphics and multimedia.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category.

See General Education Requirements.

MAT2051   Discrete Mathematics (MAT1050) strongly recommended for General Information Technology specialization.

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements

Core courses - 48 quarter credits

IT3006   Communication Strategies for the Information Technology Professional
IT3120   Fundamentals of Project Management
IT3160   Ethical and Human Side of Information Technology
IT3200   Enterprise Architecture
IT3300   Human-Computer Interaction (IT3200)
IT3310   Hardware and Operating Systems Architecture (IT3200)
IT3340   Fundamentals of Software Architecture (IT3200)
IT3350   Network and Security Architecture (IT3200)

Specialization courses - 42 quarter credits

Choose 42 quarter credits from the following courses:

IT4030   Project Estimation and Budgeting (IT3120 or equivalent experience upon school approval)
IT4031   Risk Management in Information System Development (IT3120 or equivalent experience upon school approval)
IT4040   Network Administration (IT3350 or equivalent experience upon school approval)
IT4041   Advanced Network Administration (IT4040 or equivalent experience upon school approval)
IT4045   Network Analysis and Design (IT4041)
IT4050   Vector Graphics Animation (IT3300 or equivalent experience upon school approval)
IT4051   Web Graphics Production (IT3300 or equivalent experience upon school approval)

IT4052   Image Processing (IT3300 or equivalent experience upon school approval)
IT4063   Project Integration and Scope Management (IT3120)
IT4064   Project Communications (IT3120)
IT4065   Project Human Resources Management (IT3120)
IT4067   Project Quality Assurance (IT3120)
IT4068   Project Procurement Management (IT3120)
IT4070   Cyber Defense and Countermeasures (IT3350, IT4803)
IT4071   Cyber Attacks and Ethical Hacking (IT3350, IT4803)
IT4072   Operating Systems Security (IT3350, IT4803)
IT4073   Organizational Security (IT3350, IT4803)
IT4074   Applications Security (IT3350, IT4803)
IT4075   Computer Forensics (IT3350, IT4803)
IT4076   Security Management and Policies (IT3350, IT4803)
IT4140   Introduction to Internetworking (IT3350)
IT4141   Advanced Internetworking (IT4140)
IT4610   Anatomical and Medical Terminology
IT4620   Managing Data in Multiple System Environments (IT4610 or equivalent knowledge upon school approval)
IT4630   Statistical Analysis for Health Care (IT4610 or equivalent knowledge upon school approval)
IT4640   Electronic Health Records/Clinical Systems (IT4610 or equivalent knowledge upon school approval)
IT4650   Decision Support/Quality Management (IT4610 or equivalent knowledge upon school approval)
IT4660   Information Security and Privacy in Health Care (IT4610 or equivalent knowledge upon school approval)
IT4670   Health Care Organization and Management (IT4610 or equivalent knowledge upon school approval)
IT4710   Software Requirements Architecture (IT3340 or equivalent knowledge upon school approval)
IT4715   Applications Architecture (IT3340 or equivalent knowledge upon school approval)
IT4720   Software Construction I: Design and Modeling (IT4710, IT4715 or equivalent knowledge upon school approval)
IT4725   Software Construction II: Database Development (IT4720 or equivalent knowledge upon school approval)
IT4730   Software Construction III: Web Application Development (IT4725 or equivalent knowledge upon school approval)
IT4735   Software Construction IV: Advanced Web Application Development (IT4730 or equivalent knowledge upon school approval)
IT4740   Software Construction III: Java (IT4725 or equivalent knowledge upon school approval)
IT4745   Software Construction IV: Advanced Java (IT4740 or equivalent knowledge upon school approval)

All courses are 6 quarter credits except as noted.
Courses listed in parentheses denote prerequisite(s).

School of Undergraduate Studies Degree Programs and Specializations, *continued*

BS in Information Technology Specializations, *continued*

IT4750	Software Construction III: Mobile Application Development *(IT4725 or equivalent knowledge upon school approval)*
IT4755	Software Construction IV: Advanced Mobile Application Development *(IT4750 or equivalent knowledge upon school approval)*
IT4770	Support and Maintenance of Software Systems *(IT4735 or IT4745 or IT4755 or equivalent knowledge upon school approval)*
IT4801	Information Systems Analysis and Design
IT4802	System Assurance Quality and Testing
IT4803	System Assurance Security *(IT3350)*
IT4810	Web Design *(IT3300 or equivalent experience upon school approval)*
IT4813	Operating Systems
IT4815	Introduction to Telecommunications

Elective courses - 39 quarter credits

Choose 39 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:

IT4990	Integrated Action Learning Project

Total **180 quarter credits**

Effective February 1, 2008, the general education course PSY1000 was renumbered and is now listed as PSYC1000.

Effective February 1, 2008, all courses with TS prefixes changed to IT prefixes.

Health Informatics

Health informatics professionals design, implement, test, deploy, and maintain clinical applications and networks in health care environments. The Health Informatics specialization allows undergraduate learners to acquire and apply various processes, tools, technologies, and methods used to support clinicians who gather, store, and manipulate clinical data. Specialization topics include anatomical and medical terminology, electronic medical records and other clinical data systems, data management, statistical analysis, and information security. Learners evaluate methods of designing clinical data systems to support data extraction and manipulation by clinical researchers and examine the organizational and market-based issues of the health care industry. Upon successful completion of this specialization, learners have gained the skills necessary to be successful in health care information technology and informatics environments. The Health Informatics specialization prepares learners for possible careers as clinical systems architects, software developers, data architects, database administrators, and network administrators in health care settings.

General Education Requirements
Choose 45 quarter credits with a minimum of 6 quarter credits from each category.

See General Education Requirements.

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements
Core courses - 48 quarter credits

IT3006	Communication Strategies for the Information Technology Professional
IT3120	Fundamentals of Project Management
IT3160	Ethical and Human Side of Information Technology
IT3200	Enterprise Architecture
IT3300	Human-Computer Interaction *(IT3200)*
IT3310	Hardware and Operating Systems Architecture *(IT3200)*
IT3340	Fundamentals of Software Architecture *(IT3200)*
IT3350	Network and Security Architecture *(IT3200)*

Specialization courses - 42 quarter credits

IT4610	Anatomical and Medical Terminology
IT4620	Managing Data in Multiple System Environments *(IT4610 or equivalent knowledge upon school approval)*
IT4630	Statistical Analysis for Health Care *(IT4610 or equivalent knowledge upon school approval)*
IT4640	Electronic Health Records/Clinical Systems *(IT4610 or equivalent knowledge upon school approval)*
IT4650	Decision Support/Quality Management *(IT4610 or equivalent knowledge upon school approval)*
IT4660	Information Security and Privacy in Health Care *(IT4610 or equivalent knowledge upon school approval)*
IT4670	Health Care Organization and Management *(IT4610 or equivalent knowledge upon school approval)*

Elective courses - 39 quarter credits

Choose 39 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 **180 quarter credits**

Effective February 1, 2008, the general education course PSY1000 was renumbered and is now listed as PSYC1000.

Effective February 1, 2008, all courses with TS prefixes changed to IT prefixes.

Review of this specialization is pending in OH.

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. They apply tools and technologies to ensure that the organization is secure. The Information Assurance and Security specialization allows undergraduate learners to acquire and apply various processes, tools, technologies, and methods of securing an enterprise, including 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 demonstrate the business, interpersonal, and communication skills required to influence internal decision making and overall organizational effectiveness.

General Education Requirements
Choose 45 quarter credits with a minimum of 6 quarter credits from each category.

See General Education Requirements.

MAT2051	Discrete Mathematics *(MAT1050)* required for Information Assurance and Security specialization.

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements
Core courses - 48 quarter credits

IT3006	Communication Strategies for the Information Technology Professional
IT3120	Fundamentals of Project Management
IT3160	Ethical and Human Side of Information Technology
IT3200	Enterprise Architecture
IT3300	Human-Computer Interaction *(IT3200)*
IT3310	Hardware and Operating Systems Architecture *(IT3200)*
IT3340	Fundamentals of Software Architecture *(IT3200)*
IT3350	Network and Security Architecture *(IT3200)*

Specialization courses - 48 quarter credits

IT4803	System Assurance Security *(IT3350)*
IT4070	Cyber Defense and Countermeasures *(IT3350, IT4803)*
IT4071	Cyber Attacks and Ethical Hacking *(IT3350, IT4803)*
IT4072	Operating Systems Security *(IT3350, IT4803)*
IT4073	Organizational Security *(IT3350, IT4803)*
IT4074	Applications Security *(IT3350, IT4803)*
IT4075	Computer Forensics *(IT3350, IT4803)*
IT4076	Security Management and Policies *(IT350, IT4803)*

All courses are 6 quarter credits except as noted.
Courses listed in parentheses denote prerequisite(s).

School of Undergraduate Studies Degree Programs and Specializations, *continued*

BS in Information Technology Specializations, continued

Elective courses - 33 quarter credits
Choose 33 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:
IT4990   Integrated Action Learning Project

Total   **180 quarter credits**

Effective February 1, 2008, the general education course PSY1000 was renumbered and is now listed as PSYC1000.

Effective February 1, 2008, all courses with TS prefixes changed to IT prefixes.

Network Technology

Network technology professionals analyze, design, implement, test, deploy, administer, and maintain an organization's custom network architecture. The Network Technology specialization allows undergraduate learners to acquire and apply various processes, tools, technologies, and methods used to build and administer networks. Learners study proposal development, network requirements analysis, the architectural elements of networks, network construction, network administration, and support and maintenance. Upon successful completion of this specialization, learners have gained information technology-related organizational, communications, and decision-making skills. The Network Technology specialization prepares learners for possible careers as network engineers, network architects, network administrators, system administrators, and support specialists.

General Education Requirements
Choose 45 quarter credits with a minimum of 6 quarter credits from each category.

See General Education Requirements.

MAT2051   Discrete Mathematics *(MAT1050)* required for Network Technology specialization.

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements
Core courses - 48 quarter credits
IT3006   Communication Strategies for the Information Technology Professional
IT3120   Fundamentals of Project Management
IT3160   Ethical and Human Side of Information Technology
IT3200   Enterprise Architecture
IT3300   Human-Computer Interaction *(IT3200)*
IT3310   Hardware and Operating Systems Architecture *(IT3200)*
IT3340   Fundamentals of Software Architecture *(IT3200)*
IT3350   Network and Security Architecture *(IT3200)*

Specialization courses - 42 quarter credits
Choose 42 quarter credits from the following courses:
IT4040   Network Administration *(IT3350 or equivalent experience upon school approval)*
IT4041   Advanced Network Administration *(IT4040 or equivalent experience upon school approval)*
IT4045   Network Analysis and Design *(IT4041)*
IT4140   Introduction to Internetworking *(IT3350)*
IT4141   Advanced Internetworking *(IT4140)*
IT4803   System Assurance Security *(IT3350)*
IT4813   Operating Systems
IT4815   Introduction to Telecommunications

Elective courses - 39 quarter credits
Choose 39 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:
IT4990   Integrated Action Learning Project

Total   **180 quarter credits**

Effective February 1, 2008, the general education course PSY1000 was renumbered and is now listed as PSYC1000.

Effective February 1, 2008, all courses with TS prefixes changed to IT prefixes.

Project Management

The Project Management specialization focuses on developing the skills required to effectively lead and manage a complex information technology project, including IT, business, and human interaction skills. Undergraduate 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 ultimately integrate IT fundamentals, professional practice, and specialization course work in an integrated action learning project.

General Education Requirements
Choose 45 quarter credits with a minimum of 6 quarter credits from each category.

See General Education Requirements.

MAT2051   Discrete Mathematics *(MAT1050)* strongly recommended for Project Management specialization.

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements
Core courses - 48 quarter credits
IT3006   Communication Strategies for the Information Technology Professional
IT3120   Fundamentals of Project Management
IT3160   Ethical and Human Side of Information Technology
IT3200   Enterprise Architecture
IT3300   Human-Computer Interaction *(IT3200)*
IT3310   Hardware and Operating Systems Architecture *(IT3200)*
IT3340   Fundamentals of Software Architecture *(IT3200)*
IT3350   Network and Security Architecture *(IT3200)*

Specialization courses - 42 quarter credits
IT4030   Project Estimation and Budgeting *(IT3120 or equivalent experience upon school approval)*
IT4031   Risk Management in Information System Development *(IT3120 or equivalent experience upon school approval)*
IT4063   Project Integration and Scope Management *(IT3120)*
IT4064   Project Communications *(IT3120)*
IT4065   Project Human Resources Management *(IT3120)*
IT4067   Project Quality Assurance *(IT3120)*
IT4068   Project Procurement Management *(IT3120)*

Elective courses - 39 quarter credits
Choose 39 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:
IT4990   Integrated Action Learning Project

Total   **180 quarter credits**

Effective February 1, 2008, the general education course PSY1000 was renumbered and is now listed as PSYC1000.

Effective February 1, 2008, all courses with TS prefixes changed to IT prefixes.

All courses are 6 quarter credits except as noted.
Courses listed in parentheses denote prerequisite(s).

School of Undergraduate Studies Degree Programs and Specializations, *continued*

BS in Information Technology Specializations, continued

Software Architecture

Software architecture professionals analyze, design, implement, test, deploy, and maintain an organization's custom software architecture, which includes Web, traditional, and mobile applications. The Software Architecture specialization allows undergraduate learners to acquire and apply various processes, tools, technologies, and methods used to create software. Learners study proposal development; software requirements analysis; the architectural elements of software, database, and applications; software construction; and support and maintenance. Upon successful completion of this specialization, learners have gained information technology-related organizational, communications, and decision-making skills. The Software Architecture specialization prepares learners for possible careers as software engineers, software architects, software developers, data architects, database administrators, and applications architects.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category.

See General Education Requirements.

MAT2051　Discrete Mathematics *(MAT1050)* required for Software Architecture specialization.

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements

Core courses - 48 quarter credits

IT3006	Communication Strategies for the Information Technology Professional
IT3120	Fundamentals of Project Management
IT3160	Ethical and Human Side of Information Technology
IT3200	Enterprise Architecture
IT3300	Human-Computer Interaction *(IT3200)*
IT3310	Hardware and Operating Systems Architecture *(IT3200)*
IT3340	Fundamentals of Software Architecture *(IT3200)*
IT3350	Network and Security Architecture *(IT3200)*

Specialization courses - 42 quarter credits

IT4710	Software Requirements Architecture *(IT3340 or equivalent knowledge upon school approval)*
IT4715	Applications Architecture *(IT3340 or equivalent knowledge upon school approval)*
IT4720	Software Construction I: Design and Modeling *(IT4710, IT4715 or equivalent knowledge upon school approval)*
IT4725	Software Construction II: Database Development *(IT4720 or equivalent knowledge upon school approval)*
IT4770	Support and Maintenance of Software Systems *(IT4735 or IT4745 or IT4755 or equivalent knowledge upon school approval)*

In addition, choose one of the following groups:

For a focus in Web development:

IT4730	Software Construction III: Web Application Development *(IT4725 or equivalent knowledge upon school approval)*
IT4735	Software Construction IV: Advanced Web Application Development *(IT4730 or equivalent knowledge upon school approval)*

For a focus in traditional development:

IT4740	Software Construction III: Java *(IT4725 or equivalent knowledge upon school approval)*
IT4745	Software Construction IV: Advanced Java *(IT4740 or equivalent knowledge upon school approval)*

For a focus in mobile development:

IT4750	Software Construction III: Mobile Application Development *(IT4725 or equivalent knowledge upon school approval)*
IT4755	Software Construction IV: Advanced Mobile Application Development *(IT4750 or equivalent knowledge upon school approval)*

Elective courses - 39 quarter credits

Choose 39 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:

IT4990	Integrated Action Learning Project

Total　　　　　　　　　180 quarter credits

Effective February 1, 2008, the general education course PSY1000 was renumbered and is now listed as PSYC1000.

Effective February 1, 2008, all courses with TS prefixes changed to IT prefixes.

Review of this specialization is pending in OH.

Bachelor of Science (BS) in Public Safety Specializations

Criminal Justice

The Criminal Justice specialization provides undergraduate learners with knowledge of the processes and procedures related to the criminal justice profession. Learners examine the criminal justice system and the relationships among private, local, state, and federal law enforcement organizations. Learners also analyze crime investigation techniques and law enforcement principles. Upon successful completion of this specialization, learners are prepared for entry-level public safety careers such as U.S. Postal Service Inspectors and U.S. marshals; agents of the Drug Enforcement Administration; Internal Revenue Service; Bureau of Alcohol, Tobacco, and Firearms; United States Customs Service; Immigration and Naturalization Service; Department of the Treasury; Bureau of Engraving and Printing; and other local and state law enforcement agencies.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category.

See General Education Requirements.

MAT2050　Statistical Literacy required for Criminal Justice specialization.

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements

Core courses - 48 quarter credits

PS3004	Communication Strategies for the Public Safety Professional
PS3100	Introduction to Criminal Justice *(4 quarter credits)*
PS3200	Introduction to Emergency Management *(4 quarter credits)*
PS3300	Principles of Security Management *(4 quarter credits)*
PS3400	Introduction to Homeland Security *(4 quarter credits)*
PS3500	Applied Public Safety Theory *(4 quarter credits)*
PS3600	Principles of Public Safety Investigation *(4 quarter credits)*
PS3700	Justice, Crime, and Ethics *(4 quarter credits)*
PS3800	Applied Public Safety Research Methods *(4 quarter credits)*
PS3900	History of Violence in the U.S. Society *(4 quarter credits)*
PS3950	Introductory Public Safety Statistical Research *(MAT2050, PS3800)*

Specialization courses - 44 quarter credits

PS4105	White Collar and Organized Crime Investigations *(4 quarter credits)* *(PS3100)*
PS4110	Corrections, Probation, and Parole *(4 quarter credits)* *(PS3100)*

All courses are 6 quarter credits except as noted. Courses listed in parentheses denote prerequisite(s).

School of Undergraduate Studies Degree Programs and Specializations, *continued*

BS in Public Safety
Specializations, continued

PS4115	Juvenile Justice Practice (4 quarter credits) *(PS3100)*	
PS4120	Police-Community Relations (4 quarter credits) *(PS3100)*	
PS4125	Policing in the U.S. Society (4 quarter credits) *(PS3100)*	
PS4135	Race, Crime, and Criminal Justice (4 quarter credits) *(PS3100)*	
PS4140	Criminal Law and the Legal Process (4 quarter credits) *(PS3100)*	
PS4145	Criminal Law (4 quarter credits) *(PS3100)*	
PS4150	History of Drug Control (4 quarter credits) *(PS3100)*	
PS4155	Police Administration (4 quarter credits) *(PS3100)*	
PS4160	Criminal Procedure and Evidence (4 quarter credits) *(PS3100)*	

Elective courses - 37 quarter credits
Choose 37 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits
To be taken during the learner's final quarter:
PS4990   Public Safety Senior Capstone Project

Total   **180 quarter credits**

Effective February 1, 2008, the general education course PSY1000 was renumbered and is now listed as PSYC1000.

Emergency Management

The Emergency Management specialization focuses on providing undergraduate learners with the knowledge and skills needed for effective emergency and disaster management. Specialization topics include emergency preparedness and planning, disaster response and recovery, hazard mitigation, and public safety. Upon successful completion of this specialization, learners are prepared to pursue careers in emergency management, emergency services coordination, response and recovery team management, hazard mitigation, emergency preparedness, and risk assessment.

General Education Requirements
Choose 45 quarter credits with a minimum of 6 quarter credits from each category.

See General Education Requirements.

MAT2050   Statistical Literacy required for Emergency Management specialization.

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements
Core courses - 48 quarter credits

PS3004	Communication Strategies for the Public Safety Professional
PS3100	Introduction to Criminal Justice (4 quarter credits)
PS3200	Introduction to Emergency Management (4 quarter credits)

PS3300	Principles of Security Management (4 quarter credits)
PS3400	Introduction to Homeland Security (4 quarter credits)
PS3500	Applied Public Safety Theory (4 quarter credits)
PS3600	Principles of Public Safety Investigation (4 quarter credits)
PS3700	Justice, Crime, and Ethics (4 quarter credits)
PS3800	Applied Public Safety Research Methods (4 quarter credits)
PS3900	History of Violence in the U.S. Society (4 quarter credits)
PS3950	Introductory Public Safety Statistical Research *(MAT2050, PS3800)*

Specialization courses - 44 quarter credits

PS4210	Principles of Emergency Management (4 quarter credits) *(PS3200)*
PS4220	Emergency Planning (4 quarter credits)
PS4225	Emergency Management and Homeland Security (4 quarter credits)
PS4230	Leadership in Emergency Management (4 quarter credits)
PS4240	Technology in Emergency Management (4 quarter credits)
PS4250	Decision Management in Critical Incidents (4 quarter credits)
PS4260	Hazard Identification and Vulnerability (4 quarter credits)
PS4265	Hazard Mitigation and Preparedness (4 quarter credits) *(PS4260)*
PS4270	Disaster Response Operations and Management (4 quarter credits)
PS4280	Disaster Recovery (4 quarter credits) *(PS4270)*
PS4290	Social Dimensions of Disaster (4 quarter credits)

Elective courses - 37 quarter credits
Choose 37 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits
To be taken during the learner's final quarter:
PS4990   Public Safety Senior Capstone Project

Total   **180 quarter credits**

Effective February 1, 2008, the general education course PSY1000 was renumbered and is now listed as PSYC1000.

Homeland Security

Undergraduate learners in the Homeland Security specialization examine the fundamentals of the homeland security profession and acquire knowledge and skills needed to manage public security in conjunction with federal resources. Specialization topics include world conflict and the geopolitical roots of terrorism, terroristic threat analysis, domestic and international terrorism, and the role of diplomacy and intelligence in homeland security. Successful graduates of this specialization are prepared to pursue careers as Immigration and Customs Enforcement officers, Federal Emergency Management Agency (FEMA) program specialists, Department of Homeland Security policy analysts or criminal investigators, or U.S. Department of Transportation security screening analysts.

General Education Requirements
Choose 45 quarter credits with a minimum of 6 quarter credits from each category.

See General Education Requirements.

MAT2050   Statistical Literacy required for Homeland Security specialization.

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements
Core courses - 48 quarter credits

PS3004	Communication Strategies for the Public Safety Professional
PS3100	Introduction to Criminal Justice (4 quarter credits)
PS3200	Introduction to Emergency Management (4 quarter credits)
PS3300	Principles of Security Management (4 quarter credits)
PS3400	Introduction to Homeland Security (4 quarter credits)
PS3500	Applied Public Safety Theory (4 quarter credits)
PS3600	Principles of Public Safety Investigation (4 quarter credits)
PS3700	Justice, Crime, and Ethics (4 quarter credits)
PS3800	Applied Public Safety Research Methods (4 quarter credits)
PS3900	History of Violence in the U.S. Society (4 quarter credits)
PS3950	Introductory Public Safety Statistical Research *(MAT2050, PS3800)*

Specialization courses - 44 quarter credits

PS4310	Homeland Security in the 21st Century (4 quarter credits) *(PS3400)*
PS4320	Homeland Security and Multijurisdictional Coordination (4 quarter credits)
PS4325	Homeland Security and Emergency Management (4 quarter credits)
PS4330	Leadership in Homeland Security (4 quarter credits)
PS4340	Technology and Homeland Security (4 quarter credits)

All courses are 6 quarter credits except as noted.
Courses listed in parentheses denote prerequisite(s).

School of Undergraduate Studies Degree Programs and Specializations, *continued*

BS in Public Safety
Specializations, continued

PS4350	Government, Media, and Civil Liberties (4 quarter credits)	
PS4360	Domestic and International Terrorism (4 quarter credits)	
PS4365	World Conflict (4 quarter credits) *(PS4360)*	
PS4370	Diplomatic Approaches to National Security (4 quarter credits)	
PS4380	Intelligence Role in Homeland Security (4 quarter credits)	
PS4390	Multijurisdictional Approaches to Investigations (4 quarter credits)	

Elective courses - 37 quarter credits

Choose 37 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits

To be taken during the learner's final quarter:

PS4990   Public Safety Senior Capstone Project

Total   **180 quarter credits**

Effective February 1, 2008, the general education course PSY1000 was renumbered and is now listed as PSYC1000.

Security Management

Undergraduate learners in the Security Management specialization examine the fundamentals of the security management profession and acquire the knowledge and skills needed to manage public and private security organizations. Specialization topics include information security management, security technology, commercial and retail security, and leadership and ethics. Successful graduates of this specialization are prepared to pursue careers in executive protection, loss prevention, private patrol management, and physical and information security management for public or private organizations.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category.

See General Education Requirements.

MAT2050   Statistical Literacy required for Security Management specialization.

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements

Core courses - 48 quarter credits

PS3004	Communication Strategies for the Public Safety Professional
PS3100	Introduction to Criminal Justice (4 quarter credits)
PS3200	Introduction to Emergency Management (4 quarter credits)
PS3300	Principles of Security Management (4 quarter credits)
PS3400	Introduction to Homeland Security (4 quarter credits)
PS3500	Applied Public Safety Theory (4 quarter credits)

PS3600	Principles of Public Safety Investigation (4 quarter credits)
PS3700	Justice, Crime, and Ethics (4 quarter credits)
PS3800	Applied Public Safety Research Methods (4 quarter credits)
PS3900	History of Violence in the U.S. Society (4 quarter credits)
PS3950	Introductory Public Safety Statistical Research *(MAT2050, PS3800)*

Specialization courses - 44 quarter credits

PS4410	Introduction to Security Management (4 quarter credits) *(PS3300)*
PS4420	Ethics in Security Management (4 quarter credits)
PS4430	Leadership in Security Management (4 quarter credits)
PS4440	Technology and Systems in Security Management (4 quarter credits)
PS4445	Emerging Practices in Security Management (4 quarter credits) *(PS4440)*
PS4450	Information Security in Security Management (4 quarter credits) *(PS4440)*
PS4460	Operational Security (4 quarter credits)
PS4465	Commercial and Retail Security (4 quarter credits) *(PS4460)*
PS4468	Executive Protection (4 quarter credits) *(PS4460)*
PS4470	Laws and Legal Procedures in Security Management (4 quarter credits)
PS4480	Security Management in a Global Business Environment (4 quarter credits)

Elective courses - 37 quarter credits

Choose 37 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits

To be taken during the learner's final quarter:

PS4990   Public Safety Senior Capstone Project

Total   **180 quarter credits**

Effective February 1, 2008, the general education course PSY1000 was renumbered and is now listed as PSYC1000.

All courses are 6 quarter credits except as noted.
Courses listed in parentheses denote prerequisite(s).

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.

General Education Courses

Effective February 1, 2008, the general education course PSY1000 was renumbered and is now listed as PSYC1000.

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.

SPC1000 - Public Speaking (3 quarter credits). The focus of this course is on preparing and organizing a speech, developing good delivery skills, and overcoming speech anxieties. Learners prepare, practice, and deliver a series of short speeches demonstrating different styles and strategies of public speaking.

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.

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.

LIT2001 - Introduction to Literature: Short Stories (3 quarter credits). Learners examine depictions of the relationship between the individual and society in short stories. The course introduces basic literary terms and concepts and the application of critical thinking skills; learners continue to develop their academic writing skills.

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.

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.

Natural Science and Mathematics

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 introductory survey of astronomy. Topics include the evolution of scientific thought in astronomy from ancient Greece to modern times, cosmology, and the formation and evolution of planetary systems, stars, and galaxies. This course is intended for non-science majors and its assignments and projects involve the use of high school algebra.

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.

Undergraduate Course Descriptions, *continued*

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). This course emphasizes the learner as a consumer and producer of commonly used statistics. Course topics include visual data displays, descriptive statistics, statistical measurement, and interpretation, evaluation, and communication of statistical information in real-world situations and news stories.

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.*

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 - Introduction to 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.

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.

POL2000 - Globalization (6 quarter credits). Learners in this course examine how expanding international economics and politics have produced various benefits within individual countries and among groups of nation-states. Learners also evaluate the forces guiding free market competition and rapid technological change and the conflicts they generate concerning international environmental, national sovereignty, human rights, and citizenship issues.

PSYC1000 - 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.

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.

SOC2000 - Cultural Diversity (6 quarter credits). In this course, learners study cultural diversity from a sociological perspective and gain an understanding of the ways in which the structure of society effects micro-level experience. Learners examine the differences between majority and minority groups and racial and ethnic groups and evaluate theories that explain the cultural foundations of prejudice and discrimination. Learners explore the role of power in creating and supporting these differences at the structural level. Learners assess the relationship between race, gender, and economics by examining historical and current events experienced by various minority groups in American society.

Lower-Division Courses

BUS1000 - Introduction to Business (3 quarter credits). This course covers a wide range of business topics, including basic business functions, organizational methods, and basic business techniques and processes. Learners examine key functions that help a business operate successfully and develop an understanding of how business are organized. *This course cannot be used to satisfy general education requirements, but it can be used to satisfy lower division elective credit requirements.*

IT1000 - Introduction to Information Technology (3 quarter credits). This course introduces learners to the concepts and theoretical operations of information technology. Topics include hardware and software used in typical organizational and personal settings, the history and impact of technology on society, and careers available for IT professionals. *This course cannot be used to satisfy general education requirements, but it can be used to satisfy lower division elective requirements.*

IT2210 - Introduction to Web Systems and Technologies (6 quarter credits). This course emphasizes fundamental Web design skills. Learners receive hands-on experience with a Web authoring tool used in contemporary Web development. Learners evaluate and design Web pages using Web accessibility and usability principles and gain the skills needed to communicate more effectively with their projects' end users. *This course cannot be used to satisfy general education requirements, but it can be used to satisfy lower division elective requirements.*

IT2230 - Introduction to Database Systems (3 quarter credits). This course provides an introduction to the fundamental concepts of databases and database management systems (DBMS). Learners examine vocabulary, component requirements, sorting and querying, and maintenance of simple databases using the fundamentals of database manipulation. Structured Query Language (SQL) and MS Access are included in course content. *This course cannot be used to satisfy general education requirements, but it can be used to satisfy lower division elective requirements.*

IT2240 - Introduction to Programming (3 quarter credits). This course provides an introduction to the fundamental concepts, design, and logic of information technology programming languages. Learners examine the criteria used to plan, code, employ, test, and produce information technology programming processes. *This course cannot be used to satisfy general education requirements, but it can be used to satisfy lower division elective requirements.*

IT2250 - Introduction to Network Technology (3 quarter credits). This course provides an introduction to the basic concepts of network technology. Topics include the OSI model, LANs, MANs, WANs, network devices, and network wiring standards. Learners apply security architecture, construct network designs, build network operating systems, and gain an understanding of how networks function to support organizations. *This course cannot be used to satisfy general education requirements, but it can be used to satisfy lower division elective requirements.*

Undergraduate Course Descriptions, *continued*

Business Courses

BUS3004 - Developing a Business Perspective (6 quarter credits). Success in today's global business world requires effective communication strategies and the ability to articulately share ideas in writing. In this course, learners build and enhance the skills necessary for success in the workplace and in their bachelor's degree program. Through interactive activities, learners develop their business perspective while preparing professional-caliber communications. In this course, learners expand their business skills, participate in building a learning community, and tap into the talents and resources of their peers in the courseroom. Topics covered in course activities include written communications, research, teamwork, critical thinking, problem solving, ethics, and project creation. *Learners must take BUS3004 in their first quarter. BUS3004 cannot be fulfilled by transfer or petition.*

BUS3010 - Fundamentals of Management and Leadership (6 quarter credits). This course is an introduction to management and leadership. Learners explore the relationship between organizational management and leadership within a changing business climate. The course focuses on the individual's role in aligning management practices with leadership-driven mission, vision, and goals.

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 HRM 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. 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.*

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.*

BUS4024 - Customer Behavior (6 quarter credits). Learners in this course gain an understanding of how customers acquire, consume, and dispose of products and services. Learners analyze the buyer behavior of individual consumers, businesses, and governments and . evaluate the influence demographics, popular culture, and subcultures have on buyer behavior. Learners also assess the managerial application of consumer behavior concepts, including current issues associated with ethics, law, and regulation. *Prerequisite(s): BUS3020, BUS3030.*

Undergraduate Course Descriptions, *continued*

BUS4025 - Sales and Sales Management (6 quarter credits). The focus of this course is on sales and sales management as professional areas distinct from marketing. Learners examine the sales process, the role of sales in lead generation and qualification, and effective approaches to managing sales professionals. Learners also analyze methods of creating long-term customer relationships, including those related to after-sales support and repeat business. *Prerequisite(s): BUS3020, BUS3030.*

BUS4026 - Services Marketing (6 quarter credits). In this course, learners examine the role of services in the current business world and identify different types of services marketed by modern enterprises. Learners compare marketing services with marketing products, study the classic product-oriented marketing mix (product, place, price, and promotion) in the context of marketing services, and consider current trends in services marketing, such as outsourcing. *Prerequisite(s): BUS3020, BUS3030.*

BUS4027 - Public Relations (6 quarter credits). In this course, learners analyze the similarities and differences between public relations and marketing and differentiate between a target audience and a target market. Learners examine the interactions of public relations and its associated stakeholders, including current and new customers; shareholders; the media; financial and industry analysts; and other parts of the enterprise, such as senior management and marketing, finance, and human resources departments. Learners also examine the function of public relations in non-corporate environments. *Prerequisite(s): BUS3020, BUS3030.*

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.*

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.*

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.*

BUS4036 - Marketing Research (6 quarter credits). In this course, learners evaluate marketing research and examine the tools and techniques used to conduct real-world marketing research applicable to a wide range of business situations. Learners analyze a potential market, conduct marketing research using both primary and secondary data, and interpret the results. Learners also analyze the application of marketing research results to managerial decision making and identify prominent marketing research trends, such as the increased use of the Internet and other forms of technology. *Prerequisite(s): BUS3020, BUS3030.*

BUS4043 - Compensation and Benefits Management (6 quarter credits). This course focuses on configuring the basic elements of a total compensation and benefits plan for an organization. Learners design compensation and benefit plans that include job descriptions, salary structures, incentive plans, and core benefits. Learners analyze ways of measuring the effectiveness of any model as well as ways to monitor and revise a model based on economic and organizational conditions. The course also includes an examination of regulations governing the administration of compensation and benefits programs. *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 to examine current practices for acquiring, retaining, and developing talent in the evolving 21st century workforce. Topics include methods of sourcing, selecting, interviewing, and onboarding talent; Web recruitment; talent development; coaching and mentoring techniques; and work-life balance issues. *Prerequisite(s): BUS3040.*

BUS4046 - 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). The focus of this course is building an effective training solution to support an organization's human resource management goals. Learners explore needs assessment, goal setting for performance improvement, and return on investment from training solutions. Learners also create a training program designed to address performance gaps and improve results, and gain an understanding of the significance of strategic planning. The course reflects the current market emphasis on creating human resource strategies that mirror business strategies with measurable and meaningful results. *Prerequisite(s): BUS3040.*

BUS4048 - International Human Resource Management Issues (6 quarter credits). Human resource management issues play a significant role in strategy and decision-making—whether a company is considering its international presence, transitioning to a global entity, or acquiring new business lines. Learners in this course examine the critical role that HRM plays in the competitive and collaborative world of international business. Course topics include managing expatriates, re-tooling policies for global practice, creating inclusive management structures, and avoiding the pitfalls of international joint ventures. The primary goal of the course is to equip HRM professionals to act as effective support for change and serve as internal consultants to the growing multinational organization. *Prerequisite(s): BUS3040.*

Undergraduate Course Descriptions, *continued*

BUS4060 - Financial Accounting Principles (6 quarter credits). Learners are introduced to Generally Accepted Accounting Principles (GAAP), 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). In this course, learners study advanced financial accounting concepts such as consolidating financial statement information, accounting treatment of foreign currency transactions, and advanced concepts related to partnerships and state and local governments. *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 in the financial environment. 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.*

Undergraduate Course Descriptions, *continued*

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.*

BUS4080 - Fundamentals of Retail Management (6 quarter credits). This course provides learners with the necessary foundation to begin Retail Management specialization courses. Learners explore several aspects of the retail management environment, including operations, compliance issues, and planning. Course topics include a wide range of retail management issues that are addressed in greater detail in the remainder of the specialization courses. *Prerequisite(s): BUS3010, BUS3020, BUS3030.*

BUS4081 - Brand Building and Channel Development (6 quarter credits). This course presents an in-depth investigation of brands. Learners gain understanding of ways that an organization's brand provides a broad definition of its purpose, uniqueness, and its package of products and services. Course topics include merchandising, marketing, channel development, and establishing and delivering the brand promise. *Prerequisite(s): BUS4080.*

BUS4082 - Marketing, Merchandising, and Advertising (6 quarter credits). This course defines the marketing, promotion, merchandising, and advertising aspects of managing a retail operation. Learners examine the responsibilities of retail managers, including creating awareness, organizing merchandise, and promoting their products. This course provides a foundation for defining and reaching a client base using product knowledge, market analyses, and strategic planning design. *Prerequisite(s): BUS4080.*

BUS4083 - Retailing Analytical Tools and Techniques (6 quarter credits). Learners in this course gain practical experience using financial analysis tools to calculate metrics and apply them in the managerial decision-making process. Course topics include product, department, and operation performance, inventory management, and comparative analysis. *Prerequisite(s): BUS4080.*

BUS4084 - Pricing Management (6 quarter credits). This course covers fundamental concepts of establishing product pricing. Learners analyze the various factors that determine a product's price point and learn how to set product prices. Course topics include product knowledge, local and ethnic marketing, regional mix, target audience, and competitive pricing. *Prerequisite(s): BUS4080.*

BUS4085 - Management and Operational Issues in Retail (6 quarter credits). In this course, learners study retail management proficiencies including effective planning, organizing, leading, and controlling. This course covers managerial responsibilities in a practical, applied setting, providing learners with an opportunity to combine their personal and professional experiences with course content in real-world scenarios. *Prerequisite(s): BUS4080.*

BUS4090 - Introduction to Project Management (6 quarter credits). This course introduces learners to the project management field and its role within organizations. Learners examine the responsibilities associated with managing and leading business and organizational projects. Learners also study examples of project successes and failures and investigate the reasons for both. *Prerequisite(s): BUS3010, BUS3050.*

BUS4091 - Project Management I (6 quarter credits). This course focuses on the first three phases of project development and execution: initiating, planning, and executing a project. Learners gain the knowledge needed to gather, assess, and integrate budget resources, schedules, and other related resources during the project planning process. This course helps learners identify and negotiate with stakeholders, define appropriate team performance measures, identify key cultural opportunities and constraints, and prepare a cost and resource estimate of a project. *Prerequisite(s): BUS4090.*

BUS4092 - Project Management II (6 quarter credits). This course focuses on the last two phases of project development and execution: controlling and closing a project. 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. This course also covers important project management responsibilities, such as fostering diversity and ethics, developing interpersonal skills, and making continuous improvements. *Prerequisite(s): BUS4091.*

BUS4093 - Contracts and Procurement (6 quarter credits). Learners in this course study the significance of contracts and the procurement process in project management. Learners analyze various types of contracts and develop an understanding of contract negotiation, administration, closure, and enforcement. This course provides an explanation of the procurement process, including defining requirements, finalizing requisition and solicitation parameters, and establishing appropriate selection criteria. *Prerequisite(s): BUS4092.*

BUS4094 - Managing Project Risk (6 quarter credits). This course provides an overview of proven risk management techniques that project managers and project leaders use to better meet their project estimates. Learners develop the skills necessary to systematically manage project risks using readings, online discussions, practical exercises, and computer-based tools. *Prerequisite(s): BUS4092.*

BUS4095 - Motivating Project Teams (6 quarter credits). In this course, learners examine strategies for improving creativity, teamwork, and job satisfaction within a project team. Learners examine the strengths and weaknesses of organizational development in supporting employee development and analyze case studies to gain knowledge of how to effectively motivate project teams. *Prerequisite(s): BUS4092.*

BUS4801 - Ethics and Enterprise (6 quarter credits). The focus of this course is on the economic, social, and environmental effects of business decisions and policies. Learners identify significant ethical issues affecting today's multicultural business environment and evaluate how businesses have responded to them through policy development. Learners examine examples and case studies of current business practices and analyze successful and unsuccessful strategies for establishing ethical standards and corporate social responsibility.

BUS4802 - Change Management (6 quarter credits). In this course, learners explore change management by understanding the dynamics of change and exploring ways to facilitate change. In addition, learners develop an understanding of the knowledge and skills required to lead, facilitate, and support change management. Participation in case studies is used to gain an understanding of the unfolding dynamics of planned and unplanned change in organizations from the multiple perspectives of various stakeholders. Trust building, fear containment, and broad participation in the change process receive special attention.

BUS4899 - Special Topics in Business (6 quarter credits). In this course, learners propose and conduct a study of a special topic in business. Learners create an individual learning plan and complete course work in an area of study that complements past experience and learning objectives. *Special permission is required for enrollment.*

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.*

Undergraduate Course Descriptions, *continued*

Information Technology Courses

Effective February 1, 2008, all courses with TS prefixes changed to IT prefixes.

IT3006 - Communication Strategies for the Information Technology Professional (6 quarter credits). Success in today's high-tech information age requires effective communication strategies and the ability to articulately share ideas in writing. In this course, learners build and enhance the skills necessary for success in the workplace and in their bachelor's degree program. Through interactive activities, learners develop a business perspective of information technology while preparing professional-caliber communications. In this course, learners expand their IT industry knowledge, participate in building a learning community, and tap into the talents and resources of their peers in the courseroom. Topics covered in course activities include written communications, research, teamwork, critical thinking, problem solving, ethics, and project creation. *Learners must take IT3006 in their first quarter. Cannot be fulfilled by transfer or petition.*

IT3120 - Fundamentals of Project Management (6 quarter credits). This course emphasizes the critical activities associated with managing and leading information technology projects while maintaining the structure of a standardized enterprise architecture. Topics include vendor management, configuration management, project estimation, risk management, and management of cross-functional and multinational teams. Learners explore case studies of IT project successes and failures and are introduced to software management practices within the Software Engineering Institute's Capability Maturity Model. Learners also build and apply a project plan during this course.

IT3160 - Ethical and Human Side of Information Technology (6 quarter credits). This course introduces the inherent ethical issues in the information technology profession with regard to cultural and human interaction in global and domestic issues. Essays, case studies, research, and ethical codes are integral to the course.

IT3200 - Enterprise Architecture (6 quarter credits). Learners in this course study how core business processes and information technology infrastructure merge to form enterprise architecture. Learners conduct an organizational requirements analysis as a first step in constructing an enterprise architecture. Learners also examine the stages of enterprise architecture maturity and develop core designs appropriate for each corresponding maturity level.

IT3300 - Human-Computer Interaction (6 quarter credits). Learners in this course analyze the cognitive and affective dynamics of human-computer interaction. Learners also examine the impact of user-centric guidelines on the design cycle of technological products and evaluate the usability of device interfaces and computer applications. *Prerequisite(s): IT3200.*

IT3310 - Hardware and Operating Systems Architecture (6 quarter credits). Learners in this course study the fundamentals of hardware and operating systems architecture. Topics include computer architecture, operating systems architecture, number systems, peripherals, file management, and programming tools. The course also includes a review of current computer architectures and modern operating systems such as Windows, Linux, and MacOS. *Prerequisite(s): IT3200.*

IT3340 - Fundamentals of Software Architecture (6 quarter credits). This course provides an introduction to the fundamentals of software and database architecture. Topics include the role of the software and data architect, requirements and tools used to create software architecture, database management systems, and database architecture. Learners define a software and data architecture appropriate for organizational needs and gain an understanding of the role of design in software and data architecture. *Prerequisite(s): IT3200.*

IT3350 - Network and Security Architecture (6 quarter credits). This course provides an introduction to the fundamentals of network and security architecture. Learners gain an understanding of how networks function to support the requirements needed to build a network and security architecture. Course topics include requirements analysis, network architecture, security architecture, network analysis, and systems methodology. *Prerequisites(s): IT3200.*

IT4030 - Project Estimation and Budgeting (6 quarter credits). This course focuses on the critical aspects of planning an information technology project, including the project costs, scheduling, time management, and effort necessary to assure an expected quality outcome. Learners develop the skills necessary to successfully estimate and budget projects using readings, online discussions, practical exercises, and computer-based tools. *Prerequisite(s): IT3120 or equivalent experience upon school approval.*

IT4031 - Risk Management in Information System Development (6 quarter credits). This course provides an overview of proven risk management techniques that information technology project managers and project leaders use to better meet their project estimates. Learners develop skills to systematically manage project risks using readings, online discussions, practical exercises, and computer-based tools. *Prerequisite(s): IT3120 or equivalent experience upon school approval.*

IT4040 - 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 successful completion of this course, learners have an understanding of network administration practices in a productive environment and are prepared to take one of the industry certification exams. *Prerequisite(s): IT3350 or equivalent experience upon school approval.*

IT4041 - Advanced Network Administration (6 quarter credits). In this course, learners are introduced to advanced networking concepts such as directory services, authentication, advanced connectivity issues, traffic, advanced security issues, remote access, remote management, advanced multi-protocol concepts, and monitoring network performance. This course provides learners with a solid understanding of network administration and prepares them to take one of two of the industry certification exams. *Prerequisite(s): IT4040 or equivalent experience upon school approval.*

IT4045 - Network Analysis and Design (6 quarter credits). This course focuses on the concepts, best practices, and tools for analyzing and designing a network. Topics include analyzing, planning, designing, and securing networks. Upon completion of this course, learners have an understanding of network design practices in a productive environment and are prepared to take one or more of the industry's certification exams. This course uses a business simulation to explore network design. *Prerequisite(s): IT4041.*

IT4050 - 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): IT3300 or equivalent experience upon school approval.*

IT4051 - 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): IT3300 or equivalent experience upon school approval.*

IT4052 - 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

Undergraduate Course Descriptions, *continued*

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): IT3300 or equivalent experience upon school approval.*

IT4063 - Project Integration and Scope Management (6 quarter credits). In this course, learners apply project integration and scope management principles to information technology projects. Course topics include project charter development, project and product scope management, and scope planning, definition, and verification processes. *Prerequisite(s): IT3120.*

IT4064 - Project Communications (6 quarter credits). This course focuses on project communication in an information technology project management context. Topics include the timely and correct generation, compilation, distribution, storage, and administration of IT project information. Learners study communications preparation, information allocation, performance reporting, and the organization of stakeholders' IT project management procedures. *Prerequisite(s): IT3120.*

IT4065 - Project Human Resources Management (6 quarter credits). Managing human resource activities is an integral part of the project management field. This course introduces concepts and practices related to project human resources planning, developing, acquiring, and managing. Through readings, assignments, case study analysis, and online discussion, learners gain an understanding of how to effectively manage human resources during a project. *Prerequisite(s): IT3120.*

IT4067 - Project Quality Assurance (6 quarter credits). This course focuses on project quality management in an information technology project context. Learners study quality management processes, including quality planning, quality assurance, and quality control. Learners also monitor project results to evaluate compliance with quality standards and gain an understanding of the steps involved in planning, performing, and controlling the quality of a project. *Prerequisite(s): IT3120.*

IT4068 - Project Procurement Management (6 quarter credits). This course covers product and services purchasing and acquisition and the contract administration processes required to oversee contracts and complete projects. Learners examine case studies that provide knowledge of project procurement and contracting issues from both consumer and vendor perspectives. Learners also study the functions of the project procurement process, from making purchasing and contracting

plans to selecting the appropriate sellers and administering and closing contracts. *Prerequisite(s): IT3120.*

IT4070 - 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. *Prerequisite(s): IT3350, IT4803.*

IT4071 - 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): IT3350, IT4803.*

IT4072 - 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): IT3350, IT4803.*

IT4073 - 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 information technology 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. Industry-specific laws and regulations such as Health Insurance Portability and Accountability Act (HIPAA), Sarbanes-Oxley (SARBOX), and National Institute of Standards and Technology (NIST), are explored. Privacy issues in computing, personnel, and physical security are discussed along with biometrics. *Prerequisite(s): IT3350, IT4803.*

IT4074 - 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, email, databases, and Web applications. *Prerequisite(s): IT3350, IT4803.*

IT4075 - 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): IT3350, IT4803.*

IT4076 - Security Management and 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): IT3350, IT4803.*

IT4140 - Introduction to Internetworking (6 quarter credits). This course focuses on the design and integration of multi-protocol networks (local area networks and wide area networks) to form an enterprise network. Learners study how to design intranets/internets, virtual local area networks (VLANs), and firewalls using different internetworking devices and media, and gain the skills needed to configure Cisco equipments. Learners also examine the cost, compatibility, expandability, security, and future requirements associated with designing enterprise networks. *Prerequisite(s): IT3350.*

IT4141 - Advanced Internetworking (6 quarter credits). This course focuses on the architectural methodologies used in the design and development of computer networks, including the physical structure of internal components of network devices and the their interactions in local area networks (LANs) and wide are networks (WANs). Learners study the planning, methods, procedures, and tools necessary to prevent vulnerabilities to networked systems and examine the procedures used to validate and restore network services following an incident. Learners also analyze the management, operation, and maintenance of networked and managed systems as well as linked systems and peripherals. *Prerequisite(s): IT4140.*

IT4610 - Anatomical and Medical Terminology (6 quarter credits). This course presents medical terminology and abbreviations used in various specialty areas within the health care field. Learners study the roots, prefixes, and suffixes of common word configurations and practice correctly pronouncing, spelling, and using medical terms and abbreviations in the appropriate contexts.

IT4620 - Managing Data in Multiple System Environments (6 quarter credits). This course covers the operational and financial principles of managing health data from multiple source systems. Learners study various data integration tools and techniques used to support a clinical viewing system, including data warehousing, batch processing, interface engines, and clinical presentation viewers. Learners also examine network and database design and architecture and their effects on source system development. *Prerequisite(s): IT4610 or equivalent knowledge upon school approval.*

Undergraduate Course Descriptions, *continued*

IT4630 - Statistical Analysis for Health Care (6 quarter credits). In this course, learners study basic statistical strategies and tools used to analyze and interpret health care data, including pattern recognition, data classification, and data mining, modeling and sampling. Learners also evaluate the resources that provide health care information and support health informatics research. *Prerequisite(s): IT4610 or equivalent knowledge upon school approval.*

IT4640 - Electronic Health Records/Clinical Systems (6 quarter credits). Learners in this course study the history of health data management and the role of the Electronic Health Record (EHR) in health care organizations. Learners identify the characteristics of the EHR and other clinical systems and evaluate the standards being developed to encourage EHR interoperability and data sharing. *Prerequisite(s): IT4610 or equivalent knowledge upon school approval.*

IT4650 - Decision Support/Quality Management (6 quarter credits). This course focuses on decision-support practices and quality-management techniques used to improve the quality of health care. Learners apply decision-modeling techniques that incorporate comparative analysis, simulation, optimization, and decision analysis and design quantitative and qualitative support models. Learners also evaluate the impact of Computerized Provider Order Entry (CPOE) on the quality, safety, and efficiency of health care data. *Prerequisite(s): IT4610 or equivalent knowledge upon school approval.*

IT4660 - Information Security and Privacy in Health Care (6 quarter credits). This course covers the legal landscape of the health information industry, including the role of the Health Information Portability and Accountability Act (HIPAA). Learners analyze security and privacy issues related to gathering and sharing health data and examine the legal constraints of transmitting data outside the parameters of treatment, payment, and health operations. *Prerequisite(s): IT4610 or equivalent knowledge upon school approval.*

IT4670 - Health Care Organization and Management (6 quarter credits). This course provides an analysis of the impact of managed health care and other market-based health care delivery systems on health informatics. Learners examine organizational relationships, business associations, and market forces that affect the health care industry. Learners also analyze strategic planning processes and develop strategies that support quality health care without compromising productivity or efficiency. *Prerequisite(s): IT4610 or equivalent knowledge upon school approval.*

IT4710 - Software Requirements Architecture (6 quarter credits). This course provides an introduction to software requirements architecture. Learners study the roles of stakeholders and examine the analysis and requirements phases of the architecture development process. Learners also apply appropriate tools and techniques for requirements gathering and modeling and practice defining an organizational software architecture using those tools. *Prerequisite(s): IT3340 or equivalent knowledge upon school approval.*

IT4715 - Applications Architecture (6 quarter credits). This course provides an introduction to applications architecture. Course topics include client-server architecture and Model-View-Controller (MVC) paradigms, object-oriented design and programming, modeling, data structures, programming constructs, algorithms, and event-driven development processes. Learners study the role of applications architecture in software architecture and use the appropriate tools to define an organizational applications architecture. *Prerequisite(s): IT3340 or equivalent knowledge upon school approval.*

IT4720 - Software Construction I: Design and Modeling (6 quarter credits). In this course, learners study and apply object-oriented analysis and design concepts using Unified Modeling Language (UML) and a high-level, compiled programming language. Course topics include techniques for designing, modeling, constructing, testing, and debugging object-oriented software applications. *Prerequisite(s): IT4710 and IT4715, or equivalent knowledge upon school approval.*

IT4725 - Software Construction II: Database Development (6 quarter credits). This course focuses on data requirements and modeling, database development, and Structured Query Language (SQL). Learners study database design and implementation principles and apply SQL to create tables and queries. Learners also examine storage procedures and various uses of databases in contemporary Web, traditional, and mobile applications. *Prerequisite(s): IT4720 or equivalent knowledge upon school approval.*

IT4730 - Software Construction III: Web Application Development (6 quarter credits). This course focuses on developing Web applications using an Integrated Development Environment (IDE). Learners apply object-oriented software design and programming tools, including dynamic Internet scripting, standard library packages and classes, basic Web and AJAX interface elements, and dynamic scripting algorithms and database access algorithms. Learners create object-oriented software solutions using a Web 2.0 frontend and a database backend. *Prerequisite(s): IT4725 or equivalent knowledge upon school approval.*

IT4735 - Software Construction IV: Advanced Web Application Development (6 quarter credits). This course extends the topics covered in IT4720 by focusing on several advanced features of dynamic Internet programming. Learners apply advanced object-oriented development and dynamic Internet programming principles to create advanced Web-based, interface-based applications, data structures, and software solutions. *Prerequisite(s): IT4730 or equivalent knowledge upon school approval.*

IT4740 - Software Construction III: Java (6 quarter credits). This course focuses on developing object-oriented applications using a modern object-oriented language. Learners create object-oriented software solutions using object-oriented code, standard library packages and classes, object-oriented algorithms and database access algorithms, and a Graphical User Interface (GUI) frontend and a database backend. *Prerequisite(s): IT4725 or equivalent knowledge upon school approval.*

IT4745 - Software Construction IV: Advanced Java (6 quarter credits). This course extends the topics covered in IT4740 by focusing on advanced object-oriented development using modern object-oriented programming. Learners apply advanced features and libraries of a platform, including Database Connectivity and Input/Output programming to create advanced Graphical User Interface (GUI)-based applications and a complete software solution. *Prerequisite(s): IT4740 or equivalent knowledge upon school approval.*

IT4750 - Software Construction III: Mobile Application Development (6 quarter credits). This course focuses on object-oriented development using an Integrated Development Environment (IDE) for mobile applications. Learners use dynamic scripting language, including coding, interface elements, algorithms and database access algorithms, and standard library packages and classes to create object-oriented software solutions using a mobile interface and a database backend. *Prerequisite(s): IT4725 or equivalent knowledge upon school approval.*

IT4755 - Software Construction IV: Advanced Mobile Application Development (6 quarter credits). This course extends the topics covered in IT4750 by focusing on advanced object-oriented development using dynamic scripting language for mobile programming. Learners apply advanced features and libraries of a platform to create advanced mobile-based applications, data structures, and a complete software solution using advanced mobile interfaces and database features. *Prerequisite(s): IT4750 or equivalent knowledge upon school approval.*

IT4770 - Support and Maintenance of Software Systems (6 quarter credits). This course presents strategies for improving the quality of information systems. Learners examine common quality characteristics and apply quality assurance concepts and configuration management methodologies to develop effective testing processes. Learners also review system requirements for testability, participate in simulated design and code inspections, analyze testing strategies, and explore ways to integrate improvement processes in organizations or workplaces. *Prerequisite(s): IT4735 or IT4745 or IT4755 or equivalent knowledge upon school approval.*

Undergraduate Course Descriptions, *continued*

IT4801 - 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.

IT4802 - 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.

IT4803 - 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. It also covers a list of the methods most often used 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): IT3350.*

IT4810 - 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): IT3300 or equivalent experience upon school approval.*

IT4813 - 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.

IT4815 - 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.

IT4899 - Special Topics in Information Technology (6 quarter credits). In this course, learners propose and conduct a study of a special topic in information technology. Learners create an individual learning plan and complete course work in an area of study that complements past experience and learning objectives. *Special permission is required for enrollment.*

IT4990 - 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.

Public Safety Courses

PS3004 - Communication Strategies for the Public Safety Professional. (6 quarter credits). In this course, learners build and enhance the skills necessary for success in the public safety industry and in their bachelor's degree program. Learners expand their public safety administration skills, participate in building a learning community, and develop a public safety perspective while preparing professional communications. Course work includes written communications, research, teamwork, critical thinking, problem solving, ethics, and project development. *Learners must take PS3004 in their first quarter. PS3004 cannot be fulfilled by transfer or petition.*

PS3100 - Introduction to Criminal Justice (4 quarter credits). In this course, learners examine the characteristics of the U.S. criminal justice system and its evolution in response to the continually changing forces that influence crime control. Learners gain an understanding of criminal justice theory and its relation to criminality, the criminal justice system, and the principles of the adjudication process.

PS3200 - Introduction to Emergency Management (4 quarter credits). This course provides an introduction to the growing field of emergency management. Learners study various hazard threats and examine strategies for determining and reducing vulnerability. Learners also analyze disaster response and recovery behaviors and activities. Course topics include local, state, and federal emergency management organizations and the impact of various stakeholders, including non-governmental organizations, on the emergency management process.

PS3300 - Principles of Security Management (4 quarter credits). In this course, learners examine the private security industry from a business perspective. Course topics include security department management and operations, emergency and disaster management, the role of security in risk management, and integrating security with local law enforcement organizations and the role of security management in the business environment.

PS3400 - Introduction to Homeland Security (4 quarter credits). This course provides an overview of the essential concepts of the emerging field of homeland security. Learners study a range of threats to U.S. security, including specialty weapons, cyber attacks, and smuggling. Learners also examine current issues related to large-scale refugee flow and civil liberties, and evaluate homeland security domains, including strategy, fear management, and crisis communications. This course helps learners build a foundational vernacular upon which to critically analyze homeland security.

PS3500 - Applied Public Safety Theory (4 quarter credits). This course introduces the major theoretical approaches to threats to public safety from the eighteenth century and the Enlightenment period through the present. Learners study the work of experts associated with the historical, international body of criminology knowledge. Learners explore a range of issues and apply public safety theory and research to analyze them, further developing their critical thinking and writing skills.

PS3600 - Principles of Public Safety Investigation (4 quarter credits). This course focuses on analyzing breaches in physical, information, or personnel security. Learners examine the principles and procedures used for crime scene investigation and protection from security and law enforcement perspectives. Learners also study methods of collecting and preserving evidence; interviewing and interrogating complainants, witnesses, suspects, and victims; and employing scientific applications in criminal justice and private security investigations.

PS3700 - Justice, Crime, and Ethics (4 quarter credits). Learners in this course analyze the ethical dimension of law enforcement practice and acquire the critical knowledge and skills that support

Undergraduate Course Descriptions, *continued*

ethical, on-the-job decision making. Learners examine major ethical problems such as discrimination, corruption, deception, racial profiling, and excessive force using material drawn from commissions of inquiry, internal affairs investigations, published literature, human rights documentation, and observed police-community relations. Learners explore the bases for developing personal and professional ethics, guided by professional codes of practice and human rights standards.

PS3800 - Applied Public Safety Research Methods (4 quarter credits). In this course, learners are introduced to the principles of social research in the field of public safety. Learners use the scientific method to collect data and analyze research questions specific to crime prevention, emergency planning, information security, and hazard assessment. Learners also explore the ethics of public safety research techniques and practical applications of research.

PS3900 - History of Violence in the U.S. Society (4 quarter credits). In this course, learners review the history of violence in U.S. society, focusing on war, terrorism, hostility, and conquest. Course content emphasizes the roles of local, state, and federal public safety agencies in addressing violence issues in the post-9/11 era.

PS3950 - Introductory Public Safety Statistical Research (6 quarter credits). This course introduces learners to basic statistical language and procedures related to crime phenomena data. Learners practice basic skills such as reading and calculating formulas and analyze the effects of measurement techniques, distribution shapes, and other factors of the statistic-selection process. Learners also examine two-variable relationships, including correlation and prediction measures. *Prerequisite(s): MAT2050, PS3800.*

PS4105 - White Collar and Organized Crime Investigations (4 quarter credits). This course focuses on the principles, parameters, and procedures of white collar and organized crime investigations. Learners study methods of collecting and documenting information as evidence and examine legal principles of criminal, civil, and administrative legislation. Learners also study best practice techniques for interviewing, taking statements, and documenting informant, suspect, and/or witness interview records. *Prerequisite(s): PS3100.*

PS4110 - Corrections, Probation, and Parole (4 quarter credits). This course introduces learners to the fields of penology and corrections. It covers the origins and historical development of the United States' prison system and the processes associated with corrections, probation, and parole. Learners analyze the impact of reform movements, the rise of centralized correctional systems, and regional variations in the practice of punishment. Learners also examine criminal behavior assessments that help determine offender placement and incarceration alternatives. *Prerequisite(s): PS3100.*

PS4115 - Juvenile Justice Practice (4 quarter credits). This course introduces learners to current juvenile justice system practices and processes. Learners examine the principles of juvenile law and methods of dealing with youthful offenders. Course topics include accountability issues, safety and security demands, standards and rules related to juvenile justice practices, diversion and deinstitutionalization movements, police interaction, court processes, due process, and community intervention. *Prerequisite(s): PS3100.*

PS4120 - Police-Community Relations (4 quarter credits). Learners in this course study the philosophies, responsibilities, and limitations of police forces. Learners analyze formal social control processes in the U.S. and examine the effects of police training, education, and career development on community relations. *Prerequisite(s): PS3100.*

PS4125 - Policing in the U.S. Society (4 quarter credits). This course provides a broad overview of the historical development, organizational structure, responsibilities, and work performed in U.S. law enforcement agencies at the municipal, county, state, and federal levels. Learners analyze the relationships between local police agencies and the various levels of government charged with law enforcement responsibilities. *Prerequisite(s): PS3100.*

PS4135 - Race, Crime, and Criminal Justice (4 quarter credits). In this course, learners study the history, evolution, and operation of the criminal justice system, with an emphasis on race. Course topics include criminal justice ethics and the implications of race on definitions of crime, criminological theory, and crime victimization. *Prerequisite(s): PS3100.*

PS4140 - Criminal Law and the Legal Process (4 quarter credits). In this course, learners explore criminal law as it relates to an encounter with the legal system. Learners examine real-world legal disputes and analyze the legal principles used to resolve them to determine whether justice was served. Learners also study the relevance and potential impact of legal decisions. *Prerequisite(s): PS3100.*

PS4145 - Criminal Law (4 quarter credits). This course introduces learners to criminal law. Course topics include the historical development of criminal law, the basic dimensions of criminality, the relationships between social and legal definitions of crime, and particular elements of major crimes and criminal sanctions. *Prerequisite(s): PS3100.*

PS4150 - History of Drug Control (4 quarter credits). This course focuses on the history of drug control. Learners study the origin and impact of drug control, drug law enforcement, drug regulation trends and developments, and the evolution of drug treatment. Learners also analyze how drug treatment affects public safety at the local, state, and federal levels. *Prerequisite(s): PS3100.*

PS4155 - Police Administration (4 quarter credits). This course offers an overview of contemporary police administration concepts. Learners examine communication, decision making and leadership, and human resource management in modern-day law enforcement environments. Learners also analyze individual and group behavior and ethics within police organizations. *Prerequisite(s): PS3100.*

PS4160 - Criminal Procedure and Evidence (4 quarter credits). This course offers advanced analyses of the constitutional statutory foundations of modern criminal procedures, focusing on the Fourth, Fifth, and Sixth Amendments. Learners examine laws related to search and seizure, interrogations and confessions, warrants, indictments and information, pretrial evidence suppression, and exclusionary rule applications. This course provides learners with an understanding of the formal rules for obtaining, qualifying, and admitting evidence for criminal investigation and prosecution. *Prerequisite(s): PS3100.*

PS4210 - Principles of Emergency Management (4 quarter credits). This course introduces learners to concepts and problems associated with crisis and emergency management. Learners examine emergencies, crises, and disasters, and explore the need to develop crisis and contingency plans. Other course topics include the National Response and National Contingency plans; organizing, preparing, and managing a response organization in a turbulent environment; and effective crisis incident decision making and communication. *Prerequisite(s): PS3200.*

PS4220 - Emergency Planning (4 quarter credits). This course presents the strategies and skills required for successful emergency planning. Learners study the components of an effective emergency plan and the principles and resources that guide the planning process. Learners examine federal requirements governing emergency management and emergency planning structures, including Emergency Operations Centers (EOCs), the National Incident Management System (NIMS), the Incident Command System (ICS), and Mutual Aid Agreements. Learners also analyze the effect of disasters on physical and psychological health.

PS4225 - Emergency Management and Homeland Security (4 quarter credits). Learners in this course assess the factors that influence how emergency and homeland security leaders respond to and manage an emergency situation. Learners examine the assessment and deployment of emergency management assets and identify the differences between various law enforcement agencies and the resources they use to respond to critical incidents.

PS4230 - Leadership in Emergency Management (4 quarter credits). In this course, learners examine and apply leadership theories and strategies used in crisis environments. Learners study the

Undergraduate Course Descriptions, *continued*

fundamentals of human resource management and evaluate the tools needed to build effective teams.

PS4240 - Technology in Emergency Management (4 quarter credits). This course focuses on the role of information technology in crisis and response management. Learners examine disaster and crisis information requirements and determine appropriate uses of technology during emergency situations. Learners also study the causes and effects of information breakdowns during emergency situations.

PS4250 - Decision Management in Critical Incidents (4 quarter credits). Learners in this course develop the critical thinking and analytical skills needed to make effective decisions in critical environments. Learners gain an understanding of the tactical, practical, and political decisions made in the emergency management field, and analyze potential responses to those decisions.

PS4260 - Hazard Identification and Vulnerability (4 quarter credits). In this course, learners examine the basic structure of hazard identification and evaluate the methods used to make environmental and structural vulnerability assessments. Learners also evaluate retrospective and predictive approaches to properly identify and prepare for man-made and natural disasters.

PS4265 - Hazard Mitigation and Preparedness (4 quarter credits). In this course, learners examine various hazard mitigation strategies, tools, and techniques used to reduce vulnerability. Learners also explore the mitigation and preparedness functions of emergency managers; the role of politics in hazard mitigation policy at the local, state, and federal levels; and the private sector's potential contributions to managing development in hazardous areas. *Prerequisite(s): PS4260.*

PS4270 - Disaster Response Operations and Management (4 quarter credits). This course provides learners with an understanding of incident management operations, from threat detection to post-incident analysis. Learners assess the challenges associated with responding effectively to terrorist situations and evaluate the effect of stress on incident management.

PS4280 - Disaster Recovery (4 quarter credits). In this course, learners analyze recovery strategies applied to disasters and evaluate the effectiveness of recovery efforts. Learners also examine the different ways in which various agencies work together as part of the longer-term recovery process. *Prerequisite(s): PS4270.*

PS4290 - Social Dimensions of Disaster (4 quarter credits). Learners in this course identify how events of crisis affect people. Learners develop an awareness of the effect of human influence and behavior on disaster response and recovery.

PS4310 - Homeland Security in the 21st Century (4 quarter credits). This course is an introduction to the responsibilities of the Department of Homeland Security. Learners examine the roles and

jurisdictions of the 22 federal agencies within the Department of Homeland Security and their relationships with local, county, and state agencies. Learners also identify the economic challenges associated with ensuring homeland security. *Prerequisite(s): PS3400.*

PS4320 - Homeland Security and Multijurisdictional Coordination (4 quarter credits). Learners in this course focus on nationally recognized and accepted multijurisdictional emergency operations systems. Learners examine the National Incident Management System (NIMS) and the Incident Command System (ICS) as foundations for modeling and coordinating effective crisis command and communication management systems. Learners also evaluate proper techniques for managing rumor control and disseminating information during times of crisis.

PS4325 - Homeland Security and Emergency Management (4 quarter credits). This course presents the fundamentals of risk and asset analysis in the field of homeland security and emergency management. Learners examine physical, operational, economic, legal, and asset security risks and establish appropriate levels of preparedness for an operational system. Learners also study gap analysis measures and develop corrective action plans for both political and Incident Command systems.

PS4330 - Leadership in Homeland Security (4 quarter credits). This course provides an overview of homeland security leadership strategies, including best practices for achieving leadership success. Learners study the organizational structure of the homeland security field and gain an understanding of leadership constraints and leadership autonomy.

PS4340 - Technology and Homeland Security (4 quarter credits). In this course, learners study integrative technology systems and application techniques used in the homeland security field. Learners examine technological resources and their applications in securing mission-critical data. Other course topics include data networking, data mining, intelligence gathering, forecasting models, and planning for tabletop exercises using conventional and virtual simulations.

PS4350 - Government, Media, and Civil Liberties (4 quarter credits). Learners in this course evaluate the effects laws such as the Antiterrorism and Effective Death Penalty Act (AEDPA) and the USA PATRIOT Act have on individuals, organizations, and governments. Learners evaluate information affecting individual civil liberties, constitutionally protected freedoms, and ethnic relations. Learners also examine the consequences of detainment, internment, interrogation, and torture.

PS4360 - Domestic and International Terrorism (4 quarter credits). The focus of this course is on the mission of protecting the United States from domestic or international threats. Learners identify

and interpret social, cultural, and psychological threats and stressors that can result in terrorist acts. Other course topics include terrorist organizations, political threats, and regional conflicts.

PS4365 - World Conflict (4 quarter credits). In this course, learners identify and evaluate the causes of world conflict. Learners examine and interpret social, cultural, and psychological threats and stressors that can result in global fear and world conflict. Other course topics include the historical evolution of terrorism; geopolitical threats; and past, current, and potential regional and world conflicts. *Prerequisite(s): PS4360.*

PS4370 - Diplomatic Approaches to National Security (4 quarter credits). This course addresses the issues involved with maintaining national security while respecting citizens' individual freedoms. Learners study the art of diplomacy and examine other nations' approaches to democracy and their relationships with the U.S.

PS4380 - Intelligence Role in Homeland Security (4 quarter credits). Learners in this course evaluate threats to homeland security and identify intelligence-gathering methods used to address them. Learners assess and properly allocate the resources needed to maintain homeland security, including the Incident Command System (ICS) model.

PS4390 - Multijurisdictional Approaches to Investigations (4 quarter credits). In this course, learners examine the intricacies of conducting successful multijurisdictional investigations. Learners study crime scene evaluation and preservation practices, crime-specific investigation strategies, and the different investigation standards of various federal agencies.

PS4410 - Introduction to Security Management (4 quarter credits). In this course, learners examine the private security industry from a business perspective. Topics include emergency and disaster management, security department management and operations, the role of security in risk management, integration of security with law enforcement organizations, and the role of security management in the business industry. *Prerequisite(s): PS3300.*

PS4420 - Ethics in Security Management (4 quarter credits). Learners in this course analyze the ethical codes of conduct required of security industry professionals and use them as a foundation for developing their own personal codes of conduct. Learners also examine the importance of respecting diversity in the professional security management environment.

PS4430 - Leadership in Security Management (4 quarter credits). In this course, learners examine various leadership theories and personnel management styles used in the security management field. Learners analyze the daily operation of a security management organization and form personal leadership strategies to employ in future operations. Learners also develop the

Undergraduate Course Descriptions, *continued*

skills needed to evaluate and retain employees and institute strategic problem-solving methods in a corporate setting. Learners also gain an understanding of working under the constraints of a corporate budget.

PS4440 - Technology and Systems in Security Management (4 quarter credits). Learners in this course study access control, access deterrent systems, and biometric security measures. Learners gain the skills necessary to implement and evaluate the effectiveness of security management technologies. Learners also analyze and perform technology cost analyses and explore the legal implications of using security management technologies.

PS4445 - Emerging Practices in Security Management (4 quarter credits). This course addresses the need for evaluating emerging practices in the security management field. Learners assess a venue's security threats and identify the technologies and practices available to increase venue security. Learners also identify new technologies and their applications to security management. *Prerequisite(s): PS4440.*

PS4450 - Information Security in Security Management (4 quarter credits). In this course, learners develop the skills needed to analyze information security threats. Learners evaluate information security threats, develop security plans, and assess technologies used to address security threats. Learners also examine communication systems security threats and identify tools used to protect against these threats. *Prerequisite(s): PS4440.*

PS4460 - Operational Security (4 quarter credits). In this course, learners develop the skills needed to evaluate threats and develop security procedures for public and private events. Learners survey, analyze, and target areas susceptible to security breach. Learners also assess infrastructure needs and develop and apply action plans for securing assets.

PS4465 - Commercial and Retail Security (4 quarter credits). Learners in this course analyze risk and identify potential security threats to commercial and retail businesses. Learners develop site surveys, conduct physical inspections, and produce detailed reports assessing the risk of the site. Learners also employ multipart investigations to assess environmental design, loss prevention, and shrinkage. *Prerequisite(s): PS4460.*

PS4468 - Executive Protection (4 quarter credits). In this course, learners evaluate various measures used to secure a protectee. Learners identify security threats, investigate mobile environment security concerns, assess security protocols, and develop and apply disaster recovery plans. *Prerequisite(s): PS4460.*

PS4470 - Laws and Legal Procedures in Security Management (4 quarter credits). Learners in this course examine the legal constraints of security management. Learners assess legal guidelines associated with providing organizational; corporate and business; and executive, private, and dignitary protection, and identify laws that effect the implementation of security management operations.

PS4480 - Security Management in a Global Business Environment (4 quarter credits). This course presents appropriate applications of security management procedures from a multinational security perspective. Learners research psychological and political global business concerns, and identify and apply ethical, culturally-sensitive business practices. Learners also examine causes of terrorism and kidnapping in the global business environment.

PS4899 - Special Topics in Public Safety (6 quarter credits). In this course, learners propose and conduct a study of a special topic in public safety. Learners create an individual learning plan and complete course work in an area of study that complements past experience and learning objectives. *Special permission is required for enrollment.*

PS4990 - Public Safety Senior Capstone Project (6 quarter credits). The capstone project is the culmination of the bachelor's degree program in Public Safety. The capstone project demonstrates the technical and applied public safety knowledge and the critical thinking and communication skills learners gain during their program. Learners formulate ideas for a new public safety approach, create a vision, and develop a strategic plan that describes how to implement their concept. *This course must be taken during the learner's final quarter. Cannot be fulfilled by transfer.*

CAPELLA UNIVERSITY

Graduate Schools

School of Business and Technology

**Kurt R. Linberg, PhD
Dean**

From the Dean

Welcome to the School of Business and Technology. Our programs offer an integrated approach to solving contemporary issues in business and information technology. In the School of Business and Technology, our high-caliber degree programs are designed to reflect the competitive and rapidly changing business environment. Program specializations provide opportunities to build knowledge, upgrade skills, and support career success through relevant curricula. Professionals who have benefited from our approach to education include teachers, leaders, and consultants who work in IT, information security, project management, human resources, and general business areas.

Our 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 with 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 is designed to develop scholar-practitioners with the ability to make solid contributions in a variety of organizational and academic contexts.

The Doctor of Philosophy in Information Technology is designed to develop scholar-practitioners with the ability to make solid contributions in a variety of technological and academic contexts.

The Master of Science in Organization and Management provides deep subject matter knowledge and professional preparation for the workplace.

The Master of Science in Information Technology helps learners develop core IT leadership and business skills as well as deep subject matter expertise.

The Master of Business Administration 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

SCHOOL OF BUSINESS AND TECHNOLOGY

About the School of Business and Technology

School Mission Statement

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

Degree Programs

Doctor of Philosophy (PhD)
in Organization and Management
The PhD in Organization and Management prepares scholar-practitioners for professional teaching or organizational roles in the fast-paced, competitive, global enterprise system. Doctoral-level course work prepares learners 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, Leadership, Management Education, or Project Management. Mid-level and executive managers and leaders study existing practices, investigate new management and leadership techniques, and translate theory into practice.

Doctor of Philosophy (PhD)
in Information Technology
The Doctor of Philosophy in Information Technology provides learners with advanced information technology knowledge and skills, and assists them in developing solid research and scholarly writing abilities. Doctoral learners may pursue the General Area of Study or specialize in Information Technology Education, Information Security, or Project Management. The program culminates in a dissertation that adds to the existing body of IT knowledge. The PhD in Information Technology prepares learners to pursue careers in consulting and/or teaching.

Master of Science (MS)
in Organization and Management
The Master of Science in Organization and Management 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 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 industry and military organizations. 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 within their organizations. For the information technology professional

SPECIALIZATIONS OFFERED IN THE SCHOOL OF BUSINESS AND TECHNOLOGY

Specializations	Degrees and Certificates
General	PhD-OM, PhD-IT, MS-OM, MS-IT, MBA
Accounting	MBA
Business Analysis[1]	MS-IT
Enterprise Software Architecture[1]	MS-IT
Finance	MBA
Health Care Management	MBA
Health Information Management[2]	MS-IT
Human Resource Management	PhD-OM, MS-OM, MBA[2], Certificate
Information Assurance and Security	MS-IT, Certificate
Information Security	PhD-IT
Information Technology Education	PhD-IT
Information Technology Management	PhD-OM, MBA
Leadership	PhD-OM, MS-OM, Certificate
Management Education	PhD-OM
Marketing	MBA
Network Architecture	MS-IT
Project Management	PhD-OM, PhD-IT, MS-IT, MBA, Certificate

[1] Review of this specialization is pending in the following states: AR, AZ, KY, OH, SC, and WA.

[2] Review of this specialization is pending in OH.

who wants to lead in the design and deployment of secure enterprise applications and network technologies, Capella University offers specializations in Business Analysis, Enterprise Software Architecture, Health Information Management, Information Assurance and Security, and Network Architecture. In addition, the Information Technology MS with a specialization in Project Management 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. In the general specialization areas, learners apply their course work to work-related systems challenges in the virtual lab, helping to increase their credibility and effectiveness in their jobs.

Master of Business Administration (MBA)
The Master of Business Administration is designed to meet the needs of working professionals seeking to advance their careers in management and turn experienced managers into effective leaders. The MBA focuses on practical content, relevant skills, and job-related behaviors 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 experienced faculty who support the curriculum are committed to learner success. Learners receive broad exposure to core business disciplines in the General MBA and have the option to increase the depth of their competency in the Accounting, Finance, Health Care Management, Human Resource

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 Assurance and Security, Leadership, and Project Management.

School of Business and Technology Degree Programs and Specializations

Doctor of Philosophy (PhD) in Organization and Management Specializations

Learners in the PhD in Organization and Management program should carefully assess their ability to write and think critically and from a scholarly perspective. OM7006 - Research and Writing for Graduate Learners and OM7007 - Focused Research and Writing for Graduate Learners are specifically designed to help learners develop their writing and critical thinking skills.

General

Learners in the doctoral General Organization a nd Management specialization may select courses and electives from one or more specializations, provided that they meet the General specialization requirements and any course prerequisites. 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 specialization 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 colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Sixteen Required Courses   68 quarter credits

OM8004	Managing and Organizing People
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:

OM9919 *	Doctoral Comprehensive Examination
OM9920 *	Dissertation Courseroom (non-credit)
OM9921 *	Dissertation Research 1 (5 quarter credits)
OM9922 *	Dissertation Research 2 (5 quarter credits)
OM9923 *	Dissertation Research 3 (5 quarter credits)
OM9924 *	Dissertation Research 4 (5 quarter credits)

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

Total   120 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Human Resource Management

The Human Resource Management specialization provides mid-level and executive leadership with leading theories and practices for human resource management in a complex and global business environment. Doctoral learners receive training as scholar-practitioners conducting and applying research across a wide spectrum of HRM topics. The Human Resource Management specialization prepares learners to lead, consult, or teach in the field of HRM 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 colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Twenty-One
Required Courses   88 quarter credits
Core courses:

OM8004	Managing and Organizing People
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 Human Resource Executive as Strategic Partner
OM8203	Perspectives and Practices in Global Human Resource Management
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:

OM9919 *	Doctoral Comprehensive Examination
OM9920 *	Dissertation Courseroom (non-credit)
OM9921 *	Dissertation Research 1 (5 quarter credits)
OM9922 *	Dissertation Research 2 (5 quarter credits)
OM9923 *	Dissertation Research 3 (5 quarter credits)
OM9924 *	Dissertation Research 4 (5 quarter credits)

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

Total   120 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

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

School of Business and Technology Degree Programs and Specializations, *continued*

PhD in Organization and Management Specializations, continued

Information Technology Management

The Information Technology 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. Doctoral 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 IT 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 colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Twenty-One
Required Courses   88 quarter credits

Core courses:

OM8004	Managing and Organizing People
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 Management Infrastructure
OM8302	Survey of Research Literature in Information Technology Planning and Delivery
OM8303	Information Technology Technical Foundations
OM8304	Information Technology Delivery
OM8305	Information Technology Strategy and Management

Upon completion of all required course work:

OM9919 *	Doctoral Comprehensive Examination
OM9920 *	Dissertation Courseroom (non-credit)
OM9921 *	Dissertation Research 1 (5 quarter credits)
OM9922 *	Dissertation Research 2 (5 quarter credits)
OM9923 *	Dissertation Research 3 (5 quarter credits)
OM9924 *	Dissertation Research 4 (5 quarter credits)

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

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Leadership

The Leadership specialization prepares leaders for today's fast-paced and complex global enterprise system by exploring and applying cutting-edge leadership theory 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 are prepared to develop real-world answers to the challenges of the twenty-first century organization. This specialization prepares doctoral 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 colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Twenty-One
Required Courses   88 quarter credits

Core courses:

OM8004	Managing and Organizing People
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:

OM9919 *	Doctoral Comprehensive Examination
OM9920 *	Dissertation Courseroom (non-credit)
OM9921 *	Dissertation Research 1 (5 quarter credits)
OM9922 *	Dissertation Research 2 (5 quarter credits)
OM9923 *	Dissertation Research 3 (5 quarter credits)
OM9924 *	Dissertation Research 4 (5 quarter credits)

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

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

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

SCHOOL OF BUSINESS AND TECHNOLOGY

School of Business and Technology Degree Programs and Specializations, *continued*

PhD in Organization and Management Specializations, continued

Management Education

The Management Education specialization prepares doctoral learners to teach organization and management courses at the post-secondary level. This specialization combines advanced organization and management knowledge and skills with management education literature analysis, teaching practice, learning and instructional design, learning theory and educational processes, classroom assessment, and course design and development. The Management Education specialization offers a terminal degree option for learners who want to excel in post-secondary management instruction, allowing them to develop solid research skills and culminating in a dissertation that advances the body of knowledge of management education.

Learners in the Management Education specialization may also enroll, concurrently, in the School of Education's Post-Master's Certificate in College Teaching.

Residency Requirement(s):

Three one-week residential colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Twenty-One Required Courses   88 quarter credits

Core courses:

OM8004	Managing and Organizing People
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

Specialization courses:

OM8028	Survey of Research Literature in Management Education
ED5802	Principles of Instructional Design
ED7700	Learning Theory and the Educational Process
ED7712	Classroom Assessment in Education
ED8444	Higher Education Curriculum Development and Teaching Strategies *OR*
ED8600	Effective Online Course Design, Delivery, Facilitation, and Assessment

Upon completion of all required course work:

OM9919 *	Doctoral Comprehensive Examination
OM9920 *	Dissertation Courseroom (non-credit)
OM9921 *	Dissertation Research 1 (5 quarter credits)
OM9922 *	Dissertation Research 2 (5 quarter credits)
OM9923 *	Dissertation Research 3 (5 quarter credits)
OM9924 *	Dissertation Research 4 (5 quarter credits)

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

Total   120 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Note: Learners may not use more than two education transfer courses to fulfill their specialization requirements.

Project Management

The doctoral Project Management specialization focuses on contemporary project management theories and practices. Learners acquire the subject matter knowledge, process skills, and tools needed to effectively initiate, plan, and manage organizational projects and programs and excel as scholar-practitioners in the field. Specialization topics include project and program management, risk management, portfolio optimization, and leadership. Successful graduates of this specialization are prepared to lead, consult, or teach in the field of project management from an informed, strategic perspective.

Residency Requirement(s):

Three one-week residential colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Twenty-One Required Courses   88 quarter credits

Core courses:

OM8004	Managing and Organizing People
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:

OM8521	Advances in Project Planning
OM8523	Advances in Project Execution
OM8525	Strategic Leadership and Human Resource Management
OM8527	Advanced Risk Management
OM8529	Program and Portfolio Management

Upon completion of all required course work:

OM9919 *	Doctoral Comprehensive Examination
OM9920 *	Dissertation Courseroom (non-credit)
OM9921 *	Dissertation Research 1 (5 quarter credits)
OM9922 *	Dissertation Research 2 (5 quarter credits)
OM9923 *	Dissertation Research 3 (5 quarter credits)
OM9924 *	Dissertation Research 4 (5 quarter credits)

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

Total   120 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

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

School of Business and Technology Degree Programs and Specializations, *continued*

Doctor of Philosophy (PhD) in Information Technology Specializations

Learners in the PhD in Information Technology program should carefully assess their ability to write and think critically and from a scholarly perspective. OM7006 - Research and Writing for Graduate Learners and OM7007 - Focused Research and Writing for Graduate Learners are courses specifically designed to help learners develop their writing and critical thinking skills.

General Area of Study

Learners in the doctoral Information Technology General Area of Study may select courses from one or more doctoral information technology specializations, provided they meet all the requirements for the PhD in Information Technology and any course prerequisites. Learners are expected to choose electives that provide a coherent foundation for research in one or more areas of information technology. Completing the PhD in Information Technology General Area of Study prepares learners to lead, consult, or teach in the field of IT.

Residency Requirement(s):

Three one-week residential colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Sixteen Required Courses   68 quarter credits

TS8004	Information Technology Research and Practice
OM8301	Survey of Research Literature in Information Technology Management Infrastructure
OM8302	Survey of Research Literature in Information Technology Planning and Delivery
OM8303	Information Technology Technical Foundations
OM8304	Information Technology Delivery
OM8305	Information Technology Strategy and Management
TS8306	Advances in Information Technology
OM7080	Statistical Research Techniques
OM8022 *	Survey of Applied Research Methods
OM8025 *	Advanced Qualitative Research **OR**
OM8026 *	Applied Multivariate Modeling **OR**
OM8027 *	Survey Research Methodology
TS8940 *	Information Technology Consulting Practice Seminar **OR**
TS8950 *	Teaching Practice Seminar in Information Technology Education

Upon completion of all required course work:

TS9919 *	Doctoral Comprehensive Examination
TS9920 *	Dissertation Courseroom (non-credit)
TS9921 *	Dissertation Research 1 (5 quarter credits)
TS9922 *	Dissertation Research 2 (5 quarter credits)
TS9923 *	Dissertation Research 3 (5 quarter credits)
TS9924 *	Dissertation Research 4 (5 quarter credits)

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

Total   120 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Information Security

The doctoral Information Security specialization offers a terminal degree option for information security professionals in the information technology field and IT professionals who have a master's degree in computer science or a related field. Specialization topics include information confidentiality, integrity, and availability. This specialization provides learners with advanced research, scholarly writing, and information security skills, and culminates in a dissertation that advances the body of information security knowledge. Successful graduates of this specialization are prepared to pursue careers as information security consultants, managers, or educators.

Residency Requirement(s):

Three one-week residential colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Twenty-One Required Courses   88 quarter credits

Core courses:

TS8004	Information Technology Research and Practice
OM8301	Survey of Research Literature in Information Technology Management Infrastructure
OM8302	Survey of Research Literature in Information Technology Planning and Delivery
OM8303	Information Technology Technical Foundations
OM8304	Information Technology Delivery
OM8305	Information Technology Strategy and Management
TS8306	Advances in Information Technology
OM7080	Statistical Research Techniques
OM8022 *	Survey of Applied Research Methods
OM8025 *	Advanced Qualitative Research **OR**
OM8026 *	Applied Multivariate Modeling **OR**
OM8027 *	Survey Research Methodology
TS8940 *	Information Technology Consulting Practice Seminar **OR**
TS8950 *	Teaching Practice Seminar in Information Technology Education

Specialization courses:

TS8531	Network Security Advances
TS8533	Enterprise Security Risk Management
TS8535	System and Application Security Advances
TS8537	Assurance Controls and Compliance Management
TS8539	Security Governance and Management

Upon completion of all required course work:

TS9919 *	Doctoral Comprehensive Examination
TS9920 *	Dissertation Courseroom (non-credit)
TS9921 *	Dissertation Research 1 (5 quarter credits)
TS9922 *	Dissertation Research 2 (5 quarter credits)
TS9923 *	Dissertation Research 3 (5 quarter credits)
TS9924 *	Dissertation Research 4 (5 quarter credits)

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

Total   120 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

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

School of Business and Technology Degree Programs and Specializations, *continued*

PhD in Information Technology Specializations, continued

Information Technology Education

The Information Technology Education specialization is intended for information technology professionals who have earned a master's degree in computer science or a related field. This specialization provides doctoral learners with advanced IT knowledge and skills, and assists them in developing solid research, scholarly writing, and advanced teaching abilities. This specialization culminates in a dissertation that adds to the existing body of IT knowledge and prepares learners to pursue IT faculty positions in higher education settings.

Learners in the Information Technology Education specialization may also enroll, concurrently, in the School of Education's Post-Master's Certificate in College Teaching.

Residency Requirement(s):

Three one-week residential colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Twenty-One Required Courses		88 quarter credits

Core courses:

TS8004	Information Technology Research and Practice	
OM8301	Survey of Research Literature in Information Technology Management Infrastructure	
OM8302	Survey of Research Literature in Information Technology Planning and Delivery	
OM8303	Information Technology Technical Foundations	
OM8304	Information Technology Delivery	
OM8305	Information Technology Strategy and Management	
TS8306	Advances in Information Technology	
OM7080	Statistical Research Techniques	
OM8022 *	Survey of Applied Research Methods	
OM8025 *	Advanced Qualitative Research *OR*	
OM8026 *	Applied Multivariate Modeling *OR*	
OM8027 *	Survey Research Methodology	
TS8950 *	Teaching Practice Seminar in Information Technology Education	

Specialization courses:

TS8951	Survey of Research Literature in Information Technology Education	
ED5802	Principles of Instructional Design	
ED7700	Learning Theory and the Educational Process	
ED7712	Classroom Assessment in Education	
ED8444	Higher Education Curriculum Development and Teaching Strategies *OR*	
ED8600	Effective Online Course Design, Delivery, Facilitation, and Assessment	

Upon completion of all required course work:

TS9919 *	Doctoral Comprehensive Examination	
TS9920 *	Dissertation Courseroom (non-credit)	
TS9921 *	Dissertation Research 1 (5 quarter credits)	
TS9922 *	Dissertation Research 2 (5 quarter credits)	
TS9923 *	Dissertation Research 3 (5 quarter credits)	
TS9924 *	Dissertation Research 4 (5 quarter credits)	

Eight Elective Courses	**32 quarter credits**

Choose any graduate course(s).

Total	**120 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Note: Learners may not use more than two education transfer courses to fulfill their specialization requirements.

Project Management

The doctoral Project Management specialization offers a terminal degree option for information technology project management professionals and IT professionals who have a master's degree in computer science or a related field. Specialization topics include project and program management, risk management, project governance, and portfolio optimization. This specialization provides learners with advanced research, scholarly writing, and IT project management skills, and culminates in a dissertation that advances the body of IT project management knowledge. Upon successful completion of this specialization, learners are prepared to pursue careers as IT project management consultants, managers, or educators.

Residency Requirement(s):

Three one-week residential colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Twenty-One Required Courses		88 quarter credits

Core courses:

TS8004	Information Technology Research and Practice	
OM8301	Survey of Research Literature in Information Technology Management Infrastructure	
OM8302	Survey of Research Literature in Information Technology Planning and Delivery	
OM8303	Information Technology Technical Foundations	
OM8304	Information Technology Delivery	
OM8305	Information Technology Strategy and Management	

TS8306	Advances in Information Technology	
OM7080	Statistical Research Techniques	
OM8022 *	Survey of Applied Research Methods	
OM8025 *	Advanced Qualitative Research *OR*	
OM8026 *	Applied Multivariate Modeling *OR*	
OM8027 *	Survey Research Methodology	
TS8940 *	Information Technology Consulting Practice Seminar *OR*	
TS8950 *	Teaching Practice Seminar in Information Technology Education	

Specialization courses:

OM8521	Advances in Project Planning	
OM8523	Advances in Project Execution	
OM8525	Strategic Leadership and Human Resource Management	
OM8527	Advanced Risk Management	
OM8529	Program and Portfolio Management	

Upon completion of all required course work:

TS9919 *	Doctoral Comprehensive Examination	
TS9920 *	Dissertation Courseroom (non-credit)	
TS9921 *	Dissertation Research 1 (5 quarter credits)	
TS9922 *	Dissertation Research 2 (5 quarter credits)	
TS9923 *	Dissertation Research 3 (5 quarter credits)	
TS9924 *	Dissertation Research 4 (5 quarter credits)	

Eight Elective Courses	**32 quarter credits**

Choose any graduate course(s).

Total	**120 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

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

School of Business and Technology Degree Programs and Specializations, *continued*

Master of Science (MS) in Organization and Management Specializations

General

Because of unique career circumstances or objectives, some learners in the master's Organization and Management program 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 master's program. The General specialization provides a broader examination of the fields of human resource management and leadership.

Seven Required Courses　　28 quarter credits

OM5004　People at Work
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. Learners may choose up to two approved graduate courses from other Capella University schools.

Total　　48 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See **Course Renumbering**, pages 161–162, for a list of these courses and their former numbers.

Human Resource Management

The Human Resource Management specialization prepares mid-level managers who aspire to human resource executive leadership roles. The curriculum prepares master's 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 HR challenges from a business perspective. Learners enhance their human resource management 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 an HR leader.

Twelve Required Courses　　48 quarter credits

Core courses:

OM5004　People at Work
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

Leadership

The Leadership specialization introduces master's 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　　48 quarter credits

Core courses:

OM5004　People at Work
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

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

School of Business and Technology Degree Programs and Specializations, *continued*

Master of Science (MS) in Information Technology Specializations

School of Business and Technology learners pursuing a master's degree in Information Technology 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 in Information Technology helps working information technology professionals acquire the intellectual capital and technical skills needed 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.

The General Information Technology specialization provides an understanding of information technology topics by providing flexibility in selecting courses of special importance to the learner. In conjunction with the IT foundation provided by the core curriculum, the General Information Technology specialization allows learners to ensure their program matches their personal experience and unique professional needs.

Seven Required Courses	**28 quarter credits**
TS5004	Technical Communications
TS5010	Introduction to Enterprise Application Architecture
TS5011	Managing People and Technology
TS5130	System Development Theory and Practice
TS5160	Business Foundations
TS5536	Ethical and Legal Considerations in Information Technology

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

TS5900 *	Information Technology Capstone

Five Elective Courses	**20 quarter credits**

Choose five 5000-level information technology courses.

Total	**48 quarter credits**

Business Analysis

The Business Analysis master's specialization develops professionals capable of serving as liaisons between technological solution implementation and business management. Learners master the skills needed to elicit and analyze business needs, determine and develop information technology project requirements, and communicate requirements to solution stakeholders and implementers. Learners use business and system models to propose, develop, and implement solutions. Throughout solution implementation, which includes system development and testing, learners monitor and ensure the validity and quality of the implemented solution to meet business goals. Successful graduates of this specialization are prepared to pursue careers as business analysts or system analysts.

Twelve Required Courses	**48 quarter credits**

Core courses:

TS5004	Technical Communications
TS5010	Introduction to Enterprise Application Architecture
TS5011	Managing People and Technology
TS5130	System Development Theory and Practice
TS5160	Business Foundations
TS5536	Ethical and Legal Considerations in Information Technology

Specialization courses:

*Choose five from the following courses **AND** the Capstone course:*

TS5341	Requirements Discovery and Documentation
TS5342	Solution Analysis and Modeling
TS5343	Business Solution Assessment and Validation
TS5344	Strategic Business Analysis
TS5345	Business Modeling
TS5999	Current Trends in Information Technology

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

TS5940 *	Business Analysis Capstone
Total	**48 quarter credits**

Review of this specialization is pending in the following states: **AR, AZ, KY, OH, SC, and WA.**

Enterprise Software Architecture

The master's specialization in Enterprise Software Architecture addresses the need for information technology professionals who are capable of evaluating the business and technical requirements of enterprises with locally and globally distributed operations. Learners analyze IT problems of distributed enterprises and refine their ability to design, propose, implement, and manage solutions to these problems using technologies such as service-oriented architecture (SOA), distributed databases, and Web services. Successful graduates of this specialization are prepared to pursue careers as systems architects, technical officers, and software engineers.

Twelve Required Courses	**48 quarter credits**

Core courses:

TS5004	Technical Communications
TS5010	Introduction to Enterprise Application Architecture
TS5011	Managing People and Technology
TS5130	System Development Theory and Practice
TS5160	Business Foundations
TS5536	Ethical and Legal Considerations in Information Technology

Specialization courses:

*Choose five from the following courses **AND** the Capstone course:*

TS5351 *	Architecture Requirements Analysis
TS5352	Enterprise Database Systems
TS5353	Enterprise Software Architecture Design
TS5354 *	Enterprise Software Interface Design
TS5355 *	Advanced Enterprise System Development
TS5356	Advanced Application Development
TS5357	Enterprise Software Architecture Quality Assurance
TS5999	Current Trends in Information Technology

The Enterprise Software Architecture Capstone course should be taken during the learner's final quarter.

TS5950 *	Enterprise Software Architecture Capstone
Total	**48 quarter credits**

Review of this specialization is pending in the following states: **AR, AZ, KY, OH, SC, and WA.**

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

School of Business and Technology Degree Programs and Specializations, *continued*

MS in Information Technology Specializations, continued

Health Information Management

The Health Information Management master's specialization prepares information technology professionals who want to use their skills in the health care field for careers such as health information managers or information technologists. Specialization topics include implementing health care policies through information management systems, supporting health care decision management, and facilitating efficient health care delivery through the secure transmission of and access to patient information.

Twelve Required Courses   48 quarter credits

Core courses:

TS5004	Technical Communications
TS5010	Introduction to Enterprise Application Architecture
TS5011	Managing People and Technology
TS5130	System Development Theory and Practice
TS5160	Business Foundations
TS5536	Ethical and Legal Considerations in Information Technology

Specialization courses:

Choose five from the following courses **AND** *the Capstone course:*

TS5610	Introduction to Health Information Systems
TS5615	Health Informatics
TS5620	Databases in Health Care Environments
TS5625	System Security in Health Care Environments
TS5630	Data Analysis and Decision Support for Health Information Technology Practitioners
TS5635	Strategic Management of Information Technology in Health Organizations
TS5999	Current Trends in Information Technology

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

TS5960 *	Health Information Management Capstone

Total   48 quarter credits

Review of this specialization is pending in OH.

Information Assurance and Security

(formerly Information Security)

The Information Assurance and Security master's specialization prepares information technology professionals to assess information security risks and develop and implement solutions to safeguard the information assets and enterprise IT infrastructures of organizations. Learners examine the technical and managerial controls critical to the success of an information assurance program, including enterprise and wireless security, security risk management, security management practices, secure system development, and computer forensics. Upon successful completion of this specialization, learners are prepared to pursue careers as information assurance and security specialists.

Twelve Required Courses   48 quarter credits

Core courses:

TS5004	Technical Communications
TS5010	Introduction to Enterprise Application Architecture
TS5011	Managing People and Technology
TS5130	System Development Theory and Practice
TS5160	Business Foundations
TS5536	Ethical and Legal Considerations in Information Technology

Specialization courses:

Choose five from the following courses **AND** *the Capstone course:*

TS5311	Enterprise Security
TS5312	Security Risk Management
TS5531	Security Management Practices
TS5532	Secure System Development and Cryptography
TS5533	Wireless Security
TS5534	Computer Forensics and Investigations
TS5999	Current Trends in Information Technology

The Information Assurance and Security Capstone course should be taken during the learner's final quarter.

TS5910 *	Information Assurance and Security Capstone

Total   48 quarter credits

Network Architecture

(formerly Network Architecture and Design)

The master's Network Architecture specialization provides technology leaders with the skills necessary to design, implement, and maintain high-quality networks that meet business needs. The curriculum focuses on Internet, intranet, and extranet design, emerging network technologies, and the integration of divergent and disparate networks. Learners acquire skills in designing, planning, and maintaining local area networks (LANs) and wide area networks (WANs) and gain the knowledge needed to develop and implement organizations' information security and disaster recovery plans. Upon successful completion of this specialization, learners are prepared to pursue careers in network management and administration and network architecture and design.

Twelve Required Courses   48 quarter credits

Core courses:

TS5004	Technical Communications
TS5010	Introduction to Enterprise Application Architecture
TS5011	Managing People and Technology
TS5130	System Development Theory and Practice
TS5160	Business Foundations
TS5536	Ethical and Legal Considerations in Information Technology

Specialization courses:

Choose five from the following courses **AND** *the Capstone course:*

TS5321	Local Area Network Architectures
TS5322	Wide Area Network Architectures
TS5323	Integrating Divergent Network Architectures
TS5324	Evolving Network Technologies
TS5325	Enterprise Network Analysis
TS5521	Advanced Network Technology: Switching
TS5522	Advanced Network Technology: Remote Access
TS5999	Current Trends in Information Technology

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

TS5920 *	Network Architecture Capstone

Total   48 quarter credits

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

School of Business and Technology Degree Programs and Specializations, *continued*

MS in Information Technology Specializations, continued

Project Management

(formerly Project Management and Leadership)

In the master's Project Management specialization, information technology professionals assess the current state of technology, including its organizational, legal, ethical, and professional influences, and examine the fundamentals of project management. Specialization topics include the processes, techniques, and tools used to plan, initiate, execute, control, and close projects; project budgeting, procurement, and quality; project plan development; project risk management; and project leadership management. Successful graduates of this specialization gain the skills needed to manage technology projects that meet quality, scope, time, and cost goals.

Twelve Required Courses   48 quarter credits

Core courses:

TS5004	Technical Communications
TS5010	Introduction to Enterprise Application Architecture
TS5011	Managing People and Technology
TS5130	System Development Theory and Practice
TS5160	Business Foundations
TS5536	Ethical and Legal Considerations in Information Technology

Specialization courses:

Choose five from the following courses AND the Capstone course:

TS5331	Project Management Fundamentals
TS5332	Project Management Planning, Execution, and Control
TS5333	Project Budgeting, Procurement, and Quality
TS5334	Project Risk Assessment and Control
TS5335	Project Leadership and Management
TS5999	Current Trends in Information Technology

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

TS5930 *	Project Management Capstone

Total   48 quarter credits

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℠

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.

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.

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/customer relationship management. This solid business foundation is supplemented with a core set of professional effectiveness courses that emphasize best practices for leading and managing others 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:

MBA6010	Professional Effectiveness: Stretch, Impact, Reposition
MBA6020	Leading for Results
MBA6110	Marketing and Brand Management
MBA6130	Operations and Process Management
MBA6140	Applied Managerial Statistics
MBA6150	Accounting
MBA6160 *	Financial Management
MBA6180	Managing Information Assets and Technology
MBA6190	Strategy

Choose six from the following courses AND the Capstone course:

MBA6120	Sales and Customer Relationship Management
MBA6210	Building Relationships
MBA6220	Developing and Coaching Others
MBA6230	Leading Teams
MBA6240	Facilitating Change
MBA6250	Leveraging Workplace Diversity
MBA6260	Negotiating for Results
MBA6270	Regulatory and Ethical Environment of Business

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

MBA6300 *	MBA Capstone: Judgment, Planning, and Action

Total   48 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

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

School of Business and Technology Degree Programs and Specializations, *continued*

MBA Specializations, continued

Accounting

The MBA 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

First two courses taken first and in sequence:

MBA6010   Professional Effectiveness: Stretch, Impact, Reposition
MBA6020   Leading for Results
MBA6110   Marketing and Brand Management
MBA6130   Operations and Process Management
MBA6140   Applied Managerial Statistics
MBA6150   Accounting
MBA6160 * Financial Management
MBA6180   Managing Information Assets and Technology
MBA6190   Strategy

Specialization courses:

MBA6152 * Advanced Accounting
MBA6154 * Budget Planning and Control
MBA6156 * Audit and Control of Accounting Information Systems
MBA6158 * Accounting Information for Decision Making

*Choose two elective courses **AND** the Capstone course:*

MBA6120   Sales and Customer Relationship Management
MBA6210   Building Relationships
MBA6220   Developing and Coaching Others
MBA6230   Leading Teams
MBA6240   Facilitating Change
MBA6250   Leveraging Workplace Diversity
MBA6260   Negotiating for Results
MBA6270   Regulatory and Ethical Environment of Business

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

MBA6350 * Accounting Capstone: Judgment, Planning, and Action

Total   48 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Finance

The MBA 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 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:

MBA6010   Professional Effectiveness: Stretch, Impact, Reposition
MBA6020   Leading for Results
MBA6110   Marketing and Brand Management
MBA6130   Operations and Process Management
MBA6140   Applied Managerial Statistics
MBA6150   Accounting
MBA6160 * Financial Management
MBA6180   Managing Information Assets and Technology
MBA6190   Strategy

Specialization courses:

Choose four from the following courses:

MBA6161 * Financial Markets and Institutions
MBA6162 * Advanced Finance
MBA6163 * Bank Management
MBA6164 * International Financial Management
MBA6166 * Investment and Portfolio Management
MBA6167 * Risk Management
MBA6168 * Corporate Finance Analysis and Decisions

*Choose two elective courses **AND** the Capstone course:*

MBA6120   Sales and Customer Relationship Management
MBA6210   Building Relationships
MBA6220   Developing and Coaching Others
MBA6230   Leading Teams
MBA6240   Facilitating Change
MBA6250   Leveraging Workplace Diversity
MBA6260   Negotiating for Results
MBA6270   Regulatory and Ethical Environment of Business

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

MBA6360 * Finance Capstone: Judgment, Planning, and Action

Total   48 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

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 specialization, 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:

MBA6010   Professional Effectiveness: Stretch, Impact, Reposition
MBA6020   Leading for Results
MBA6110   Marketing and Brand Management
MBA6130   Operations and Process Management
MBA6140   Applied Managerial Statistics
MBA6150   Accounting
MBA6160 * Financial Management
MBA6180   Managing Information Assets and Technology
MBA6190   Strategy

Specialization courses:

MBA6271   Strategic Management of Health Care Systems
MBA6273 * Health Care Financial Management
MBA6275 * Health Care Policy Analysis and Decision Making
MBA6277 * Ethical and Legal Considerations in Health Care

*Choose two elective courses **AND** the Capstone course:*

MBA6120   Sales and Customer Relationship Management
MBA6210   Building Relationships
MBA6220   Developing and Coaching Others
MBA6230   Leading Teams
MBA6240   Facilitating Change
MBA6250   Leveraging Workplace Diversity
MBA6260   Negotiating for Results
MBA6270   Regulatory and Ethical Environment of Business

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

MBA6370 * Health Care Management Capstone: Judgment, Planning, and Action

Total   48 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

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

School of Business and Technology Degree Programs and Specializations, *continued*

MBA Specializations, continued

Human Resource Management

The MBA Human Resource Management specialization curriculum emphasizes contemporary business and human resource management best practices. The specialization's competency-based instruction design is focused on immediate application of knowledge, competencies, and skills necessary to integrate business and human resource functions in organizations. Specialization topics include national and international HRM perspectives and practices, strategic staffing, law, culture, change, and HRM-specific technology. Through the synthesis of business and HRM best practice and theory, learners are prepared to make informed, practitioner-based decisions resulting in increased professional development, organizational growth, and enterprise sustainability. Upon successful completion of this specialization, learners have gained relevant knowledge competencies and skills enabling them to enter the HRM industry or advanced HRM-related careers.

Sixteen Required Courses   48 quarter credits
Core courses:
First two courses taken first and in sequence:
MBA6010   Professional Effectiveness: Stretch, Impact, Reposition
MBA6020   Leading for Results
MBA6110   Marketing and Brand Management
MBA6130   Operations and Process Management
MBA6140   Applied Managerial Statistics
MBA6150   Accounting
MBA6160 * Financial Management
MBA6180   Managing Information Assets and Technology
MBA6190   Strategy

Specialization courses:
MBA6241 * Human Resource Management in 21st Century Knowledge
MBA6243 * Building Organizational Culture
MBA6245 * Human Resource Management Technologies and Applications
MBA6247 * Human Capital Management
MBA6249 * Organizations, Governance, and the Law
*Choose one elective course **AND** the Capstone course:*
MBA6120   Sales and Customer Relationship Management
MBA6210   Building Relationships
MBA6220   Developing and Coaching Others
MBA6230   Leading Teams
MBA6240   Facilitating Change
MBA6250   Leveraging Workplace Diversity
MBA6260   Negotiating for Results
MBA6270   Regulatory and Ethical Environment of Business

The Human Resource Management Capstone course should be taken during the learner's final quarter.
MBA6340 * Human Resource Management Capstone: Judgment, Planning, and Action
Total   48 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Review of this specialization is pending OH.

Information Technology Management

The MBA Information Technology Management specialization is targeted toward learners interested in moving into middle and senior management positions within information technology 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 Information Technology Management specialization equips learners to leverage IT 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 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:
MBA6010   Professional Effectiveness: Stretch, Impact, Reposition
MBA6020   Leading for Results
MBA6110   Marketing and Brand Management
MBA6130   Operations and Process Management
MBA6140   Applied Managerial Statistics
MBA6150   Accounting
MBA6160 * Financial Management
MBA6180   Managing Information Assets and Technology
MBA6190   Strategy

Specialization courses:
MBA6182 * Impact of Advances in Information Technology
MBA6184 * Techniques for Managing Information Technology Professionals
MBA6186 * Strategic Information System Planning
MBA6231 * Project Planning, Management, and Financial Control

*Choose two elective courses **AND** the Capstone course:*
MBA6120   Sales and Customer Relationship Management
MBA6210   Building Relationships
MBA6220   Developing and Coaching Others
MBA6230   Leading Teams
MBA6240   Facilitating Change
MBA6250   Leveraging Workplace Diversity
MBA6260   Negotiating for Results
MBA6270   Regulatory and Ethical Environment of Business
The Information Technology Management Capstone course should be taken during the learner's final quarter.
MBA6380 * Information Technology Management Capstone: Judgment, Planning, and Action
Total   48 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Marketing

The Marketing specialization prepares MBA 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 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:
MBA6010   Professional Effectiveness: Stretch, Impact, Reposition
MBA6020   Leading for Results
MBA6110   Marketing and Brand Management
MBA6130   Operations and Process Management
MBA6140   Applied Managerial Statistics
MBA6150   Accounting
MBA6160 * Financial Management
MBA6180   Managing Information Assets and Technology
MBA6190   Strategy

School of Business and Technology Degree Programs and Specializations, *continued*

MBA Specializations, continued

Specialization courses:
Choose four from the following courses:
MBA6112 * Market Research
MBA6114 * Consumer Behavior
MBA6116 * New Product Design and Development
MBA6118 * International Marketing
MBA6120　Sales and Customer Relationship Management
Choose two elective courses AND the Capstone course:
MBA6210　Building Relationships
MBA6220　Developing and Coaching Others
MBA6230　Leading Teams
MBA6240　Facilitating Change
MBA6250　Leveraging Workplace Diversity
MBA6260　Negotiating for Results
MBA6270　Regulatory and Ethical Environment of Business
The Marketing Capstone course should be taken during the learner's final quarter.
MBA6310 * Marketing Capstone: Judgment, Planning, and Action

Total   48 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Project Management

The Project Management specialization prepares MBA learners 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 on 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:
MBA6010　Professional Effectiveness: Stretch, Impact, Reposition
MBA6020　Leading for Results
MBA6110　Marketing and Brand Management
MBA6130　Operations and Process Management
MBA6140　Applied Managerial Statistics
MBA6150　Accounting
MBA6160 * Financial Management
MBA6180　Managing Information Assets and Technology
MBA6190　Strategy

Specialization courses:
MBA6231 * Project Planning, Management, and Financial Control
MBA6233 * Assessing and Mitigating Risk
MBA6235 * Project Procurement and Solicitation
MBA6237 * Advanced Project Management Techniques
Choose two elective courses AND the Capstone course:
MBA6120　Sales and Customer Relationship Management
MBA6210　Building Relationships
MBA6220　Developing and Coaching Others
MBA6230　Leading Teams
MBA6240　Facilitating Change
MBA6250　Leveraging Workplace Diversity
MBA6260　Negotiating for Results
MBA6270　Regulatory and Ethical Environment of Business
The Project Management Capstone course should be taken during the learner's final quarter.
MBA6330 * Project Management Capstone: Judgment, Planning, and Action
Total   48 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

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 intended to enhance knowledge in a specific discipline. 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 Human Resource Management certificate 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 HR competencies. By providing learners a better understanding of various HR disciplines, the certificate prepares participants for the challenges and demands faced by HR 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

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

School of Business and Technology Degree Programs and Specializations, *continued*

Certificates, continued

Information Assurance and Security
(formerly 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 certificate 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]. It goes well beyond 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
TS5311	Enterprise Security	
TS5312	Security Risk Management	
TS5531	Security Management Practices	
TS5532	Secure System Development and Cryptography	
TS5536	Ethical and Legal Considerations in Information Technology	
Total		**20 quarter credits**

Project Management
(formerly 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 certificate 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 (PMI). It goes well beyond certification by 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 PMI.

Five Required Courses		20 quarter credits
TS5331	Project Management Fundamentals	
TS5332	Project Management Planning, Execution, and Control	
TS5333	Project Budgeting, Procurement, and Quality	
TS5334	Project Risk Management and Control	
TS5335	Project Leadership and Management	
Total		**20 quarter credits**

Leadership

The Leadership certificate prepares learners to serve in leadership roles within their organizations. Managers at all levels of an 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**

School of Education

Harry McLenighan, EdD
Dean

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 (Curriculum and Instruction, Early Childhood Education, K–12 Studies in Education, Leadership in Educational Administration, Reading and Literacy, and Special Education Leadership) prepare individuals to assume vital roles in schools, districts, and other organizations serving children and adolescents. The competency-based specializations are based upon nationally recognized external standards and are specifically designed for dedicated, K–12 educators whose futures are enriched by the mastery of recognized professional standards and/or the achievement of specific licensure credentials but whose lives demand convenience. Our specializations in K–12 education deliver the practical skills needed to be more successful in today's diverse schools. In addition, two of Capella's K–12 specializations, Reading and Literacy and Leadership in Educational Administration, are state-approved, a common precondition for educational licensure.

Our specialization in Professional Studies in Education offers learners the opportunity to customize their studies to meet profession-related requirements beyond the bachelor's degree. The specialization 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.

Harry McLenighan, EdD
Dean

About the School of Education

School 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) in Education

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

Education Specialist (EdS)

The School of Education's Education Specialist degree serves learners seeking a post-master's graduate experience that emphasizes both practice and scholarship. The EdS degree assists practitioners by moving them toward the scholarly focus of the doctoral experience.

Master of Science (MS) in Education

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

Certificates

The School of Education's certificate programs provide 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 Acknowledgement and 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

For K–12 Professionals	Degrees and Certificates
Curriculum and Instruction	PhD, EdS, MS
Early Childhood Education[1]	MS
K–12 Studies in Education	PhD, MS
Leadership in Educational Administration	PhD, EdS, MS
Reading and Literacy	MS
Special Education Leadership	PhD

For Higher Education and Training Professionals	Degrees and Certificates
College Teaching	Post-Master's Certificate
Enrollment Management	MS, Post-Master's Certificate
Instructional Design for Online Learning	PhD, MS
Leadership for Higher Education	PhD, MS
Postsecondary and Adult Education	PhD, MS
Professional Studies in Education	PhD, MS
Training and Performance Improvement	PhD, MS

[1] Review of this specialization is pending in OH.

School of Education Degree Programs and Specializations

Doctor of Philosophy (PhD) in Education 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.

This requirement does not apply to learners matriculating into the doctoral program in Leadership in Educational Administration after having completed the Leadership in Educational Administration Post-Master's Certificate at Capella.

Curriculum and Instruction

Learners in the doctoral Curriculum and Instruction specialization develop and demonstrate the research-based knowledge, skills, and attitudes necessary for effective classroom, building, and district-level leadership in curriculum and instruction. The specialization is designed for teachers and administrators interested in leadership careers as building or district-level administrators, or as teacher-leaders guiding curriculum and instructional improvement initiatives supported by current theory and research in curriculum design, instructional models, and assessment strategies focused on increasing student achievement. Learners participate in course discussions and activities that provide practical experiences and projects that demonstrate innovative and timely theory, research, and practice.

Residency Requirement(s):

Three one-week residential colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Seventeen Required Courses　　72 quarter credits

Core courses:

ED8007	Leading Innovation
ED8113	Advanced Study in Research Methods
ED8119 *	Advanced Practicum in Research Design

Specialization courses:

ED7541	Teacher Supervision and Evaluation
ED7820	Principles of Educational Administration
ED7106	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
ED7822	The Funding of Educational Institutions
ED7823	Education and the Law
ED9919 *	Doctoral Comprehensive Examination
ED9920 *	Dissertation Courseroom (non-credit)
ED9921 *	Dissertation Research 1 (5 quarter credits)
ED9922 *	Dissertation Research 2 (5 quarter credits)
ED9923 *	Dissertation Research 3 (5 quarter credits)
ED9924 *	Dissertation Research 4 (5 quarter credits)

Twelve Elective Courses　　48 quarter credits

Recommended elective courses:

ED5501	Assessment and Improvement of Instruction
ED5500	Standards-Based Curriculum, Instruction, and Assessment
ED5504	Strategies for Eliminating the Achievement Gap
ED7537	Emerging Technology and Multimedia for Curriculum and Instruction
ED7538	Curriculum and Instruction: Program Evaluation
ED7700	Learning Theory and the Educational Process
ED7701	Educational Philosophy and Change
ED7711	Course Design and Development
ED7107	Teaching and Learning with Diverse Populations
ED8111	The Historical and Social Foundations of Education
ED8812	The Governance of Educational Institutions
ED7310	Evaluating the Effectiveness of the Educational Process
ED8100	The Future of Educational Institutions: Topics and Trends
ED7818	The Future of Teaching and Learning: Issues for the Educational Leader
HS5334	Ethnic and Cultural Awareness
ED8115 *	Advanced Quantitative Research Methods
ED8117 *	Advanced Qualitative Research Methods

OR

Choose any graduate course(s).

Total　　120 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

K–12 Studies in Education

The doctoral K–12 Studies in Education specialization 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 colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Fifteen Required Courses　　64 quarter credits

Core courses:

ED8007	Leading Innovation
ED8113	Advanced Study in Research Methods
ED8515	Advanced Action Research for Teacher-Leaders
ED8119 *	Advanced Practicum in Research Design

Specialization courses:

ED8111	The Historical and Social Foundations of Education
ED7310	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
ED8100	The Future of Educational Institutions: Topics and Trends
ED9919 *	Doctoral Comprehensive Examination
ED9920 *	Dissertation Courseroom (non-credit)
ED9921 *	Dissertation Research 1 (5 quarter credits)
ED9922 *	Dissertation Research 2 (5 quarter credits)
ED9923 *	Dissertation Research 3 (5 quarter credits)
ED9924 *	Dissertation Research 4 (5 quarter credits)

Fourteen Elective Courses　　56 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

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

School of Education Degree Programs and Specializations, *continued*

PhD in Education Specializations, continued

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)
ED8115 *	Advanced Quantitative Research Methods
ED8117 *	Advanced Qualitative Research Methods *OR*

Choose any graduate course(s).

Total	**120 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Leadership in Educational Administration

Learners in the doctoral Leadership in Educational Administration specialization 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 colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Eighteen Required Courses	**76 quarter credits**

Core courses:

ED8007	Leading Innovation
ED8113	Advanced Study in Research Methods
ED8119 *	Advanced Practicum in Research Design

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
ED7820	Principles of Educational Administration
ED7822	The Funding of Educational Institutions
ED7823	Education and the Law

ED7853	Elementary School Administration *OR*
ED7854	Secondary School Administration
ED9919 *	Doctoral Comprehensive Examination
ED9920 *	Dissertation Courseroom (non-credit)
ED9921 *	Dissertation Research 1 (5 quarter credits)
ED9922 *	Dissertation Research 2 (5 quarter credits)
ED9923 *	Dissertation Research 3 (5 quarter credits)
ED9924 *	Dissertation Research 4 (5 quarter credits)

In addition, 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

Eleven Elective Courses	**44 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
ED8812	The Governance of Educational Institutions
ED7310	Evaluating the Effectiveness of the Educational Process
ED8100	The Future of Educational Institutions: Topics and Trends
ED7818	The Future of Teaching and Learning: Issues for the Educational Leader
ED7106	Curriculum Development
ED7857	Personnel Administration
ED8115 *	Advanced Quantitative Research Methods
ED8117 *	Advanced Qualitative Research Methods
HS5334	Ethnic and Cultural Awareness *OR*

Choose any graduate course(s).

Total	**120 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

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. Completing and submitting the pre-assessment form is also part of the application process.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary. It is learners' responsibility to understand and comply with requirements for their state.

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

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.

Learners seeking endorsement for Minnesota superintendency must take ED8910. Learners seeking endorsement for the Minnesota principalship must take ED8911.

Learners seeking licensure in Arizona 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.

Prior to enrollment, Washington state learners are advised to contact the Office of the Superintendent of Public Instruction at 360.725.6320 or profed@k12.wa.us to determine teacher certification or endorsement requirements, and contact their school district regarding qualifications for salary advancement.

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

School of Education Degree Programs and Specializations, *continued*

PhD in Education Specializations, continued

Special Education Leadership

The doctoral Special Education Leadership specialization focuses on K–12 special education leadership skills, including knowledge of laws and regulations, curriculum and instruction, financial resources, and community and family collaboration. Applicants must hold a master's degree in education and a certification or license in special education. The course work, internship, and residential colloquia competencies are based on Interstate School Leaders Licensure Consortium (ISLLC) national standards. Upon successful completion of this specialization, learners are prepared to pursue leadership roles at the school, district, state, or higher education levels.

Residency Requirement(s):

Three one-week residential colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Nineteen Required Courses   76 quarter credits

Core courses:

ED8007	Leading Innovation
ED8113	Advanced Study in Research Methods
ED8119 *	Advanced Practicum in Research Design

Specialization courses:

ED7820	Principles of Educational Administration
ED7822	The Funding of Educational Institutions
ED7823	Education and the Law
ED7106	Curriculum Development
ED7541	Teacher Supervision and Evaluation
ED7545	Special Education Administration
ED7550 *	Leadership for Director of Special Education
ED7551 *	Special Education Curriculum and Instructional Strategies
ED7552 *	Special Education Law and Finance
ED9919 *	Doctoral Comprehensive Examination
ED9920 *	Dissertation Courseroom (non-credit)
ED9921 *	Dissertation Research 1 (5 quarter credits)
ED9922 *	Dissertation Research 2 (5 quarter credits)
ED9923 *	Dissertation Research 3 (5 quarter credits)
ED9924 *	Dissertation Research 4 (5 quarter credits)
ED7554	Internship for Director of Special Education I (2 quarter credits plus 160 hours field experience)
ED7555	Internship for Director of Special Education II (2 quarter credits plus 160 hours field experience)

Eleven Elective Courses   44 quarter credits

Recommended elective courses:

ED7542	The Politics of Pre-K–12 Education
ED7543	The Superintendency
ED7544	Introduction to School Business Administration
ED7901	Internship in Educational Administration I
ED7902 *	Internship in Educational Administration II
ED7903	Internship in the Superintendency I
ED7904 *	Internship in the Superintendency II
ED8812	The Governance of Educational Institutions
ED7310	Evaluating the Effectiveness of the Educational Process
ED8100	The Future of Educational Institutions: Topics and Trends
ED7818	The Future of Teaching and Learning: Issues for the Educational Leader
ED7853	Elementary School Administration
ED7854	Secondary School Administration
ED8111	The Historical and Social Foundations of Education
ED8115 *	Advanced Quantitative Research Methods
ED8117 *	Advanced Qualitative Research Methods
ED8910	The Minnesota Superintendency
ED8911	The Minnesota K–12 Principalship
Total	**120 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Admission to the Special Education Leadership 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. Completing and submitting the pre-assessment form is also part of the application process.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary. It is learners' responsibility to understand and comply with requirements for their state.

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

Prior to enrollment, Washington state learners are advised to contact the Office of the Superintendent of Public Instruction at 360.725.6320 or profed@k12.wa.us to determine teacher certification or endorsement requirements, and contact their school district regarding qualifications for salary advancement.

Instructional Design for Online Learning

The doctoral Instructional Design for Online Learning specialization 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 colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Eighteen Required Courses   76 quarter credits

Core courses:

ED8002	Foundations of Theory and Practice in Doctoral Studies
ED8113	Advanced Study in Research Methods
ED8119 *	Advanced Practicum in Research Design

Specialization courses:

ED8100	The Future of Educational Institutions: Topics and Trends **OR**
ED8111	The Historical and Social Foundations of Education
ED5802	Principles of Instructional Design
ED5806	Designing Online Instruction
ED7624 *	Theories of Learning and Instruction
ED7620 *	Theoretical Basis of Instructional Design
ED8810 *	Ethics and Social Responsibility in Distance Education
ED7496 *	Advanced Instructional Design
ED7504 *	Leadership for Instructional Design
ED9919 *	Doctoral Comprehensive Examination
ED9920 *	Dissertation Courseroom (non-credit)
ED9921 *	Dissertation Research 1 (5 quarter credits)
ED9922 *	Dissertation Research 2 (5 quarter credits)
ED9923 *	Dissertation Research 3 (5 quarter credits)
ED9924 *	Dissertation Research 4 (5 quarter credits)

In addition, choose two from the following courses:

ED5804	The Delivery of Distance Education
ED7814	Interface Design
ED7503	Instructional Media Tools
ED5810	Project Management for e-Learning Development
ED7505 *	Evaluation and Assessment of Instructional Design

Eleven Elective Courses   44 quarter credits

Recommended elective courses:

ED7006	Research and Writing for Graduate Learners
ED7007 *	Focused Research and Writing for Graduate Learners
ED7008	Developing Voice and Style in Academic and Professional Writing

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

School of Education Degree Programs and Specializations, *continued*

PhD in Education Specializations, continued

ED7212	Administration and Leadership of Distance Education Programs
ED5312	Strategies for Building Online Learning Communities
ED7673	The Future of Corporate and Technical Training: Issues and Trends
ED7631	Introduction to Training and Performance Systems
ED7641	Needs Assessment: Models and Procedures
ED7672	Delivery Systems for Training and Performance Improvement
ED7830	Coaching for High Performance
ED8115 *	Advanced Quantitative Research Methods **OR**
ED8117 *	Advanced Qualitative Research Methods

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

ED7495	Research Strategies and Methodologies for Online Learning
ED6892 *	Storyboarding for Instructional Design
ED6893 *	Needs Analysis for Instructional Design
ED5313	Curriculum Development for Online Learning
ED6895 *	Internship for Instructional Design for Online Learning
ED8895	Special Topics in Instructional Design for Online Learning **OR**

Choose any graduate course(s).

Total   **120 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Leadership for Higher Education

Learners in the doctoral Leadership for Higher Education specialization 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 colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Eighteen Required Courses   **76 quarter credits**

Core courses:

ED8002	Foundations of Theory and Practice in Doctoral Studies
ED8113	Advanced Study in Research Methods
ED8119 *	Advanced Practicum in Research Design

Specialization courses:

ED7540	Leadership in Higher Education
ED7546	Human Resources in Higher Education
ED7547	Assessment in Higher Education
ED7818	The Future of Teaching and Learning: Issues for the Educational Leader
ED7106	Curriculum Development
ED7834	Higher Education and the Law
ED7837	Funding and Managing Education Enterprises
ED7840	The Politics of Higher Education
ED7841	The History of Higher Education
ED7855	Higher Education Administration
ED9919 *	Doctoral Comprehensive Examination
ED9920 *	Dissertation Courseroom (non-credit)
ED9921 *	Dissertation Research 1 (5 quarter credits)
ED9922 *	Dissertation Research 2 (5 quarter credits)
ED9923 *	Dissertation Research 3 (5 quarter credits)
ED9924 *	Dissertation Research 4 (5 quarter credits)

Eleven Elective Courses   **44 quarter credits**

Recommended elective courses:

ED7212	Administration and Leadership of Distance Education Programs
ED7703	Student Development Challenges and Successes
ED7713	Student Advising and Retention
ED7800	Grant Writing for Higher Education
ED8111	The Historical and Social Foundations of Education
ED8115 *	Advanced Quantitative Research Methods
ED8117 *	Advanced Qualitative Research Methods **OR**

Choose any graduate course(s).

Total   **120 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Postsecondary and Adult Education

The doctoral Postsecondary and Adult Education specialization 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. It 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 colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Fourteen Required Courses   **60 quarter credits**

Core courses:

ED8002	Foundations of Theory and Practice in Doctoral Studies
ED8113	Advanced Study in Research Methods
ED8119 *	Advanced Practicum in Research Design

Specialization courses:

ED7701	Educational Philosophy and Change
ED8100	The Future of Educational Institutions: Topics and Trends
ED7590	Critical Thinking in Adult Education
ED7310	Evaluating the Effectiveness of the Educational Process
ED7311	Theory and Methods of Educating Adults
ED7107	Teaching and Learning with Diverse Populations
ED9919 *	Doctoral Comprehensive Examination
ED9920 *	Dissertation Courseroom (non-credit)
ED9921 *	Dissertation Research 1 (5 quarter credits)
ED9922 *	Dissertation Research 2 (5 quarter credits)
ED9923 *	Dissertation Research 3 (5 quarter credits)
ED9924 *	Dissertation Research 4 (5 quarter credits)

Fifteen Elective Courses   **60 quarter credits**

Recommended elective courses:

ED7580	Theory and Development of Multiple Intelligences
ED7690	Critical Skills for Facilitating Online Learning
ED5312	Strategies for Building Online Learning Communities
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

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

School of Education Degree Programs and Specializations, *continued*

PhD in Education Specializations, continued

ED8111	The Historical and Social Foundations of Education
ED7800	Grant Writing for Higher Education
ED5310	Intellectual Development and Learning Styles Across the Lifespan
ED5311	The Collaborative Nature of Adult Education
ED8115 *	Advanced Quantitative Research Methods
ED8117 *	Advanced Qualitative Research Methods
ED8444	Higher Education Curriculum Development and Teaching Strategies
ED8600	Effective Online Course Design, Delivery, Facilitation, and Assessment ***OR***

Choose any graduate course(s).

Total   **120 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Professional Studies in Education

The doctoral Professional Studies in Education specialization 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 specialization whether they want to remain in their current profession or be prepared to change professions. The Professional Studies in Education 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 colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Twelve Required Courses   **52 quarter credits**
Core courses:

ED8002	Foundations of Theory and Practice in Doctoral Studies
ED8113	Advanced Study in Research Methods
ED8119 *	Advanced Practicum in Research Design

Specialization courses:

ED7701	Educational Philosophy and Change
ED8100	The Future of Educational Institutions: Topics and Trends
ED8222	Professionalism in the 21st Century
ED7700	Learning Theory and the Educational Process ***OR***
ED7311	Theory and Methods of Educating Adults
ED9919 *	Doctoral Comprehensive Examination
ED9920 *	Dissertation Courseroom (non-credit)
ED9921 *	Dissertation Research 1 (5 quarter credits)
ED9922 *	Dissertation Research 2 (5 quarter credits)
ED9923 *	Dissertation Research 3 (5 quarter credits)
ED9924 *	Dissertation Research 4 (5 quarter credits)

Seventeen Elective Courses   **68 quarter credits**
Recommended elective courses:

ED8115 *	Advanced Quantitative Research Methods
ED8117 *	Advanced Qualitative Research Methods ***OR***

Choose any graduate course(s).

Total   **120 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Training and Performance Improvement

The doctoral Training and Performance Improvement specialization 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 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 American Society for Training & Development's (ASTD) Human Performance Improvement model.

Residency Requirement(s):

Three one-week residential colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Eighteen Required Courses   **76 quarter credits**
Core courses:

ED8002	Foundations of Theory and Practice in Doctoral Studies
ED8113	Advanced Study in Research Methods
ED8119 *	Advanced Practicum in Research Design

Specialization courses:

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
ED7675	Return on Investment in Training and Performance Improvement
ED7679	Survey of Human Resource Development Research
ED9919 *	Doctoral Comprehensive Examination
ED9920 *	Dissertation Courseroom (non-credit)
ED9921 *	Dissertation Research 1 (5 quarter credits)
ED9922 *	Dissertation Research 2 (5 quarter credits)
ED9923 *	Dissertation Research 3 (5 quarter credits)
ED9924 *	Dissertation Research 4 (5 quarter credits)

In addition, choose three from the following courses:

ED7830	Coaching for High Performance
ED7391	International Aspects of Adult Education
ED5802	Principles of Instructional Design
ED5804	The Delivery of Distance Education
ED7673	The Future of Corporate and Technical Training: Issues and Trends
ED8111	The Historical and Social Foundations of Education

Eleven Elective Courses   **44 quarter credits**
Recommended elective courses:

ED8115 *	Advanced Quantitative Research Methods
ED8117 *	Advanced Qualitative Research Methods ***OR***

Choose any graduate course(s).

Total   **120 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

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

School of Education Degree Programs and Specializations, *continued*

Education Specialist (EdS) Specializations

Curriculum and Instruction

The Education Specialist (EdS) with a specialization in Curriculum and Instruction helps learners develop and demonstrate the research-based knowledge, skills, and attitudes necessary for effective classroom, school, and district-level leadership in curriculum and instruction. Learners study theory, practice and assessment, reflection, collaboration, and leadership, and gain the practical experience needed to foster and guide improvement initiatives at the local and district levels. The Curriculum and Instruction specialization is designed around national standards and is for educators and administrators who have completed a master's degree and are interested in pursuing leadership careers such as school or district-level administrator, director of assessment, director of instruction, district curriculum director, curriculum specialist, or educator-leaders guiding curriculum and instructional improvement initiatives to increase student achievement.

Equivalent course work taken as part of the EdS program may be applied to degree requirements for a Capella PhD.

Residency Requirement(s):

Two one-week residential colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Twelve Required Courses   48 quarter credits

Core courses:

ED8007	Leading Innovation
ED8113	Advanced Study in Research Methods

Specialization courses:

ED7541	Teacher Supervision and Evaluation
ED8111	The Historical and Social Foundations of Education
ED7822	The Funding of Educational Institutions
ED7106	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
ED8538	Advanced Curriculum and Instruction: Program Evaluation
ED8539 *	Curriculum and Instruction: Research for Decisions
ED8119 *	Advanced Practicum in Research Design
Total	**48 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Leadership in Educational Administration

The Education Specialist (EdS) with a specialization in Leadership in Educational Administration prepares learners who have already completed a master's degree to pursue roles in K–12 administration. Learners who successfully complete the course work, internship, and residential colloquia gain competencies that reflect Interstate School Leaders Licensure Consortium (ISLLC) standards. The specialization is designed to prepare learners to seek licensure in their state and pursue roles such as principal, superintendent, or director of curriculum and instruction. Topics addressed in the Leadership in Educational Administration specialization include effective management; collaboration with stakeholders such as the community, families, and staff; and developing a shared vision of learning.

Equivalent course work taken as part of the EdS program may be applied to degree requirements for a Capella PhD.

Residency Requirement(s):

Two one-week residential colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Twelve Required Courses   48 quarter credits

Core courses:

ED8007	Leading Innovation
ED8113	Advanced Study in Research Methods

Specialization courses:

ED7820	Principles of Educational Administration
ED7822	The Funding of Educational Institutions
ED7823	Education and the Law
ED7545	Special Education Administration
ED8111	The Historical and Social Foundations of Education
ED7541	Teacher Supervision and Evaluation
ED8119 *	Advanced Practicum in Research Design

For learners seeking
principal licensure: 12 quarter credits

ED7853	Elementary School Administration *OR*
ED7854	Secondary School Administration *OR*
ED8911	The Minnesota K–12 Principalship
ED7901	Internship in Educational Administration I
ED7902 *	Internship in Educational Administration II

For learners seeking
superintendent licensure: 12 quarter credits

ED7543	The Superintendency *OR*
ED8910	The Minnesota Superintendency
ED7903	Internship in the Superintendency I
ED7904 *	Internship in the Superintendency II
Total	**48 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

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. Completing and submitting the pre-assessment form is also part of the application process.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary. It is learners' responsibility to understand and comply with requirements for their state.

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

In Minnesota, learners who wish to add endorsements to an existing license must complete additional field work. To expand an elementary or secondary license to K–12, learners must 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 seeking licensure in Arizona 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.

Prior to enrollment, Washington state learners are advised to contact the Office of the Superintendent of Public Instruction at 360.725.6320 or profed@k12.wa.us to determine teacher certification or endorsement requirements, and contact their school district regarding qualifications for salary advancement.

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

School of Education Degree Programs and Specializations, *continued*

Master of Science (MS) in Education Specializations

Curriculum and Instruction

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

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:

ED7537	Emerging Technology and Multimedia for Curriculum and Instruction
ED7538	Curriculum and Instruction: Program Evaluation
ED5536	Applying Research to the Improvement of Curriculum and Instruction
	OR

Choose any graduate course(s).

Total   **48 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Admission to the Curriculum and Instruction specialization requires learners to complete and submit the Capella University School of Education Certification of Licensed Teaching form located at www.capella.edu/aspscripts/schools/TeacherLicensure.pdf.

Early Childhood Education

The Early Childhood Education specialization offers master's learners the opportunity to expand their knowledge and improve their teaching skills and ability to help young children learn. This specialization prepares learners for professional instructional roles in the field of early childhood education through relevant learning experiences that incorporate personal knowledge, critical dialogue with peers, faculty expertise, research-based curriculum, and interdisciplinary instruction. Learners evaluate early childhood education theory, research, and curriculum, and examine the learning styles of young children, the educational needs of exceptional children, and the role of family relationships in childhood education.

The curriculum reflects nationally recognized standards, including the National Board of Professional Teaching Standards (NBPTS).

Ten Required Courses   **45 quarter credits**

Core courses:

ED5007	Foundations of Educational Leadership (6 quarter credits)
ED5500	Standards-Based Curriculum, Instruction, and Assessment
ED5501	Assessment and Improvement of Instruction
ED5503	Classroom Management Strategies
ED5504	Strategies for Eliminating the Achievement Gap
ED5006	Survey of Research Methodology

Specialization courses:

PSY7220	Child Psychology (5 quarter credits)
ED5410 *	The Early Childhood Learning Environment
ED5430 *	Children, Families, and Society
ED5450 *	Practicum in Early Childhood Education (6 quarter credits)

One Elective Course   **4 quarter credits**

Recommended elective courses:

ED5002	Foundations of Theory and Practice in Master's Studies
ED5420 *	Exceptional Children in the Early Childhood Setting
ED5560	Human Relations in Teaching and Learning (recommended for learners seeking Minnesota licensure)
ED5514	Educational Leadership for Teacher-Leaders (recommended for learners seeking supervisory positions in the profession)
	OR

Choose any graduate course(s).

Total   **49 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Review of this specialization is pending in OH.

Admission to the Early Childhood Education specialization requires learners to complete and submit the Capella University School of Education Certification of Licensed Teaching form located at www.capella.edu/aspscripts/schools/TeacherLicensure.pdf.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary. It is learners' responsibility to understand and comply with requirements for their state.

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

Prior to enrollment, Washington state learners are advised to contact the Office of the Superintendent of Public Instruction at 360.725.6320 or profed@k12.wa.us to determine teacher certification or endorsement requirements, and contact their school district regarding qualifications for salary advancement.

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

School of Education Degree Programs and Specializations, *continued*

MS in Education Specializations, continued

K–12 Studies in Education

Learners in the master's K–12 Studies in Education specialization demonstrate the research-based knowledge, skills, and attitudes of exceptional elementary and secondary classroom teachers. The curriculum reflects 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)
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
ED5006	Survey of Research Methodology

Specialization courses:

ED5543 *	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 from the following courses:

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

+ For learners without classroom access.

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Admission to the K–12 Studies in Education specialization requires learners to complete and submit the Capella University School of Education Certification of Licensed Teaching form located at www.capella.edu/aspscripts/schools/TeacherLicensure.pdf.

Prior to enrollment, Washington state learners are advised to contact the Office of the Superintendent of Public Instruction at 360.725.6320 or profed@k12.wa.us to determine teacher certification or endorsement requirements, and contact their school district regarding qualifications for salary advancement.

Leadership in Educational Administration

Learners in the master's Leadership in Educational Administration specialization develop the skills, knowledge, and attitudes necessary to successfully meet the rigors and enjoy the rewards of twenty-first century elementary and secondary principalship. Learners who successfully complete this specialization are prepared to meet nationally recognized leadership standards, such as those of the Interstate School Leaders Licensure Consortium (ISLLC), and to have a profound, positive impact on student achievement. This results-oriented specialization 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:

ED7820	Principles of Educational Administration
ED7822	The Funding of Educational Institutions
ED7823	Education and the Law
ED5006	Survey of Research Methodology
ED7853	Elementary School Administration *OR*
ED7854	Secondary School Administration
ED5900 *	Master's Internship in Leadership in Educational Administration (6 quarter credits)

Total   48 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

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.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary. It is learners' responsibility to understand and comply with requirements for their state.

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 ED7853 or ED7854 or both courses.

Learners seeking licensure in Arizona 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.

Prior to enrollment, Washington state learners are advised to contact the Office of the Superintendent of Public Instruction at 360.725.6320 or profed@k12.wa.us to determine teacher certification or endorsement requirements, and contact their school district regarding qualifications for salary advancement.

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

School of Education Degree Programs and Specializations, *continued*

MS in Education Specializations, continued

Reading and Literacy

The master's specialization in Reading and Literacy provides reading classroom teachers the opportunity to gain research-based knowledge, skills, and attitudes necessary for effective K–12 classroom reading and literacy instruction. Learners study theory, practice and assessment, reflection, and collaboration, and complete onsite clinical experiences and classroom observations in K–12 educational settings. The competencies taught in the course work and field experiences reflect state and national standards. The Reading and Literacy specialization is state-approved by the Minnesota Board of Teaching using the Standards of Effective Practice and the Teachers of Reading standards.

Twelve Required Courses **47 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
ED5006	Survey of Research Methodology

Specialization courses:

ED5551	Developing Fluent Readers (3 quarter credits)
ED5552	Teaching Comprehension Strategies (3 quarter credits)
ED5553	Assessment-Based Reading Instruction (3 quarter credits)
ED5554	Sociocultural Context of Reading Instruction (3 quarter credits)
ED5555	Foundational Theories in Reading Instruction (3 quarter credits)
ED5559	Reading and Literacy Capstone
Total	**47 quarter credits**

Admission to the Reading and Literacy specialization requires learners to complete and submit the Capella University School of Education Certification of Licensed Teaching form located at www.capella.edu/aspscripts/schools/TeacherLicensure.pdf.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary. It is learners' responsibility to understand and comply with requirements for their state.

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 Minnesota Teacher(s) of Reading endorsement upon completion of the MS in Education specialization in Reading and Literacy must document having completed a minimum of 25 percent of their clinical field work experiences at the elementary level (grades 1–6), the middle level (grades 5–8), and secondary level (grades 9–12). Access to active educational settings is required for all reading and literacy course work.

Applicants in Kentucky and Wisconsin are advised that the Reading and Literacy specialization is not pre-approved for specialist endorsement/licensure and 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.

Prior to enrollment, Washington state learners are advised to contact the Office of the Superintendent of Public Instruction at 360.725.6320 or profed@k12.wa.us to determine teacher certification or endorsement requirements, and contact their school district regarding qualifications for salary advancement.

Enrollment Management

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.

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.

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 **32 quarter credits**

Core courses:

ED5002	Foundations of Theory and Practice in Master's Studies
ED5006	Survey of Research Methodology

Specialization courses:

ED7601	Higher Education Enrollment Management
ED7603	Effective Retention in Higher Education
ED7605	Technology Applications to Enrollment Management
ED7607	Financial Assistance and Enrollment Management
ED7609	Enrollment Management Communications and Marketing Strategies and Issues
ED7611 *	Strategic Enrollment Management Planning

Four Elective Courses **16 quarter credits**

Recommended elective courses:

ED7703	Student Development, Challenges, and Successes
ED7841	The History of Higher Education
ED7540	Leadership in Higher Education
ED7855	Higher Education Administration
ED7840	The Politics of Higher Education
ED7837	Funding and Managing Education Enterprises
	OR

Choose any graduate course(s).

Total	**48 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

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

School of Education Degree Programs and Specializations, *continued*

MS in Education Specializations, continued

Instructional Design for Online Learning

The master's Instructional Design for Online Learning specialization 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   40 quarter credits

Core courses:

ED5002	Foundations of Theory and Practice in Master's Studies
ED5006	Survey of Research Methodology

Specialization courses:

ED5802	Principles of Instructional Design
ED8100	The Future of Educational Institutions: Topics and Trends **OR**
ED8111	The Historical and Social Foundations of Education
ED5990 *	Integrative Project

In addition, choose five from the following courses:

ED5810	Project Management for e-Learning Development
ED5804	The Delivery of Distance Education
ED5806	Designing Online Instruction
ED7212	Administration and Leadership of Distance Education Programs
ED7814	Interface Design
ED7503	Instructional Media Tools
ED7505 *	Evaluation and Assessment of Instructional Design
ED6895 *	Internship for Instructional Design for Online Learning

Two Elective Courses   8 quarter credits

Recommended elective courses:

ED7700	Learning Theory and the Educational Process
ED7311	Theory and Methods of Educating Adults **OR**

Choose any graduate course(s).

Total   48 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Leadership for Higher Education

The master's Leadership for Higher Education specialization 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   44 quarter credits

Core courses:

ED5002	Foundations of Theory and Practice in Master's Studies
ED5006	Survey of Research Methodology

Specialization courses:

ED7212	Administration and Leadership of Distance Education Programs
ED7540	Leadership in Higher Education
ED7547	Assessment in Higher Education
ED7834	Higher Education and the Law
ED7837	Funding and Managing Education Enterprises
ED7840	The Politics of Higher Education
ED7841	The History of Higher Education
ED7855	Higher Education Administration
ED5990 *	Integrative Project

One Elective Course   4 quarter credits

Recommended elective courses:

ED5312	Strategies for Building Online Learning Communities
ED7703	Student Development, Challenges, and Successes
ED7713	Student Advising and Retention
ED7800	Grant Writing for Higher Education
ED8111	The Historical and Social Foundations of Education
ED7818	The Future of Teaching and Learning: Issues for the Educational Leader
ED7106	Curriculum Development
ED7546	Human Resources in Higher Education **OR**

Choose any graduate course(s).

Total   48 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Postsecondary and Adult Education

The master's Postsecondary and Adult Education specialization 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   40 quarter credits

Core courses:

ED5002	Foundations of Theory and Practice in Master's Studies
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
ED7311	Theory and Methods of Educating Adults
ED5990 *	Integrative Project

In addition, choose three from the following courses:

ED7590	Critical Thinking in Adult Education
ED7310	Evaluating the Effectiveness of the Educational Process
ED5310	Intellectual Development and Learning Styles Across the Lifespan
ED5311	The Collaborative Nature of Adult Education
ED7107	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
ED5312	Strategies for Building Online Learning Communities
ED7703	Student Development, Challenges, and Successes
ED7711	Course Design and Development
ED7713	Student Advising and Retention
ED7716	Faculty Leadership
ED8100	The Future of Educational Institutions: Topics and Trends
ED8444	Higher Education Curriculum Development and Teaching Strategies
ED8600	Effective Online Course Design, Delivery, Facilitation, and Assessment **OR**

Choose any graduate course(s).

Total   48 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

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

School of Education Degree Programs and Specializations, *continued*

MS in Education Specializations, continued

Professional Studies in Education

The master's Professional Studies in Education specialization 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 specialization whether they want to remain in their current profession or be prepared to change professions. The Professional Studies in Education 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　　　**28 quarter credits**
Core courses:

ED5002	Foundations of Theory and Practice in Master's Studies
ED5006	Survey of Research Methodology

Specialization courses (suggested sequence):

ED7701	Educational Philosophy and Change
ED8111	The Historical and Social Foundations of Education
ED7310	Evaluating the Effectiveness of the Educational Process **OR**
ED7712	Classroom Assessment in Education
ED7700	Learning Theory and the Educational Process **OR**
ED7311	Theory and Methods of Educating Adults
ED5990 *	Integrative Project

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

Total　　　**48 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Training and Performance Improvement

The master's Training and Performance Improvement specialization is intended for professionals in roles that include training specialists, career counselors, instructional designers, sales trainers, adult educators, and performance improvement consultants. Through courses 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 helps learners clarify and define their career purpose and professional strengths. Frequent interactions with experienced faculty and peer professionals deepen learners' grasp of recognized theory and best practices while preparing them for more challenging job responsibilities. The curriculum is based on the American Society for Training & Development's (ASTD) Human Performance Improvement model.

Ten Required Courses　　　**40 quarter credits**
Core courses:

ED5002	Foundations of Theory and Practice in Master's Studies
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
ED7675	Return on Investment in Training and Performance Improvement
ED5990 *	Integrative Project

In addition, choose one from the following courses:

ED7679	Survey of Human Resource Development Research
ED5804	The Delivery of Distance Education
ED7673	The Future of Corporate and Technical Training: Issues and Trends
ED5310	Intellectual Development and Learning Styles Across the Lifespan
ED7830	Coaching for High Performance

Two Elective Courses　　　**8 quarter credits**
Choose any graduate course(s).

Total　　　**48 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Certificates

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 certificate 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. This certificate 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 in Education PhD specializations and are directly applicable to those degrees.

Residency Requirement(s):
One one-week residential colloquium session (Track I). See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Four Required Courses　　　**16 quarter credits**

ED5802	Principles of Instructional Design
ED7700	Learning Theory and the Educational Process
ED7712	Classroom Assessment in Education
ED8444	Higher Education Curriculum Development and Teaching Strategies **OR**
ED8600	Effective Online Course Design, Delivery, Facilitation, and Assessment

Total　　　**16 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

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

School of Education Degree Programs and Specializations, *continued*

Certificates, continued

Post-Master's Certificate in Enrollment Management

The Post-Master's Certificate in Enrollment Management provides higher education professionals with the skills required to be effective in areas such as admissions, financial aid, academic advising, support services, technology, and learning centers. Learners develop the investigative knowledge, abilities, and attributes necessary in the field of enrollment management in higher education. This certificate provides learners with marketing, strategic planning, technology, and regulations skills that help them lead the development of recruitment and retention plans. Learners who complete this certificate are prepared for positions such as vice president of enrollment management, director of admissions, director of academic advising, or registrar.

The Post-Master's Certificate in Enrollment Management is offered in association with Noel-Levitz, a nationally recognized consulting firm specializing in higher education recruitment and retention. Graduates of this program receive a Capella University certificate and a professional certificate in enrollment management issued by Noel-Levitz.

The courses in the Post-Master's Certificate in Enrollment Management articulate with the Leadership for Higher Education and Professional Studies in Education PhD specializations and are directly applicable to those degrees.

Residency Requirement(s):

One one-week residential colloquium session (Track I). See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Six Required Courses	24 quarter credits
ED7601	Higher Education Enrollment Management
ED7603	Effective Retention in Higher Education
ED7605	Technology Applications to Enrollment Management
ED7607	Financial Assistance and Enrollment Management
ED7609	Enrollment Management Communications and Marketing Strategies and Issues
ED7611 *	Strategic Enrollment Management Planning
Total	**24 quarter credits**

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

School of Human Services

Christopher Cassirer, ScD, MPH
Dean

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. It is vitally important that we instill the value of lifelong learning in our human services workforce to ensure people with advanced educational goals are continually gaining the knowledge and skills necessary to address increasingly complex human services issues.

The school provides graduate study in 14 specializations, including two CACREP-accredited counseling 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, health and health-related organizations, and families are complex. These challenges demand the attention and commitment of professionals who have achieved advanced graduate education in a health and human services-related specialization, and interdisciplinary skills. 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, and the needs of adult learners. Our philosophy of education is driven by a model of support for adult learners. Capella's learning environment is one that consistently strives to deliver a superior learning experience and learning outcomes that are professionally relevant, competency-based, and leading edge. 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 in a health and human services profession a reality.

Christopher Cassirer, ScD, MPH
Dean

About the School of Human Services

School 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 U.S. health and 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, educational, and health and health-related settings as leaders, teachers, or practitioners.

Degree Programs

Doctor of Philosophy (PhD) in Human Services

The Doctor of Philosophy in Human Services program utilizes the scholar-practitioner model to guide learners toward the acquisition and application of advanced theory and leadership competencies needed to affect social change. Doctoral-level course work prepares learners to conduct valid, reliable, and ethical human services research and to think critically and write effectively in the field of human services. Doctoral learners may pursue Human Services specializations in General Human Services, Counseling Studies, Health Care Administration, Management of Nonprofit Agencies, or Social and Community Services.

Doctor of Philosophy (PhD) in Public Safety

The Doctor of Philosophy in Public Safety program provides an in-depth examination of relevant theory and research common to the fields of law enforcement, criminal justice, corrections, probation and parole, fire services, emergency management, 9-1-1 emergency communications, Emergency Medical Services (EMS), and other protective and corporate security professions. The PhD in Public Safety focuses on leadership, emergency management and preparedness, homeland security and terrorism, and security management at the local, state, and national levels. Doctoral-level course work based on Capella's scholar-practitioner philosophy prepares learners to understand and apply public safety research and theory to pertinent issues in public safety settings. This program also prepares professionals to effectively assess and address the complex issues that surround managing and leading public safety and emergency services organizations in the post-9/11 environment.

Doctoral learners may pursue Public Safety specializations in Public Safety Leadership, Criminal Justice, and Emergency Management.

Master of Science (MS) in Human Services

The Master of Science in Human Services program prepares learners to assume leadership positions and influence social change as they build professional expertise. Capella seeks to deliver this program through a dynamic, interactive, and collaborative learning environment, and to gain insight from the diverse professional experiences brought to the program by its learners.

Master's learners may pursue Human Services specializations in General Human Services; Counseling Studies; Health Care Administration; Management of Nonprofit Agencies; Social and Community Services; Marital, Couple, and Family Counseling/Therapy; or Mental Health Counseling.

SPECIALIZATIONS OFFERED IN THE SCHOOL OF HUMAN SERVICES

Human Services Program	Degrees and Certificates
General Human Services	PhD, MS
Counseling Studies	PhD, MS
Health Care Administration	PhD, MS, Certificate
Management of Nonprofit Agencies	PhD, MS, Certificate
Social and Community Services	PhD, MS, Certificate
Gerontology[1]	MS
Marital, Couple, and Family Counseling/Therapy	MS
Mental Health Counseling	MS
School Counseling[1]	MS
Addictions Counseling	Certificate
Diversity Studies	Certificate
Marriage and Family Services	Certificate
Professional Counseling	Certificate

Public Health Program	Degrees and Certificates
Health Management and Policy	MS
Social and Behavioral Sciences	MS

Public Safety Program	Degrees and Certificates
Public Safety Leadership	PhD, MS
Criminal Justice	PhD, MS, Certificate
Emergency Management	PhD, MS

[1] **Review of this specialization is pending in OH.**

Master of Science (MS) in Public Health
The Master of Science in Public Health program focuses on preparing health professionals to protect and improve the health of communities and populations through research and education; promotion of healthy lifestyles and environments; prevention of injuries, disease, and epidemics; identification of environmental hazards; and disaster response. The program emphasizes the role of the public health professional in assessing health status; mitigating health disparities; analyzing the epidemiology of specific diseases; developing, implementing, and sustaining public health programs; managing administrative functions; conducting program evaluation and outcomes research; developing public-private partnerships to meet the health needs of diverse populations; and assuring the quality of public health services and products. Upon completion of the Public Health program, learners have gained knowledge and skills in health management, population-based research, and the community public health practice. Successful graduates are prepared to assume positions in government, private, or community-based public health organizations.

Master of Science (MS) in Public Safety
The Master of Science in Public Safety program provides focused explorations of topics and issues within the fields of public safety leadership, emergency management, or criminal justice in a range of public safety settings. The curriculum prepares learners to think critically when assessing and addressing the complex issues of managing and leading public safety and emergency services organizations in the post-9/11 environment. The MS Public Safety program, based on Capella's practitioner-scholar philosophy, focuses on leadership, emergency management and preparedness, homeland security and

terrorism, and security management at the local, state, and national levels. Successful graduates of this program are prepared for careers in law enforcement, criminal justice, corrections, probation and parole, fire services, emergency management, 9-1-1 emergency communications, Emergency Medical Services (EMS), and other protective and corporate security professions. Master's learners may pursue Public Safety specializations in Public Safety Leadership, Criminal Justice, and Emergency Management.

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 Acknowledgement and 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.

School of Human Services Degree Programs and Specializations

Doctor of Philosophy (PhD) in Human Services Specializations

General Human Services

The General Human Services doctoral specialization is designed for professionals in a wide range of human services and health care leadership roles. The core courses expose learners to the field's most relevant content, including adult development, diversity, ethics, and strategic planning. The specialization also integrates key content from today's changing health care industry and its considerable impact on the human services profession. The elective courses allow learners the flexibility to focus on a specific area of human services such as counseling, family therapy, criminal justice, or social services. This specialization prepares learners to teach, consult, conduct research, and contribute to a range of professions and disciplines.

Residency Requirement(s):

Three one-week residential colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Fifteen Required Courses	64 quarter credits
HS8002	Advanced Research in Adult Human Development and Behavior
HS8120	Families, Systems, and Health Care
HS8300	Diversity in the Workplace
HS8502	Health Care Strategic Planning and Management
HS8505	Ethics and Decision Making in Health Care
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
HS9919 *	Doctoral Comprehensive Examination
HS9920 *	Dissertation Courseroom (non-credit)
HS9921 *	Dissertation Research 1 (5 quarter credits)
HS9922 *	Dissertation Research 2 (5 quarter credits)
HS9923 *	Dissertation Research 3 (5 quarter credits)
HS9924 *	Dissertation Research 4 (5 quarter credits)

Fourteen Elective Courses	56 quarter credits

Choose any graduate course(s).

Total	120 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Counseling Studies

The Counseling Studies specialization offers doctoral preparation for human services professionals seeking career advancement within the counseling professions. The Counseling Studies specialization is ideal for licensed counseling professionals and learners seeking 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 colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Twenty-Two
Required Courses	92 quarter credits

Core courses:
HS8002	Advanced Research in Adult Human Development and Behavior
HS8731	Psychopathology: Assessment and Treatment
HS8739	Theories of Psychotherapy
HS8779	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:
HS8478	The Family in the Social Context
HS8501	Contemporary Issues in Counseling Studies
HS8725	Human Sexuality
HS8741	Group Counseling and Psychotherapy
HS8745	Grief and Bereavement Counseling
HS8754	Child and Adolescent Counseling
HS8758	Mental Health and Aging
HS8764	Contemporary Issues in Compulsive and Addictive Behavior Treatment
HS9919 *	Doctoral Comprehensive Examination
HS9920 *	Dissertation Courseroom (non-credit)
HS9921 *	Dissertation Research 1 (5 quarter credits)
HS9922 *	Dissertation Research 2 (5 quarter credits)
HS9923 *	Dissertation Research 3 (5 quarter credits)
HS9924 *	Dissertation Research 4 (5 quarter credits)

Seven Elective Courses	28 quarter credits

Choose any graduate course(s).

Total	120 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Health Care Administration

The Health Care Administration specialization 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 colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Twenty-Two
Required Courses	92 quarter credits

Core courses:
HS8002	Advanced Research in Adult Human Development and Behavior
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:
HS7500	Quality Improvement and Organizational Performance in Health Care
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
HS9919 *	Doctoral Comprehensive Examination
HS9920 *	Dissertation Courseroom (non-credit)
HS9921 *	Dissertation Research 1 (5 quarter credits)
HS9922 *	Dissertation Research 2 (5 quarter credits)
HS9923 *	Dissertation Research 3 (5 quarter credits)
HS9924 *	Dissertation Research 4 (5 quarter credits)

Seven Elective Courses	28 quarter credits

Choose any graduate course(s).

Total	120 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

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

School of Human Services Degree Programs and Specializations, *continued*

PhD in Human Services
Specializations, continued

Management of Nonprofit Agencies

The doctoral Management of Nonprofit Agencies specialization 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. Successful graduates of this specialization are prepared to assume leadership positions within nonprofit agencies, serve as consultants, and fulfill roles as educators.

Residency Requirement(s):

Three one-week residential colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Twenty-Three
Required Courses　　**96 quarter credits**

Core courses:

HS8002	Advanced Research in Adult Human Development and Behavior
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:

HS7501	Fundraising Strategies for Nonprofit Organizations
HS7502	Grant Proposal Development and Administration
HS8107	Marketing and Public Relations for Nonprofits
HS8108	Financial Analysis and Reporting for Nonprofit Executives
HS8109	Nonprofit Public Policy and Advocacy
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
HS8513	Role and Function of Boards and CEOs
HS8514	Management of Human Services Agencies

HS9919 *	Doctoral Comprehensive Examination
HS9920 *	Dissertation Courseroom (non-credit)
HS9921 *	Dissertation Research 1 (5 quarter credits)
HS9922 *	Dissertation Research 2 (5 quarter credits)
HS9923 *	Dissertation Research 3 (5 quarter credits)
HS9924 *	Dissertation Research 4 (5 quarter credits)

Six Elective Courses　　**24 quarter credits**
Choose any graduate course(s).

Total　　**120 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See **Course Renumbering,** pages 161–162, for a list of these courses and their former numbers.

Social and Community Services

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

Residency Requirement(s):

Three one-week residential colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Twenty-One
Required Courses　　**88 quarter credits**

Core courses:

HS8002	Advanced Research in Adult Human Development and Behavior
HS8300	Diversity in the Workplace
HS8415	Advanced Professional Scientific Ethics
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:

HS8103	Principles and Practices of Social Work
HS8413	Social Influences of Behavior
HS8447	Applied/Clinical Sociology
HS8453	Prevention and Causes of Child Abuse
HS8476	Methods of Family Research
HS8478	The Family in Social Context
HS8745	Grief and Bereavement Counseling
HS8764	Contemporary Issues in Compulsive and Addictive Behavior Treatment
HS9919 *	Doctoral Comprehensive Examination
HS9920 *	Dissertation Courseroom (non-credit)
HS9921 *	Dissertation Research 1 (5 quarter credits)
HS9922 *	Dissertation Research 2 (5 quarter credits)
HS9923 *	Dissertation Research 3 (5 quarter credits)
HS9924 *	Dissertation Research 4 (5 quarter credits)

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

Total　　**120 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See **Course Renumbering,** pages 161–162, for a list of these courses and their former numbers.

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

School of Human Services Degree Programs and Specializations, *continued*

Doctor of Philosophy (PhD) in Public Safety Specializations

Public Safety Leadership

The doctoral Public Safety Leadership specialization focuses on mid-level and executive leadership theory, organizational theory, and research relevant to leading a public safety organization in a complex, post-9/11 environment. Doctoral-level courses based on Capella's scholar-practitioner philosophy address relevant leadership and organizational theories and research common across the fields of law enforcement, criminal justice, corrections, probation and parole, fire services, emergency management, 9-1-1 emergency communications, Emergency Medical Services (EMS), and other protective and corporate security professions. Specific courses address principles of organizational theory, theories of leadership, organizational needs assessment, and grantsmanship. Successful completion of this specialization prepares doctoral learners for leadership or managerial careers in law enforcement, criminal justice, corrections, probation and parole, fire services, emergency management, 9-1-1 emergency communications, EMS, and other protective and corporate security professions.

Residency Requirement(s):

Three one-week residential colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Twenty-Two
Required Courses   **92 quarter credits**

Core courses:

PSF8002	Advanced Research in Public Safety Issues, Theories, and Concepts
PSF8301	Ethics and Social Responsibility
PSF8601	Contemporary Public Safety Leadership
PSF8602	Theories of Leadership
PSF8605	Race and Culture in American Society
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:

PSF8620	Principles of Organization Theory and Practice
PSF8621	Theories of Executive Human Resource Management
PSF8622	Needs Assessment: Models and Procedures
PSF8623	Legal Systems, Labor Relations, and Regulatory Practices
PSF8624	Designing Training and Performance Solutions
PSF8625	Grant Writing
PSF8626	Stress Management in Public Safety Organizations
HS9919 *	Doctoral Comprehensive Examination
HS9920 *	Dissertation Courseroom (non-credit)
HS9921 *	Dissertation Research 1 (5 quarter credits)
HS9922 *	Dissertation Research 2 (5 quarter credits)
HS9923 *	Dissertation Research 3 (5 quarter credits)
HS9924 *	Dissertation Research 4 (5 quarter credits)

Seven Elective Courses   **28 quarter credits**
Choose any graduate course(s).

Total   **120 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Criminal Justice

The doctoral Criminal Justice specialization prepares learners 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 Criminal Justice specialization provides learners with opportunities for advanced study and research in the field that support career advancement to academic, supervisory, or administrative levels. Graduates are prepared for leadership, research, and consulting positions that have a positive impact on criminal justice systems.

Residency Requirement(s):

Three one-week residential colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Twenty-Two
Required Courses   **92 quarter credits**

Core courses:

PSF8002	Advanced Research in Public Safety Issues, Theories, and Concepts
PSF8301	Ethics and Social Responsibility
PSF8601	Contemporary Public Safety Leadership
PSF8602	Theories of Leadership
PSF8605	Race and Culture in American Society
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:

PSF8350	Sociological Theories of Crime
PSF8354	Psychological and Biological Theories of Criminal Behavior
PSF8358	Law and Legal Foundations
PSF8362	Criminal Justice Policy Analysis
PSF8374	Current Research on Violent Behavior
PSF8376	Correlates of Crime
PSF8377	The Penal System: Its Role in the U.S. Society
HS9919 *	Doctoral Comprehensive Examination
HS9920 *	Dissertation Courseroom (non-credit)
HS9921 *	Dissertation Research 1 (5 quarter credits)
HS9922 *	Dissertation Research 2 (5 quarter credits)
HS9923 *	Dissertation Research 3 (5 quarter credits)
HS9924 *	Dissertation Research 4 (5 quarter credits)

Seven Elective Courses   **28 quarter credits**
Choose any graduate course(s).

Total   **120 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

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

School of Human Services Degree Programs and Specializations, *continued*

PhD in Public Safety Specializations, continued

Emergency Management

In the doctoral Emergency Management specialization, learners examine the dynamic nature of critical incidents and disaster management theory, research, and scholarship. Doctoral-level courses based on Capella's scholar-practitioner philosophy emphasize the significance of effective critical incident management and prepare learners to become leaders in this emerging discipline. Courses include case studies of Chemical, Biological, Radiological/Nuclear and Explosive (CBRNE) incidents, the National Incident Management System (NIMS), and critical incident stress management. Successful graduates of this specialization are prepared to manage and lead public safety and emergency management organizations within a critical incident setting.

Residency Requirement(s):

Three one-week residential colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

**Twenty-Four
Required Courses   100 quarter credits**
Core courses:

PSF8002   Advanced Research in Public Safety Issues, Theories, and Concepts
PSF8301   Ethics and Social Responsibility
PSF8601   Contemporary Public Safety Leadership
PSF8602   Theories of Leadership
PSF8605   Race and Culture in American Society
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:

PSF8620   Principles of Organization Theory and Practice
PSF8622   Needs Assessment: Models and Procedures
PSF8625   Grant Writing
PSF8626   Stress Management in Public Safety Organizations
PSF8630   Critical Incident Stress
PSF8631   Case Studies in Critical Incident Management
PSF8632   Philosophy and Practice of Disaster Preparedness
PSF8633   Advanced National Incident Management Systems
PSF8637   Paradigms of Continuity of Operations

HS9919 * Doctoral Comprehensive Examination
HS9920 * Dissertation Courseroom (non-credit)
HS9921 * Dissertation Research 1 (5 quarter credits)
HS9922 * Dissertation Research 2 (5 quarter credits)
HS9923 * Dissertation Research 3 (5 quarter credits)
HS9924 * Dissertation Research 4 (5 quarter credits)
Five Elective Courses   20 quarter credits
Choose any graduate course(s).
Total   120 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Master of Science (MS) in Human Services Specializations

General Human Services

The master's General Human Services specialization 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
HS5006   Survey of Research Methodology
HS5315   Professional and Scientific Ethics
HS5317   Social Systems
HS5318   Scope of Human Services
HS5334   Ethnic and Cultural Awareness
HS5990 * Integrative Project for Human Services Learners
Five Elective Courses   20 quarter credits
Choose any graduate course(s).
Total   48 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Counseling Studies

The master's Counseling Studies specialization is designed for professionals in counseling, psychology, or sociology fields who wish to advance in their field and for those wishing to enter the human services profession. Successful graduates of this specialization are prepared to 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:

HS5003   Survey of Research in Human Development and Behavior
HS5315   Professional and Scientific Ethics
HS5318   Scope of Human Services
HS5334   Ethnic and Cultural Awareness
HS5006   Survey of Research Methodology

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

School of Human Services Degree Programs and Specializations, *continued*

MS in Human Services Specializations, continued

Specialization courses:

HS5108	Foundations of Addictive and Compulsive Behavior
HS5214	Theories of Personality
HS5221	Mental Health Counseling
HS5237	Counseling and Guidance in Diverse Populations
HS5990 *	Integrative Project for Human Services Learners

Two Elective Courses   **8 quarter credits**

Choose any graduate course(s).

Total   **48 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Gerontology

The master's Gerontology specialization provides a comprehensive examination of the impact of the aging on individuals, families, and communities. Specialization topics include the biological, epidemiological, psychological, and social changes caused by the aging process; cultural and social attitudes toward the aging population; the continuum of care and supportive services that promote productive aging; the older family and multigenerational relationships; and the impact of an increasingly older population demographic on public policy. Successful graduates of this specialization are prepared to pursue careers in community-based organizations, public agencies, long-term health care facilities, and social support services focused on the older adult population.

Eleven Required Courses   **44 quarter credits**

Core courses:

HS5002	Survey of Research in Human Development and Behavior
HS5006	Survey of Research Methodology
HS5597 *	Human Service Professional Development
HS5990 *	Integrative Project for Human Services Learners

Specialization courses:

HS5510	Survey of Current Issues in Gerontology
HS5514	Social and Cultural Aspects of Aging
HS5518	Biological and Health Aspects of Aging
HS5522	Psychology of Development and Aging
HS5526	The Family in Later Life
HS5530	Community Advocacy for Diverse Populations
HS5534	Leading Across the Continuum of Care

One Elective Course   **4 quarter credits**

Choose any graduate course(s).

Total   **48 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Review of this specialization is pending in OH.

Health Care Administration

The master's Health Care Administration specialization prepares health care professionals including administrators, nurses, analysts, caregivers, 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 strengthen the delivery of services to consumers.

Ten Required Courses   **40 quarter credits**

Core courses:

HS5002	Survey of Research in Human Development and Behavior
HS5006	Survey of Research Methodology
HS5500	Multicultural Issues in Health Care

Specialization courses:

HS5101	Health Care Finance
HS5100	Health Care Management
HS5503	Contexts and Models of Health
HS5504	Quality Risk Management and Patient Safety
HS5506	Managed Care and Health Services
HS5507	Health Care Communication: Providers and Receivers
HS5990 *	Integrative Project for Human Services Learners

Two Elective Courses   **8 quarter credits**

Choose any graduate course(s).

Total   **48 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Management of Nonprofit Agencies

The master's Management of Nonprofit Agencies specialization 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 learners to assume leadership roles in nonprofit agencies.

Nine Required Courses   **36 quarter credits**

Core courses:

HS5002	Survey of Research in Human Development and Behavior
HS5006	Survey of Research Methodology
HS5334	Ethnic and Cultural Awareness
HS5502	Nonprofit Entrepreneurship

Specialization courses:

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

Three Elective Courses   **12 quarter credits**

Choose any graduate course(s).

Total   **48 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

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

School of Human Services Degree Programs and Specializations, *continued*

MS in Human Services
Specializations, continued

Social and Community Services

The master's Social and Community Services specialization is designed for entry-level professionals in the human services field who wish to advance their careers. Successful 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
HS5006	Survey of Research Methodology
HS5318	Scope of Human Services
HS5334	Ethnic and Cultural Awareness

Specialization courses:

HS5401	History of Social Welfare
HS5402	Social Change and Public Policy
HS5423	Philosophy of Social Work
HS5436	Utilization of Community Resources
HS5990 *	Integrative Project for Human Services Learners

Three Elective Courses   **12 quarter credits**

Choose any graduate course(s).

Total   **48 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Marital, Couple, and Family Counseling/Therapy

The mission of the CACREP-accredited Marital, Couple, and Family Counseling/Therapy specialization is to prepare master's 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 of this specialization is to develop the ability to apply systems-based counseling theory to services and integrate wellness theory and 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 six-day residencies (HS-R5900, HS-R5901).

Twenty-Three
Required Courses   **92 quarter credits**

Core courses:

HS5003	Survey of Research in Human Development and Behavior
HS5006	Survey of Research Methodology
HS5106	Assessment, Tests, and Measures
HS5107	Principles of Psychopathology: Diagnosis and Treatment
HS5108	Foundations of Addictive and Compulsive Behavior
HS5214	Theories of Personality
HS5221	Mental Health Counseling
HS5239	Theories of Psychotherapy
HS5241	Group Counseling and Psychotherapy
HS5279	Life Planning and Career Development
HS5315	Professional and Scientific Ethics
HS5334	Ethnic and Cultural Awareness

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 (4 quarter credits) *AND*
HS-R5900 *	Counselor Education Pre-Practicum Laboratory I (non-credit)
HS5901 *	Counselor Education Pre-Practicum Course II (4 quarter credits) *AND*
HS-R5901 *	Counselor Education Pre-Practicum Laboratory II (non-credit)
HS6002 *	Clinical Practicum (4 quarter credits plus 100 hours field experience)
HS6031 *	Clinical Internship I (4 quarter credits plus 300 hours field experience)
HS6032 *	Clinical Internship II (4 quarter credits plus 300 hours field experience)

Specialization courses:

HS5225	Human Sexuality
HS5254	Child and Adolescent Counseling
HS5270	Family Therapy Theory and Methods
HS5271	Marriage and Family Systems
HS5272 *	Marriage and Marital Therapy
HS5990 *	Integrative Project for Human Services Learners

Total   **92 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary. It is learners' responsibility to understand and comply with requirements for their state.

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

Graduates of this specialization are not eligible for licensure in South Carolina. Learners residing in South Carolina should check with the state licensing agency for specific requirements for professional licensure.

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

School of Human Services Degree Programs and Specializations, *continued*

MS in Human Services
Specializations, continued

Mental Health Counseling

The mission of the CACREP-accredited Mental Health Counseling specialization is to prepare master's 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 of this specialization is to develop the ability to apply varied mental health theoretical approaches and integrate wellness theory and 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 six-day residencies (HS-R5900, HS-R5901).

Twenty-Three
Required Courses   92 quarter credits
Core courses:

HS5003	Survey of Research in Human Development and Behavior
HS5006	Survey of Research Methodology
HS5106	Assessment, Tests, and Measures
HS5107	Principles of Psychopathology: Diagnosis and Treatment
HS5214	Theories of Personality
HS5221	Mental Health Counseling
HS5239	Theories of Psychotherapy
HS5241	Group Counseling and Psychotherapy
HS5252	Introspective and Personal Growth Seminar
HS5279	Life Planning and Career Development
HS5315	Professional and Scientific Ethics
HS5334	Ethnic and Cultural Awareness

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 (4 quarter credits) *AND*
HS-R5900 *	Counselor Education Pre-Practicum Laboratory I (non-credit)
HS5901 *	Counselor Education Pre-Practicum Course II (4 quarter credits) *AND*
HS-R5901 *	Counselor Education Pre-Practicum Laboratory II (non-credit)
HS6002 *	Clinical Practicum (4 quarter credits plus 100 hours field experience)
HS6031 *	Clinical Internship I (4 quarter credits plus 300 hours field experience)
HS6032 *	Clinical Internship II (4 quarter credits plus 300 hours field experience)
HS6033 *	Clinical Internship III (4 quarter credits plus 300 hours field experience)

Specialization courses:

HS5108	Foundations of Addictive and Compulsive Behavior
HS5225	Human Sexuality
HS5254	Child and Adolescent Counseling
HS5271	Marriage and Family Systems
HS5990 *	Integrative Project for Human Services Learners

Total   92 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary. It is learners' responsibility to understand and comply with requirements for their state.

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

Graduates of this specialization are not eligible for licensure in South Carolina. Learners residing in South Carolina should check with the state licensing agency for specific requirements for professional licensure.

School Counseling

The School Counseling specialization prepares master's learners to work as school counselors in public or private elementary, middle, and high school settings. Academic study and clinical training help learners begin to apply various counseling approaches when working with pre-K–12 children and adolescents. Built on national standards and models, the School Counseling specialization offers a comprehensive approach to effectively delivering and managing contemporary school counseling programs. This specialization prepares school counselors to serve as school leaders who advocate for the personal, educational, and social needs of students. This specialization requires course work and clinical experience; see Clinical Experience.

Residency Requirement(s):
Two six-day residencies (HS-R5910, HS-R5911).

Seventeen Required Courses   68 quarter credits
Core courses:

HS5003	Survey of Research in Human Development and Behavior
HS5006	Survey of Research Methodology
HS5106	Assessment, Tests, and Measures
HS5241	Group Counseling and Psychotherapy
HS5279	Life Planning and Career Development
HS5315	Professional and Scientific Ethics
HS5334	Ethnic and Cultural Awareness

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.

HS5910 *	School Counseling Pre-Practicum Course I (4 quarter credits) *AND*
HS-R5910 *	School Counseling Pre-Practicum Laboratory I (non-credit)
HS5911 *	School Counseling Pre-Practicum Course II (4 quarter credits) *AND*
HS-R5911 *	School Counseling Pre-Practicum Laboratory II (non-credit)
HS6102 *	School Counseling Clinical Practicum (4 quarter credits plus 100 hours field experience)
HS6131 *	School Counseling Clinical Internship I (4 quarter credits plus 300 hours field experience)
HS6132 *	School Counseling Clinical Internship II (4 quarter credits plus 300 hours field experience)

Specialization courses:

HS5240	Counseling and Guidance with Children
HS5254	Child and Adolescent Counseling
HS5280	Introduction to School Counseling
HS5282	Developmental School Counseling and Pupil Services
HS5990 *	Integrative Project for Human Services Learners

One Elective Course   4 quarter credits
Choose any graduate course(s).

Total   72 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Review of this specialization is pending in OH.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary. It is learners' responsibility to understand and comply with requirements for their state.

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

Prior to enrollment, Washington state learners are advised to contact the Office of the Superintendent of Public Instruction at 360.725.6320 or profed@k12.wa.us to determine teacher certification or endorsement requirements, and contact their school district regarding qualifications for salary advancement.

Graduates of this specialization are not eligible for licensure in South Carolina. Learners residing in South Carolina should check with the state licensing agency for specific requirements for professional licensure.

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

School of Human Services Degree Programs and Specializations, *continued*

MS in Human Services Specializations, continued

Clinical Experience

Master of Science learners enrolled in the Mental Health Counseling; Marital, Couple, and Family Counseling/Therapy; and School Counseling 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 (40 contact hours each). The residencies provide clinical skills development coordinated with an online course.

The **Practicum (HS6002 for Mental Health Counseling and Marital, Couple, and Family Counseling/Therapy, and HS6102 for School Counseling)** is an online course and 100-hour clinical experience. Skills learned and practiced in the clinical residencies are applied in a mental health or school counseling setting where the practicum is completed.

The **Clinical Internship (HS6031, HS6032, and HS6033 for Mental Health Counseling; HS6031 and HS6032 for Marital, Couple, and Family Counseling/Therapy; and HS6131 and HS6132 for School Counseling)** consists of two to three online courses that accompany the internship. Each internship 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; marital, couple, and family counseling/therapy; and school counseling services.

Learners should consult the Counselor Education Handbook for details about the clinical experience.

Master of Science (MS) in Public Health Specializations

Health Management and Policy

The Health Management and Policy master's specialization provides a comprehensive examination of the topics and issues within the public health discipline and the service delivery model. The curriculum is based on a multidisciplinary approach that combines management sciences knowledge, organizational and financial theory and practice, public administration, and economics. The Health Management and Policy specialization is focused on preparing learners to influence local, national, and global public health policy, work with diverse populations to address health disparities, foster community-based promotion and disease prevention programs, and lead public health efforts to improve community and population health. Successful graduates of this specialization are prepared to pursue careers in environmental health, health care administration, prevention and promotion, and public administration at the local, state, and national levels.

Fifteen Required Courses   60 quarter credits

Core courses:

PUBH5002   Survey of Public Health Concepts and Issues
PUBH5500   Introduction to Public Health Administrative Systems
PUBH5503   Environmental Health Concepts in Public Health
PUBH5506   Psychological, Behavioral, and Social Issues in Public Health
PUBH5509   Principles of Biostatistics
PUBH5512 * Principles of Epidemiology
PUBH5993 * Integrative Project for Public Health Learners
PUBH5997 * Public Health Professional Development

Specialization courses:

PUBH5100 * Management of Health Service Organizations
PUBH5104 * Fundamentals of Health Care Finance
PUBH5108 * Public Health Communication Strategies
PUBH5112 * Health Economics
PUBH5116 * Strategic Planning and Operations Management
PUBH5120 * Evidence-Based Management of Public Health Programs
PUBH5124 * Public Health Leadership and Politics

Total   60 quarter credits

Social and Behavioral Sciences

The Social and Behavioral Sciences master's specialization provides a comprehensive examination of the behavioral, psychological, and social factors that influence community and population health status across national and international settings. Specialization topics include health disparities and inequalities, cultural health determinants, social and behavioral health interventions, health care availability and access, and the information needs of diverse populations. Successful graduates of this specialization are prepared to pursue careers in health care organizations, public agencies, and social welfare organizations that facilitate research, community assessment, and program development and evaluation.

Fifteen Required Courses   60 quarter credits

Core courses:

PUBH5002   Survey of Public Health Concepts and Issues
PUBH5500   Introduction to Public Health Administrative Systems
PUBH5503   Environmental Health Concepts in Public Health
PUBH5506   Psychological, Behavioral, and Social Issues in Public Health
PUBH5509   Principles of Biostatistics
PUBH5512 * Principles of Epidemiology
PUBH5993 * Integrative Project for Public Health Learners
PUBH5997 * Public Health Professional Development

Specialization courses:

PUBH5200 * Social and Behavioral Research Methods
PUBH5204 * Theories of Social and Behavioral Sciences
PUBH5208 * Public Health Program Planning and Evaluation
PUBH5212 * Assessment and Surveillance in Public Health
PUBH5216 * Public Health Information for Diverse Populations
PUBH5220 * Health Disparities in the United States
PUBH5224 * International Public Health

Total   60 quarter credits

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

School of Human Services Degree Programs and Specializations, *continued*

Master of Science (MS) in Public Safety Specializations

Public Safety Leadership

The master's Public Safety Leadership specialization focuses on leadership and theory relevant to the fields of law enforcement, criminal justice, corrections, probation and parole, fire services, emergency management, 9-1-1 emergency communications, Emergency Medical Services (EMS), and other protective and corporate security professions. This specialization teaches learners to think critically and broadly when assessing and addressing the complex issues of management and leadership. The Public Safety program, based on Capella's practitioner-scholar philosophy, focuses on leadership, emergency management and preparedness, homeland security and terrorism, and security management at the local, state, and national levels. Successful completion of this specialization prepares master's learners for careers in law enforcement, criminal justice, corrections, probation and parole, fire services, emergency management, 9-1-1 emergency communications, EMS, and other protective and corporate security professions.

Nine Required Courses   **36 quarter credits**
Core courses:

PSF5002	Survey of Public Safety Issues, Theories, and Concepts
PSF5006	Research Methodology in Public Safety
PSF5334	Public Safety Ethnic and Cultural Awareness

Specialization courses:

PSF5600	Public Safety Organizational Leadership
PSF5601	Personal Leadership Development
PSF5602	Leadership and Human Resource Management
PSF5610	Accounting and Finance in Public Safety Organizations
PSF5611	Managing Training and Performance Improvement
PSF5991 *	Integrative Project for Public Safety Learners

Three Elective Courses   **12 quarter credits**
Choose any graduate course(s).
Total   **48 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Criminal Justice

The master's Criminal Justice specialization prepares learners to understand and effectively address the complex issues surrounding criminal behavior. This specialization supports learners who are currently caseworkers, probation and parole officers, juvenile specialists, law enforcement professionals, and federal government agents as they advance their careers in corrections, criminal justice, or the judicial system. The Criminal Justice curriculum emphasizes acquisition of knowledge, leadership, and research that prepares learners to facilitate positive changes in criminal justice fields.

Nine Required Courses   **36 quarter credits**
Core courses:

PSF5002	Survey of Public Safety Issues, Theories, and Concepts
PSF5006	Research Methodology in Public Safety
PSF5334	Public Safety Ethnic and Cultural Awareness

Specialization courses:

PSF5371	Practices of Probation, Parole, and Community Corrections
PSF5372	History of the Juvenile Criminal Justice System
PSF5376	Policy Analysis and Social Change
PSF5380	Law Enforcement: Intelligence-Led Policing
PSF5384	Compulsive Behavior and Criminal Profiling
PSF5991 *	Integrative Project for Public Safety Learners

Three Elective Courses   **12 quarter credits**
Choose any graduate course(s).
Total   **48 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Emergency Management

The Emergency Management specialization provides master's learners with a breadth of critical incident management knowledge. This specialization is intended for professionals and others who wish to expand their knowledge in the emerging discipline of disaster management. Specific courses focus on disaster preparedness, response, recovery, and mitigation, critical infrastructure risk assessment, and management of critical incidents via the National Incident Management System (NIMS). Successful graduates of this specialization are prepared to manage and lead public safety and emergency management organizations within a critical incident setting.

Nine Required Courses   **36 quarter credits**
Core courses:

PSF5002	Survey of Public Safety Issues, Theories, and Concepts
PSF5006	Research Methodology in Public Safety
PSF5334	Public Safety Ethnic and Cultural Awareness

Specialization courses:

PSF5600	Public Safety Organizational Leadership
PSF5620	Critical Incident Stress Management
PSF5621	Disaster Management
PSF5622	National Incident Management Systems
PSF5623	Critical Infrastructure Risk Assessment, Evaluation, and Analysis
PSF5991 *	Integrative Project for Public Safety Learners

Three Elective Courses   **12 quarter credits**
Choose any graduate course(s).
Total   **48 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

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

School of Human Services Degree Programs and Specializations, *continued*

Certificates

Addictions Counseling

The Addictions Counseling certificate is designed for professionals in agencies or in private practice who want to build their knowledge related to substance abuse, addictions, and compulsive behaviors. The Addictions Counseling certificate is not designed to meet licensure requirements for the counseling professions.

Four Required Courses	16 quarter credits
HS5265	Group Therapy and Compulsive and Addictive Behavior
HS5266	Compulsive Behavior and the Disturbance of the Self: Alternatives to the Addiction Model
HS5267	Intervention with Compulsive and Addictive Behaviors
HS8764	Contemporary Issues in Compulsive and Addictive Behavior Treatment
Total	**16 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Criminal Justice

The Criminal Justice certificate is designed for professionals who want to increase their knowledge in public safety as it relates to law enforcement and the criminal justice system. This graduate certificate addresses key issues and concepts in policy analysis, social change, juvenile justice, profiling, addictive behavior, and a new paradigm for law enforcement—intelligence-led policing.

Four Required Courses	16 quarter credits
PSF5372	History of the Juvenile Criminal Justice System
PSF5376	Policy Analysis and Social Change
PSF5380	Law Enforcement: Intelligence-Led Policing
PSF5384	Compulsive Behavior and Criminal Profiling
Total	**16 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Diversity Studies

The Diversity Studies certificate 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
HS5237	Counseling and Guidance in Diverse Populations
HS5334	Ethnic and Cultural Awareness
HS5500	Multicultural Issues in Health Care
HS8300	Diversity in the Workplace
Total	**16 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Health Care Administration

The Health Care Administration certificate 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
HS5503	Contexts and Models of Health
HS5506	Managed Care and Health Services
HS8120	Families, Systems, and Health Care
HS8121	Health in the Workplace
Total	**16 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Management of Nonprofit Agencies

The Management of Nonprofit Agencies certificate 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
HS5102	Nonprofit Organization and Management
HS5103	Strategic Planning for Nonprofit Organizations
HS7502	Grant Proposal Development and Administration
HS8513	Role and Function of Boards and CEOs
Total	**16 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Marriage and Family Services

The Marriage and Family Services certificate is designed for human services professionals and therapists who want to increase their knowledge of marital and family therapy. The Marriage and Family Services certificate is not designed to meet licensure requirements for the counseling professions.

Four Required Courses	16 quarter credits
HS5270	Family Therapy Theories and Methods
HS5271	Marriage and Family Systems
HS5272 *	Marriage and Marital Therapy
HS8476	Methods of Family Research
Total	**16 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

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

School of Human Services Degree Programs and Specializations, *continued*

Certificates, continued

Professional Counseling

The Professional Counseling certificate is designed for professionals who want to develop knowledge of assessment and treatment of mental health issues. The Professional Counseling certificate is not designed to meet licensure requirements for the counseling professions.

Four Required Courses	16 quarter credits
HS5107	Principles of Psychopathology: Diagnosis and Treatment
HS5214	Theories of Personality
HS5221	Mental Health Counseling
HS5315	Professional and Scientific Ethics
Total	**16 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Social and Community Services

The Social and Community Services certificate is designed for professionals who desire greater knowledge in the fundamentals of social and community services. The Social and Community Services certificate is not designed to meet licensure requirements for the social work professions.

Four Required Courses	16 quarter credits
HS5423	Philosophy of Social Work
HS5436	Utilization of Community Resources
HS8447	Applied/Clinical Sociology
HS8478	The Family in Social Context
Total	**16 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

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

Harold Abel School of Psychology

Garvey House, PhD
Dean

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 degree 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). Capella's PsyD Clinical Psychology specialization is 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 specialization in Clinical Psychology prepares learners for that opportunity.

Learners interested in a career leading to academic practice in psychology may choose among Educational Psychology; Evaluation, Research, and Measurement; General Psychology; Industrial/Organizational Psychology; Leadership Coaching Psychology; Organizational Leader Development; and Sport Psychology. The Master of Science is offered in each of these areas.

For learners interested in advanced academic practice, PhD specializations are offered in Educational Psychology, General Psychology, and Industrial/ Organizational Psychology. Each PhD specialization offers several concentrations or focus areas from which learners may choose to further focus their area of study

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

School 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.

Degree Programs

Doctor of Psychology (PsyD)

The mission of the Harold Abel School of Psychology Doctor of Psychology (PsyD) degree program is to prepare learners for professional practice in psychology that incorporates scientific knowledge and the use of scientific inquiry in the application of psychological interventions. The competency-based educational model is taught by skilled professionals who are qualified to teach at the graduate level and are experienced in the application of their knowledge.

The Harold Abel School of Psychology offers a Doctor of Psychology (PsyD) with a specialization in Clinical 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 clinical training prepare learners for a career as a clinical psychologist.

Professional training in this program 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) in Psychology

The mission of the Harold Abel School of Psychology Doctor of Philosophy (PhD) in Psychology degree program is to offer advanced academic preparation focusing on research and scholarship in a particular specialization within the field of psychology. This scholarly activity can be applied in a broad range of areas, including education, business, public policy, and social issues. The competency-based educational model is taught by skilled professionals who are qualified to teach at the graduate level and are experienced in the application of their knowledge.

The Harold Abel School of Psychology offers a Doctor of Philosophy (PhD) with specializations in Educational Psychology, Industrial/Organizational Psychology, 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.

Master of Science (MS) in Psychology

The mission of the Harold Abel School of Psychology Master of Science (MS) in Psychology degree program is to prepare learners to apply psychological principles and ethical practices to their area of interest. The program subscribes to a scholar-practitioner model that requires learners to apply theoretical and

SPECIALIZATIONS OFFERED IN THE HAROLD ABEL SCHOOL OF PSYCHOLOGY

Professional Specializations	Degrees and Certificates
Clinical Psychology	PsyD, MS
Counseling Psychology	MS
School Psychology	MS, Specialist Certificate

Academic Specializations	Degrees and Certificates
Educational Psychology	PhD, MS
General Psychology	PhD, MS
Industrial/Organizational Psychology	PhD, MS
Evaluation, Research, and Measurement	MS
Leadership Coaching Psychology	MS
Organizational Leader Development	MS
Sport Psychology	MS

research knowledge to practice. The competency-based educational model is taught by skilled professionals who are qualified to teach at the graduate level and are experienced in the application of their knowledge.

The Master of Science program in the Harold Abel School of Psychology is designed for individuals seeking an introduction to the field of psychology. Master's learners begin their socialization to the profession through basic foundation courses in psychology and contact with faculty who are also seasoned professionals in the field. Some master's specializations require residency and clinical 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 in School Psychology that is designed to be coupled with the MS specialization in School Psychology. The master's degree and specialist certificate are offered in combination to prepare graduates for certification as school psychologists. Obtaining the specialist 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 Acknowledgement and 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 and Specializations

Doctor of Psychology (PsyD) Specialization

Clinical Psychology

Learners in the PsyD Clinical Psychology specialization acquire knowledge of psychology as an academic discipline, including the history and systems of psychology, lifespan development, cognitive/affective psychology, and the biological basis of behavior. The curriculum provides the theoretical tools and skills-based training needed to assess, diagnose, and plan appropriate therapeutic interventions for a variety of populations and emphasizes sensitivity to diversity and the application of ethical principles. Learners enrolled in this specialization typically plan to seek licensure as professional psychologists in their states and therefore must be familiar with the license requirements of their state psychology boards. Other successful graduates pursue careers in research, teaching, program administration, or consulting.

Degree Requirement(s):

- Clinical PsyD learners start their program only in the first month of the quarter and complete PSY8001 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, and 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 (10 credits) at least three of the five quarters during the year-in-residence.

Residency Requirement(s):

Clinical Psychology year-in-residence. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Year-in-Residence page on iGuide for more information. Also see the following section, Academic Residencies, and the Clinical Psychology year-in-residence courses.

Clinical Training Requirement(s):

Minimum of 1,000 total practicum hours and 2,000 pre-doctoral internship hours. See the following section, Clinical Training, for more information.

Twenty-Seven

Required Courses		135 quarter credits

Core courses:

PSY8001	Orientation to Professional Psychology	
PSY7110	History and Systems of Psychology	
PSY7210	Lifespan Development	
PSY7320 *	Advanced Biological Psychology	
PSY7421	Cognitive/Affective Psychology	
PSY7520	Social Psychology	
PSY7540	Multicultural Perspectives in Human Behavior	
PSY7625 *	Advanced Inferential Statistics	
PSY7656 *	Advanced Research Methods	

Specialization courses:

PSY8220 *	Advanced Psychopathology	
PSY8230 *	Psychological Testing	
PSY8240 *	Advanced Psychological Testing	
PSY8310	Theories of Psychotherapy	
PSY8315	Research in Psychotherapy and Empirically Supported Treatments	
PSY8330	Ethics and Standards of Professional Practice	
PSY8371	Strategies of Clinical Supervision and Consultation	
PSY8392 *	Doctoral Practicum I	
PSY8394 *	Doctoral Practicum II	
PSY8401 *	Internship I	
PSY8402 *	Internship II	
PSY8403 *	Internship III	
PSY8404 *	Internship IV	
PSY9919 *	Doctoral Comprehensive Examination	
PSY9920 *	Dissertation Courseroom (non-credit)	
PSY9921 *	Dissertation Research 1	
PSY9922 *	Dissertation Research 2	
PSY9923 *	Dissertation Research 3	
PSY9924 *	Dissertation Research 4	

Two Elective Courses	**10 quarter credits**

Choose any graduate course(s).

Total	**145 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Note: Courses without a PSY designation may be worth fewer than five 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.

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) in Psychology Specializations

Educational Psychology

Doctoral learners in this specialization acquire a broad base of information about learning, cognition, instruction, development, and research methods. Core courses provide a common foundation across the science of psychology, and specialization courses provide depth within the discipline of educational psychology. Learners may choose a concentration within their specialization courses. Concentrations include research methodology, child and adult development, learning and instructional design. Successful graduates of this specialization are prepared to pursue careers in teaching and instruction, higher education, corporate and military educational training, program evaluation and research, child and adult development, design and evaluation of instruction and learning, application of instructional technology, program evaluation, and test construction. These specialization requirements are not intended to prepare graduates for licensure as a professional counselor or licensed psychologist.

Residency Requirement(s):

Three one-week residential colloquium sessions. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see the following section, Academic Residencies, and each school's colloquium and residency courses.

Twenty-Two

Required Courses		110 quarter credits

Core courses:

PSY8002	Orientation to Doctoral Learning in Psychology	
PSY7110	History and Systems of Psychology	
PSY7210	Lifespan Development	
PSY7421	Cognitive/Affective Psychology	
PSY7520	Social Psychology	
PSY7543 *	Ethics and Multicultural Issues in Psychology	
PSY7625 *	Advanced Inferential Statistics	
PSY7656 *	Advanced Research Methods	

Specialization courses:

PSY7411	Learning Theories in Psychology	
PSY7610	Tests and Measurements	
PSY7615	Data Analysis with SPSS	
PSY8100 *	Principles of Educational Psychology	
PSY8120	Computer-Mediated Instruction/Learning	
PSY9919 *	Doctoral Comprehensive Examination	
PSY9920 *	Dissertation Courseroom (non-credit)	
PSY9921 *	Dissertation Research 1	
PSY9922 *	Dissertation Research 2	
PSY9923 *	Dissertation Research 3	
PSY9924 *	Dissertation Research 4	

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

Harold Abel School of Psychology Degree Programs and Specializations, *continued*

PhD in Psychology
Specializations, continued

In addition, choose 20 quarter credits from the following courses:

PSY7220	Child Psychology
PSY7230	Adolescent Psychology
PSY7240	Adult Psychology
PSY7626 *	Multivariate Statistics: Theory and Application
PSY7630	Qualitative Analysis
PSY7660 *	Survey Construction and Administration
PSY8130	Adult Learner in the Classroom
PSY8170	Principles of Instructional Design
PSY8763 *	Program Evaluation
PSY8810	Geriatric Psychology
PSY8992	Selected Topics in Psychology (2 quarter credits)
ED7210	The Delivery of Distance Education (4 quarter credits)
ED7211	Designing Online Instruction (4 quarter credits)

OR

Choose one of the following recommended Educational Psychology concentrations:

For a research methodology concentration:

PSY7626 *	Multivariate Statistics: Theory and Application
PSY7660 *	Survey Construction and Administration
PSY8763 *	Program Evaluation
PSY7630	Qualitative Analysis

For a learning and instructional design concentration:

PSY8130	Adult Learner in the Classroom
PSY8170	Principles of Instructional Design
ED7210	The Delivery of Distance Education (4 quarter credits)
ED7211	Designing Online Instruction (4 quarter credits)
PSY8992	Selected Topics in Psychology (2 quarter credits)

The total number of required courses for this concentration is 23.

For a child and adult development concentration:

PSY7220	Child Psychology
PSY7230	Adolescent Psychology
PSY7240	Adult Psychology
PSY8810	Geriatric Psychology

Two Elective Courses   **10 quarter credits**

Choose any graduate course(s).

Total   **120 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161-162, for a list of these courses and their former numbers.

Note: Courses without a PSY designation may be worth fewer than five 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.

General Psychology

The doctoral 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 focus their course work in an established 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 General Psychology specialization requirements are designed for learners who are not seeking licensure as a professional psychologist but who are interested in seeking careers as university professors, researchers, consultants, or program administrators.

Residency Requirement(s):

Three one-week residential colloquium sessions. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see the following section, Academic Residencies, and each school's colloquium and residency courses.

Seventeen Required Courses   **85 quarter credits**

Core courses:

PSY8002	Orientation to Doctoral Learning in Psychology
PSY7110	History and Systems of Psychology
PSY7210	Lifespan Development
PSY7421	Cognitive/Affective Psychology
PSY7520	Social Psychology
PSY7543 *	Ethics and Multicultural Issues in Psychology
PSY7610	Tests and Measurements
PSY7625 *	Advanced Inferential Statistics
PSY7630	Qualitative Analysis
PSY7656 *	Advanced Research Methods

Specialization courses:

PSY7510	Psychology of Personality
PSY7615	Data Analysis with SPSS
PSY9919 *	Doctoral Comprehensive Examination
PSY9920 *	Dissertation Courseroom (non-credit)
PSY9921 *	Dissertation Research 1
PSY9922 *	Dissertation Research 2
PSY9923 *	Dissertation Research 3
PSY9924 *	Dissertation Research 4

Seven Elective Courses   **35 quarter credits**

Choose any graduate course(s).

OR

Choose seven courses from one of the following recommended focus areas:

For an addictions psychology focus, recommended electives include:

PSY7330 *	Psychopharmacology
PSY8410	Substance Abuse Therapies
PSY8420	Multicultural Issues in Addiction
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 family psychology focus, 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

AND

Choose any graduate course(s).

For a health psychology focus, 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

Total   **120 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161-162, for a list of these courses and their former numbers.

Note: Courses without a PSY designation may be worth fewer than five 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.

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

Harold Abel School of Psychology Degree Programs and Specializations, *continued*

*PhD in Psychology
Specializations, continued*

Industrial/Organizational Psychology

The doctoral specialization in Industrial/ Organizational Psychology is for learners interested in the structure of psychology in the workplace and other organizational settings. Learners may choose a concentration within their specialization courses. Concentrations include organizational psychology, industrial psychology, consultation psychology, coaching psychology. Learners in this specialization are interested in leader development, coaching psychology, group and team dynamics, organizational change management, systems planning, industrial/ organizational assessment, employee motivation/ performance improvement, strategic planning, professional development and administrative and human resource management (including employee support services). Doctoral graduates typically pursue positions as consultants to organizations, including government, higher education, and scientific research. These specialization requirements are not intended to prepare graduates for licensure as a professional counselor of psychologist.

Residency Requirement(s):

Three one-week residential colloquium sessions. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see the following section, Academic Residencies, and each school's colloquium and residency courses.

Twenty-Four		
Required Courses	**120 quarter credits**	

Core courses:

PSY8002	Orientation to Doctoral Learning in Psychology
PSY7210	Lifespan Development
PSY7421	Cognitive/Affective Psychology
PSY7520	Social Psychology
PSY7543 *	Ethics and Multicultural Issues in Psychology
PSY7610	Tests and Measurements
PSY7630	Qualitative Analysis
PSY7625 *	Advanced Inferential Statistics
PSY7656 *	Advanced 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
PSY8765 *	Testing and Assessment in Workplace Psychology
PSY8768 *	Theory and Practice of Psychological Coaching
PSY9919 *	Doctoral Comprehensive Examination
PSY9920 *	Dissertation Courseroom (non-credit)
PSY9921 *	Dissertation Research 1
PSY9922 *	Dissertation Research 2
PSY9923 *	Dissertation Research 3
PSY9924 *	Dissertation Research 4

In addition, choose 20 quarter credits from the following courses:

PSY7510	Psychology of Personality
PSY7530	Group Psychology
PSY7550 *	Process of Professional Development
PSY7670 *	Psychological Principles of Strategic Planning
PSY8160	Strategies for Career and Life Planning
PSY8721 *	Introduction to Business Practices for Psychologists
PSY8770	Performance Enhancement and Motivation
PSY8780	Psychology of Organizational Ergonomics in the Workplace
PSY8785	Compensation and Benefits Planning Psychology
PSY8790	Workplace Safety and Health Psychology

OR

Choose any graduate course(s).

OR

Choose one of the following recommended Industrial/Organizational Psychology concentrations:

For an organizational psychology concentration:

PSY8770	Performance Enhancement and Motivation
PSY7550 *	Process of Professional Development
PSY7530	Group Psychology
PSY8721 *	Introduction to Business Practices for Psychologists

For an industrial psychology concentration:

PSY7670 *	Psychological Principles of Strategic Planning
PSY8785	Compensation and Benefits Planning Psychology
PSY8780	Psychology of Organizational Ergonomics in the Workplace
PSY8790	Workplace Safety and Health Psychology

For a coaching psychology concentration:

PSY7510	Psychology of Personality
PSY8770	Performance Enhancement and Motivation
PSY8721 *	Introduction to Business Practices for Psychologists
PSY8160	Strategies for Career and Life Planning

For a consultation psychology concentration:

PSY8770	Performance Enhancement and Motivation
PSY8721 *	Introduction to Business Practices for Psychologists
PSY7530	Group Psychology
PSY7670 *	Psychological Principles of Strategic Planning

Total	**120 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161-162, for a list of these courses and their former numbers.

Note: Courses without a PSY designation may be worth fewer than five 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.

Master of Science (MS) in Psychology Specializations

Educational Psychology

The master's Educational Psychology specialization offers learners the opportunity to strengthen their credentials needed to pursue careers in public education and instruction, lifespan development from early childhood through late adulthood, educational technology, and prepare for doctoral study in psychology and other related disciplines. Specialization outcomes allow learners to gain knowledge and skills in the application of learning, human development and socialization, educational psychology, ethics, tests and measurements, and basic statistics and research methods. These specialization requirements are not intended to prepare graduates for licensure as a professional counselor or psychologist.

Residency Requirement(s): None

Eleven Required Courses	**55 quarter credits**

Core courses:

PSY5002	Orientation to Graduate Learning in Psychology
PSY7210	Lifespan Development
PSY7411	Learning Theories in Psychology
PSY7520	Social Psychology
PSY7543 *	Ethics and Multicultural Issues in Psychology
PSY7610	Tests and Measurements
PSY7620	Inferential Statistics
PSY7650	Research Methods

Specialization courses:

PSY7615	Data Analysis with SPSS
PSY8100 *	Principles of Educational Psychology
PSY5201 *	Integrative Project for Master's Degree in Psychology

Two Elective Courses	**10 quarter credits**

Choose any graduate course(s).

Total	**65 quarter credits**

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Effective February 1, 2008, PSY9102 was renumbered and is now listed as PSY5201.

Note: Courses without a PSY designation may be worth fewer than five 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.

Learners anticipating matriculation into the PhD program with a specialization in Educational Psychology should review the course requirements for the PhD specialization and select their electives accordingly.

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

Harold Abel School of Psychology Degree Programs and Specializations, *continued*

MS in Psychology
Specializations, continued

Evaluation, Research, and Measurement

The master's specialization in Evaluation, Research, and Measurement facilitates the development of learners as professionals who assist individuals and organizations with planning and decision making. Specialization topics include program evaluation, statistics, research methodology, and tests and measurements. Upon successful completion of this specialization, learners are prepared to pursue careers in program evaluation, research, measurement, test construction, and data collection and analysis in a variety of organizations, including research and assessment, and credentialing and accreditation agencies.

Residency Requirement(s): None

Thirteen Required Courses　　65 quarter credits
Core Courses:

PSY5002	Orientation to Graduate Learning in Psychology
PSY7210	Lifespan Development
PSY7543 *	Ethics and Multicultural Issues in Psychology
PSY7610	Tests and Measurements
PSY7620	Inferential Statistics
PSY7650	Research Methods

Specialization Courses:

PSY7615	Data Analysis with SPSS
PSY7625 *	Advanced Inferential Statistics
PSY7630	Qualitative Analysis
PSY7656 *	Advanced Research Methods
PSY7660 *	Survey Construction and Administration
PSY8763 *	Program Evaluation
PSY5201 *	Integrative Project for Master's Degree in Psychology

Total　　　　　　　　　　65 quarter credits

Effective February 1, 2008, PSY9102 was renumbered and is now listed as PSY5201.

General Psychology

The General Psychology specialization offers master's learners flexibility in designing and personalizing their degree program. Learners who choose this specialization have the opportunity to explore the psychology curriculum. These degree requirements are not intended to prepare graduates for licensure as a professional counselor or psychologist.

Residency Requirement(s): None

Ten Required Courses　　50 quarter credits

PSY5002	Orientation to Graduate Learning in Psychology
PSY7210	Lifespan Development
PSY7411	Learning Theories in Psychology
PSY7421	Cognitive/Affective Psychology
PSY7520	Social Psychology
PSY7543 *	Ethics and Multicultural Issues in Psychology
PSY7610	Tests and Measurements
PSY7620	Inferential Statistics
PSY7650	Research Methods
PSY5201 *	Integrative Project for Master's Degree in Psychology

Three Elective Courses　　15 quarter credits
Choose any graduate course(s).

Total　　　　　　　　　　65 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Effective February 1, 2008, PSY9102 was renumbered and listed as PSY5201.

Note: Courses without a PSY designation may be worth fewer than five 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.

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 choose this specialization. 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 specialization requirements are not intended to prepare graduates for licensure as a professional counselor or psychologist.

Residency Requirement(s): None

Twelve Required Courses　　60 quarter credits
Core courses:

PSY5002	Orientation to Graduate Learning in Psychology
PSY7110	History and Systems of Psychology
PSY7210	Lifespan Development
PSY7411	Learning Theories in Psychology
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
PSY5201 *	Integrative Project for Master's Degree in Psychology

One Elective Course　　5 quarter credits
Choose any graduate course(s).

Total　　　　　　　　　　65 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Effective February 1, 2008, PSY9102 was renumbered and is now listed as PSY5201.

Note: Courses without a PSY designation may be worth fewer than five 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.

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

Harold Abel School of Psychology Degree Programs and Specializations, *continued*

MS in Psychology
Specializations, continued

Leadership Coaching Psychology

The Leadership Coaching Psychology specialization prepares master's learners to coach organizational leaders based on fundamental psychological principles and models including personality theory, the dynamics of group process, multicultural influences and perspectives, and ethical reasoning. This specialization provides learners with the education and training necessary to develop effective coaching relationships with organizational leaders, helping them achieve their personal and professional potential. Leadership coaches may provide internal or external assistance to executives, managers, and leaders of small or large organizations.

Residency Requirement(s): None

Thirteen Required Courses   65 quarter credits

Core courses:

PSY5002	Orientation to Graduate Learning in Psychology
PSY7210	Lifespan Development
PSY7543 *	Ethics and Multicultural Issues in Psychology
PSY7610	Tests and Measurements
PSY7620	Inferential Statistics
PSY7650	Research Methods

Specialization courses:

PSY7510	Psychology of Personality
PSY7530	Group Psychology
PSY8720	Psychology of Leadership
PSY8721 *	Introduction to Business Practices for Psychologists
PSY8765 *	Testing and Assessment in Workplace Psychology
PSY8768 *	Theory and Practice of Psychological Coaching
PSY5201 *	Integrative Project for Master's Degree in Psychology

Total   65 quarter credits

Effective February 1, 2008, PSY9102 was renumbered and is now listed as PSY5201.

Organizational Leader Development

The Organizational Leader Development specialization provides master's learners with the education and skills needed to become effective organizational leaders. Specialization topics include strategic planning principles, professional leader development, leadership theory, group dynamics, multicultural issues, research and analysis, and ethics. Upon successful completion of this specialization, learners are prepared to lead individuals, teams, and organizations and pursue leadership positions within business, government, and other settings.

Residency Requirement(s): None

Thirteen Required Courses   65 quarter credits

Core courses:

PSY5002	Orientation to Graduate Learning in Psychology
PSY7210	Lifespan Development
PSY7543 *	Ethics and Multicultural Issues in Psychology
PSY7610	Tests and Measurements
PSY7620	Inferential Statistics
PSY7650	Research Methods

Specialization courses:

PSY7530	Group Psychology
PSY7550 *	Process of Professional Development
PSY7670 *	Psychological Principles of Strategic Planning
PSY7690 *	Leading Organizational Change
PSY8720	Psychology of Leadership
PSY8770	Performance Enhancement and Motivation
PSY5201 *	Integrative Project for Master's Degree in Psychology

Total   65 quarter credits

Effective February 1, 2008, PSY9102 was renumbered and is now listed as PSY5201.

Sport Psychology

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

Residency Requirement(s): None

Thirteen Required Courses   65 quarter credits

Core courses:

PSY5002	Orientation to Graduate Learning in Psychology
PSY7210	Lifespan Development
PSY7411	Learning Theories in Psychology
PSY7543 *	Ethics and Multicultural Issues in Psychology
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
PSY8845 *	Current Issues in Sport Psychology
PSY5201 *	Integrative Project for Master's Degree in Psychology

Total   65 quarter credits

Effective February 1, 2008, PSY9102 was renumbered and is now listed as PSY5201.

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

Harold Abel School of Psychology Degree Programs and Specializations, *continued*

MS in Psychology
Specializations, continued

Clinical Psychology

The master's Clinical Psychology specialization 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. This specialization introduces learners to clinical interviewing and interventions, testing and assessment, research methods, psychopathology, and diagnosis. The 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 colloquium sessions. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see the following section, Academic Residencies, and each school's colloquium and residency courses.

Clinical Training Requirement(s):

Minimum of 600 total practicum hours. See the following section, Clinical Training, for more information.

Thirteen Required Courses   65 quarter credits
Core courses:

PSY5002	Orientation to Graduate Learning in Psychology
PSY7210	Lifespan Development
PSY7543 *	Ethics and Multicultural Issues in Psychology
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
PSY5201 *	Integrative Project for Master's Degree in Psychology

Total   65 quarter credits

Effective February 1, 2008, PSY9102 was renumbered and is now listed as PSY5201.

Counseling Psychology

The master's Counseling Psychology specialization 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. This specialization introduces learners to individual and group counseling interventions, testing and assessment, research methods, and counseling diagnosis. The 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 colloquium sessions. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see the following section, Academic Residencies, and each school's colloquium and residency courses.

Clinical 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, Clinical Training, for more information.

Twelve Required Courses   60 quarter credits
Core courses:

PSY5002	Orientation to Graduate Learning in Psychology
PSY7210	Lifespan Development
PSY7543 *	Ethics and Multicultural Issues in Psychology
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
PSY5201 *	Integrative Project for Master's Degree in Psychology

Two Elective Courses   10 quarter credits
Recommended elective courses:

PSY7225	Child and Adolescent Psychology
PSY7310	Biological Basis of Behavior
PSY8162	Career Counseling Theory
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

OR
Choose any graduate course(s).

Total   70 quarter credits

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161–162, for a list of these courses and their former numbers.

Effective February 1, 2008, PSY9102 was renumbered and is now listed as PSY5201.

Note: Courses without a PSY designation may be worth fewer than five 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.

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

Harold Abel School of Psychology Degree Programs and Specializations, *continued*

MS in Psychology
Specializations, continued

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 need to enroll in both the School Psychology MS specialization and the Specialist Certificate in School Psychology. Completion of the School Psychology master's specialization 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 licensing 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: PSY5002 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 policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Year-in-Residence page on iGuide for more information. Also see the following section, Academic Residencies, and the School Psychology year-in-residence courses.

Fourteen Required Courses   **70 quarter credits**

Core courses:

PSY5002	Orientation to Graduate Learning in Psychology
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 School
PSY8337	Legal and Ethical Issues in the School
PSY5202 *	Master's Integrative Project, School Psychology

Total   **70 quarter credits**

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary. It is learners' responsibility to understand and comply with requirements for their state.

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

Prior to enrollment, Washington state learners are advised to contact the Office of the Superintendent of Public Instruction at 360.725.6320 or profed@k12.wa.us to determine teacher certification or endorsement requirements, and contact their school district regarding qualifications for salary advancement.

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 MS and the Specialist Certificate in School Psychology from Capella University will have completed 120 quarter credits of study.

Certificate 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 clinical training, demonstrating proficiency across competency areas.

Residency Requirement(s):
School Psychology year-in-residence, Part II. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Year-in-Residence page on iGuide for more information. Also see the following section, Academic Residencies, and the School Psychology year-in-residence courses.

Clinical Training Requirement(s):
Minimum of 350 practicum hours and 1,200 internship hours. See the following section, Clinical Training, for more information.

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

Harold Abel School of Psychology Degree Programs and Specializations, *continued*

Certificate, *continued*

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

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary. It is learners' responsibility to understand and comply with requirements for their state.

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 licensure in Arizona 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.

Prior to enrollment, Washington state learners are advised to contact the Office of the Superintendent of Public Instruction at 360.725.6320 or profed@k12.wa.us to determine teacher certification or endorsement requirements, and contact their school district regarding qualifications for salary advancement.

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 MS/Specialist Certificate in School Psychology program. For more detailed information on residencies, learners should consult their specialization manual.

PhD and MS Residential Colloquia

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 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 degree completion plans and assess academic progress.

PsyD Clinical Psychology Year-in-Residence

The year-in-residence is a requirement for the PsyD Clinical Psychology specialization.

The Clinical Psychology year-in-residence requires the following:

• **Clinical Psychology 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.)

• **Clinical Psychology 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 Psychology learners** learners must demonstrate readiness for clinical training.

• **Clinical Psychology learners** 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:

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

Harold Abel School of Psychology Degree Programs and Specializations, *continued*

Academic Residencies, *continued*

A. **At least 500 hours** At least 500 hours of formally scheduled face-to-face instruction with Clinical 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 Psychology year-in-residence with the opening weekend and the first extended seminar (PSY-R8360 and PSY-R8361) typically scheduled in June.

– Following the opening weekend and extended seminar, learners take eight consecutive weekends-in-residence (PSY-R8362–PSY-R8369) typically scheduled August through March.

– Last, learners complete the Clinical Psychology year-in-residence final weekend-in-residence and second extended seminar (PSY-R8370 and PSY-R8371) 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 of 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 of formally scheduled events and meetings of the residence year.

• At least 50 hours of direct engagement in professional societies or organizations dedicated to the promotion of the profession and practice of psychology.

• At least 650 hours during the residency year of direct engagement in the scholarly study of clinical psychology. "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 revie 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 the Clinical Psychology specialization complete a practicum (a period of supervised clinical training separate and distinct from the year-in-residence), and the internship (a full year of supervised clinical experience). These requirements are described in the Clinical Training section.

The Clinical 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 clinical 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 clinical 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 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, camaraderie, and professional development in the attitudes and behaviors appropriate to being a school psychologist and practitioner-scholar. *Prerequisite(s): PSY5002, PSY7610, 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 Part I and Part II of the School Psychology year-in-residence.

The School Psychology year-in-residence, like the doctoral Clinical Psychology specialization, 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.

Harold Abel School of Psychology Degree Programs and Specializations, *continued*

Academic Residencies, *continued*

– Following the opening weekend and extended seminar, learners take the first four weekends-in-residence (PSY-R6562–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 the following residencies:

– Three School Psychology weekends-in-residence (PSY-R6568–PSY-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. Specialist Certificate in School Psychology learners 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 clinical 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 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 clinical 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.

Clinical Training

Introduction to Clinical Training

Clinical training is one of the most important parts of the educational experience for HASOP learners in the professional training specializations (Clinical Psychology, Counseling Psychology, 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 clinical 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 Psychology 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 to gain practical training prior to the granting of the degree. Internship is a full-time, on-site 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 Psychology 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

Harold Abel School of Psychology Degree Programs and Specializations, *continued*

Clinical Training, continued

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 to gain practical training prior to the granting of the specialist certificate. Internship is a full-time, on-site commitment that 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 that must be approved by the director of training.

Clinical Training Requirements

PsyD—Clinical 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

Note: Counseling Psychology learners who choose to take the practicum must meet these requirements.

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

Internship

- Internship not available.

Specialist Certificate in School Psychology

Practicum

- Approved practicum application.
- Part-time site placement with a minimum of 350 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: Clinical training hours and supervisor credential requirements for licensure or certification vary across states and Canadian provinces. Learners are responsible for determining the specific licensing requirements for any state or province in which they plan to seek licensure.

Course Renumbering

Effective February 1, 2008, some required, elective, and residency courses were renumbered. Some course titles also changed. The Course Renumbering pages reflect both the new (current) course numbers and titles as well as the former numbers and where applicable, former titles.

NEW COURSE ID	ORIGINAL COURSE TITLE	ORIGINAL COURSE ID
School of Business and Technology		
MBA6010	Professional Effectiveness: Stretch, Impact, Reposition	MBA9010
MBA6020	Leading for Results	MBA9020
MBA6110	Marketing and Brand Management	MBA9110
MBA6112	Market Research	MBA9112
MBA6114	Consumer Behavior	MBA9114
MBA6116	New Product Design and Development	MBA9116
MBA6118	International Marketing	MBA9118
MBA6120	Sales and Customer Relationship Management	MBA9120
MBA6231	Project Planning, Management, and Financial Control	MBA9231
MBA6233	Assessing and Mitigating Risk	MBA9124
MBA6235	Project Procurement and Solicitation	MBA9126
MBA6237	Advanced Project Management Techniques	MBA9128
MBA6130	Operations and Process Management	MBA9130
MBA6271	Strategic Management of Health Care Systems	MBA9132
MBA6273	Health Care Financial Management	MBA9134
MBA6275	Health Care Policy Analysis and Decision Making	MBA9136
MBA6277	Ethical and Legal Considerations in Health Care	MBA9138
MBA6160	Financial Management	MBA9140
MBA6141	Financial Markets and Institutions	MBA9161
MBA6162	Advanced Finance	MBA9142
MBA6163	Bank Management	MBA9143
MBA6164	International Financial Management	MBA9144
MBA6166	Investment and Portfolio Management	MBA9146
MBA6167	Risk Management	MBA9147
MBA6168	Corporate Finance Analysis and Decisions	MBA9148
MBA6190	Strategy	MBA9150
MBA6182	Impact of Advances in Information Technology	MBA9152
MBA6184	Techniques for Managing Information Technology Professionals	MBA9154
MBA6186	Strategic Information System Planning	MBA9156
MBA6180	Managing Information Assets and Technology	MBA9160
MBA6270	Regulatory and Ethical Environment of Business	MBA9170
MBA6150	Accounting	MBA9180
MBA6152	Advanced Accounting	MBA9182
MBA6154	Budget Planning and Control	MBA9184
MBA6156	Audit and Control of Accounting Information Systems	MBA9186
MBA6158	Accounting Information for Decision Making	MBA9188
MBA6140	Applied Managerial Statistics	MBA9190
MBA6210	Building Relationships	MBA9210
MBA6241	Human Resource Management in 21st Century Knowledge	MBA9212
MBA6243	Building Organizational Culture	MBA9214
MBA6245	Human Resource Management Technologies and Applications	MBA9216
MBA6247	Human Capital Management	MBA9218
MBA6220	Developing and Coaching Others	MBA9220
MBA6249	Organizations, Governance, and the Law	MBA9222
MBA6230	Leading Teams	MBA9230
MBA6240	Facilitating Change	MBA9240
MBA6250	Leveraging Workplace Diversity	MBA9250
MBA6260	Negotiating for Results	MBA9260
MBA6300	MBA Capstone: Judgment, Planning, and Action	MBA9300
MBA6310	Marketing Capstone: Judgment, Planning, and Action	MBA9310
MBA6330	Project Management Capstone: Judgment, Planning, and Action	MBA9320
MBA6370	Health Care Management Capstone: Judgment, Planning, and Action	MBA9330
MBA6360	Finance Capstone: Judgment, Planning, and Action	MBA9340
MBA6380	Information Technology Management Capstone: Judgment, Planning, and Action	MBA9350

NEW COURSE ID	ORIGINAL COURSE TITLE	ORIGINAL COURSE ID
School of Business and Technology *(CONTINUED)*		
MBA6340	Human Resource Management Capstone: Judgment, Planning, and Action	MBA9370
MBA6350	Accounting Capstone: Judgment, Planning, and Action	MBA9380
School of Education		
ED7679	Survey of Human Resource Development Research	ED502
ED7814	Interface Design	ED722
ED8812	The Governance of Educational Institutions	ED812
ED7310	Evaluating the Effectiveness of the Educational Process	ED814
ED8100	The Future of Educational Institutions: Topics and Trends	ED815
ED7818	The Future of Teaching and Learning: Issues for the Educational Leader	ED818
ED7820	Principles of Educational Administration	ED820
ED7822	The Funding of Educational Institutions	ED822
ED7823	Education and the Law	ED823
ED7106	Curriculum Development	ED825
ED5310	Intellectual Development and Learning Styles Across the Lifespan	ED828
ED7311	Theory and Methods of Educating Adults	ED829
ED7830	Coaching for High Performance	ED830
ED5311	The Collaborative Nature of Adult Education	ED836
ED7837	Funding and Managing Education Enterprises	ED837
ED7107	Teaching and Learning with Diverse Populations	ED838
ED7391	International Aspects of Adult Education	ED839
ED7840	The Politics of Higher Education	ED840
ED7841	The History of Higher Education	ED841
ED5802	Principles of Instructional Design	ED851
ED8810	Ethics and Social Responsibility in Distance Education	ED852
ED7853	Elementary School Administration	ED853
ED7854	Secondary School Administration	ED854
ED7855	Higher Education Administration	ED855
ED7857	Personnel Administration	ED857
ED7537	Emerging Technology and Multimedia for Curriculum and Instruction	ED5537
ED7538	Curriculum and Instruction: Program Evaluation	ED5538
ED5804	The Delivery of Distance Education	ED7210
ED5806	Designing Online Instruction	ED7211
ED6891	Instructional Design for Health Care Programs	ED7491
ED6895	Internship for Instructional Design for Online Learning	ED7493
ED6892	Storyboarding for Instructional Design	ED7497
ED6893	Needs Analysis for Instructional Design	ED7499
ED5312	Strategies for Building Online Learning Communities	ED7692
ED5313	Curriculum Development for Online Learning	ED7693
ED9050	Special Topics in Leadership in Educational Administration	ED9051
ED8051	Special Topics in Leadership for Higher Education	ED8050
ED8052	Special Topics in Professional Studies in Education	ED9052
ED8053	Special Topics in Advanced Classroom Instruction	ED9053
ED7390	Special Topics in Postsecondary and Adult Education	ED9054
ED7392	Special Topics in Teaching Online	ED9055
ED8056	Special Topics in Training and Performance Improvement	ED9056
ED8895	Special Topics in Instructional Design for Online Learning	ED9058
School of Human Services		
HS8413	Social Influences of Behavior	HS813
HS5214	Theories of Personality	HS814
HS5315	Professional and Scientific Ethics	HS815
HS5317	Social Systems	HS817
HS5318	Scope of Human Services	HS818

Course Renumbering, *continued*

NEW COURSE ID	ORIGINAL COURSE TITLE	ORIGINAL COURSE ID
School of Human Services *(CONTINUED)*		
HS5221	Mental Health Counseling	HS821
HS5423	Philosophy of Social Work	HS823
HS5225	Human Sexuality	HS825
PSF5370	Juvenile Delinquency	HS827
HS8731	Psychopathology: Assessment and Treatment	HS831
HS5334	Ethnic and Cultural Awareness	HS834
HS5436	Utilization of Community Resources	HS836
HS5237	Counseling and Guidance in Diverse Populations	HS837
HS5239	Theories of Psychotherapy	HS839
HS5240	Counseling and Guidance with Children	HS840
HS5241	Group Counseling and Psychotherapy	HS841
HS8745	Grief and Bereavement Counseling	HS845
HS8447	Applied/Clinical Sociology	HS847
HS5249	Health Advocacy in the Community	HS849
HS5252	Introspective and Personal Growth Seminar	HS852
HS8453	Prevention and Causes of Child Abuse	HS853
HS5254	Child and Adolescent Counseling	HS854
HS8758	Mental Health and Aging	HS858
HS8764	Contemporary Issues in Compulsive and Addictive Behavior Treatment	HS864
HS5265	Group Therapy and Compulsive and Addictive Behavior	HS865
HS5266	Compulsive Behavior and the Disturbance of the Self: Alternatives to the Addiction Model	HS866
HS5267	Intervention with Compulsive and Addictive Behaviors	HS867
HS8120	Families, Systems, and Health Care	HS869
HS5271	Marriage and Family Systems	HS871
HS5272	Marriage and Marital Therapy	HS872
HS8476	Methods of Family Research	HS876
HS5270	Family Therapy Theories and Methods	HS877
HS8478	The Family in Social Context	HS878
HS5279	Life Planning and Career Development	HS879
HS5503	Contexts and Models of Health	HS880
HS8121	Health in the Workplace	HS881
PSF8626	Stress Management in Organizations NEW TITLE: Stress Management in Public Safety Organizations	HS884
HS5506	Managed Care and Health Services	HS885
HS5507	Health Care Communication: Providers and Receivers	HS886
HS8513	Role and Function of Boards and CEOs	HS889
HS8514	Management of Human Services Agencies	HS893
PSF5600	Public Safety Organizational Leadership	HS5600
PSF5601	Personal Leadership Development	HS5601
PSF5602	Leadership and Human Resource Management	HS5602
PSF5610	Accounting and Finance in Public Safety Organizations	HS5610
PSF5611	Managing Training and Performance Improvement	HS5611
PSF5620	Critical Incident Stress Management	HS5620
PSF5621	Disaster Management	HS5621
PSF5622	National Incident Management Systems	HS5622
PSF5623	Critical Infrastructure Risk Assessment, Evaluation, and Analysis	HS5623
PSF5991	Integrative Project for Public Safety Learners	HS5991
HS5402	Social Change and Public Policy	HS8101
HS5401	History of Social Welfare	HS8102
PSF8210	Issues in Police-Community Relations	HS8210
PSF5371	Practices of Probation, Parole, and Community Corrections	HS8211
PSF5372	History of the Juvenile Criminal Justice System	HS8212
PSF8301	Ethics and Social Responsibility	HS8301
PSF8370	The Criminal Mind	HS8370
PSF8371	Race/Culture in Criminal Justice	HS8371
PSF8372	Criminal Behavior: A Sociological Primus	HS8372
PSF8373	Understanding Criminology	HS8373
PSF8374	Current Research on Violent Behavior	HS8374

NEW COURSE ID	ORIGINAL COURSE TITLE	ORIGINAL COURSE ID
School of Human Services *(CONTINUED)*		
PSF8375	Deviance: The Interactionist Perspective	HS8375
PSF8376	Correlates of Crime	HS8376
PSF8377	The Penal System: Its Role in the U.S. Society	HS8377
PSF8601	Contemporary Public Safety Leadership	HS8601
PSF8602	Theories of Leadership	HS8602
PSF8605	Race and Culture in American Society	HS8605
PSF8620	Principles of Organization Theory and Practice	HS8620
PSF8621	Theories of Executive Human Resource Management	HS8621
PSF8622	Needs Assessment: Models and Procedures	HS8622
PSF8623	Legal Systems, Labor Relations, and Regulatory Practices	HS8623
PSF8624	Designing Training and Performance Solutions	HS8624
PSF8625	Grant Writing	HS8625
PSF8630	Critical Incident Stress	HS8630
PSF8631	Case Studies in Critical Incident Management	HS8631
PSF8632	Philosophy and Practice of Disaster Preparedness	HS8632
PSF8633	Advanced National Incident Management Systems	HS8633
HS5509	Long-Term Care	HS8800
HS6002	Clinical Practicum	HS9002
HS6031	Clinical Internship I	HS9031
HS6032	Clinical Internship II	HS9032
HS6033	Clinical Internship III	HS9033
PSF8050	Special Topics in Criminal Justice NEW TITLE: Special Topics in Public Safety	HS9050
HS8051	Special Topics in Health Care Administration	HS9051
HS8052	Special Topics in General Human Services	HS9052
HS8053	Special Topics in Counseling Studies	HS9053
HS8054	Special Topics in Management of Nonprofit Agencies	HS9054
HS8055	Special Topics in Social and Community Services	HS9055
Harold Abel School of Psychology		
PSY5201	Integrative Project for Master's Degree in Psychology	PSY9102
PSY-R8360	Professional Issues in Clinical Psychology and Residency Preparation	PSY-R6360
PSY-R8361	Extended Seminar I: Relationships, Assessment, and Professional Issues	PSY-R6361
PSY-R8362	Ethics and Standards of Professional Practice	PSY-R6362
PSY-R8363	Assessment: Diagnosis, Case Formulation, and Treatment Planning	PSY-R6363
PSY-R8364	Intervention: Treatment Implementation	PSY-R6364
PSY-R8365	Diversity: Individual Differences	PSY-R6365
PSY-R8366	Assessment: Cognitive, Achievement, and Adaptive Testing	PSY-R6366
PSY-R8367	Assessment: Personality Testing	PSY-R6367
PSY-R8368	Assessment: Neuropsychological Testing	PSY-R6368
PSY-R8369	Research and Evaluation	PSY-R6369
PSY-R8370	Crisis Intervention and Risk Assessment	PSY-R6370
PSY-R8371	Extended Seminar II: Consultation, Supervision, Reports, and Professional Issues	PSY-R6371
PSY-R8460	Professional Issues in Counseling Psychology and Residency Preparation	PSY-R6460
PSY-R8461	Extended Seminar I: Interviewing, Testing, and Professional Issues	PSY-R6461
PSY-R8462	Ethics and Standards of Counseling Psychology	PSY-R6462
PSY-R8463	Individual Counseling Interventions	PSY-R6463
PSY-R8464	Diagnosis and Treatment Planning	PSY-R6464
PSY-R8465	Group Counseling Interventions	PSY-R6465
PSY-R8466	Assessment in Counseling: Cognitive Testing	PSY-R6466
PSY-R8467	Assessment in Counseling: Personality Testing	PSY-R6467
PSY-R8468	Research and Empirically Based Practices	PSY-R6468
PSY-R8469	Research Design and Implementation	PSY-R6469
PSY-R8470	Career and Vocational Interventions	PSY-R6470
PSY-R8471	Extended Seminar II: Diversity, Supervision, and Professional Issues	PSY-R6471

Graduate Course Descriptions
By School and 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 Business and Technology

MBA Courses
Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161-162, for a list of these courses and their former numbers.

MBA6010 - 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 CoachingSM 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.*

MBA6020 - 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.*

MBA6110 - Marketing and Brand Management (3 quarter credits). This course presents learners with a comprehensive approach to marketing and brand management. Topics include 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.

MBA6112 - Market Research (3 quarter credits). This course addresses survey research techniques, research design, secondary/primary data collection, data analysis, and ethical implications of marketing research activities. Learners examine methods for gathering and analyzing data and learn how to apply techniques to contemporary marketing problems, market research projects, and effective decision making. *Prerequisite(s): MBA6110, MBA6140.*

MBA6114 - 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 sociocultural 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 sociocultural influences affect managerial decisions. *Prerequisite(s): MBA6110, MBA6112.*

MBA6116 - New Product Design and Development (3 quarter credits). This course provides a framework for product planning, implementation, and evaluation and for new product introductions. The course addresses the new product development process from idea generation to commercialization. Learners are introduced to basic concepts and tools to help them understand this process from a managerial perspective. The course emphasizes the process as it relates to the manager in his or her role as a product manager. *Prerequisite(s): MBA6110.*

MBA6118 - International Marketing (3 quarter credits). This course addresses the marketing challenges related to selling products or services in foreign markets. Topics include the impact of cultural differences; variations in market structure; methods of distribution; and issues related to the adaptation of products, pricing, and communications strategy. Learners examine the ethical implications of decisions, identify and synthesize the forces that shape the global business/marketing environment, examine the unique challenges of marketing products and services internationally, and identify issues in their own organization or industry. *Prerequisite(s): MBA6110.*

MBA6120 - Sales and Customer Relationship Management (3 quarter credits). This course covers the theory and practice of strategic consultative selling, including relationship selling, solution selling, and strategic account management. Learners explore topics in sales force management, including alignment of the field organization, the use of resellers, and compensation. The course is structured according to the five steps of consultative selling, which are presented in detail: development of a personal selling philosophy and the subsequent creation of a strategy for the relationship, product, customer and sales presentation. Learners also explore customer relationship management software applications and topics. Learners investigate roles in the selling process such as buyer, sales manager, and salesperson.

MBA6130 - 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.

MBA6140 - Applied Managerial Statistics (3 quarter credits). Analyzing and interpreting quantitative information is a primary component of effective business administration. In this course, learners become familiar with performing analysis and evaluation using statistics and mathematical modeling to support effective decision making in management practice. Course activities include case analysis, discussions of business-related statistical problems, and readings focused on state-of-the-art statistical methods for business decision making.

MBA6150 - Accounting (3 quarter credits). This course provides a survey of financial and managerial accounting concepts and practices. Topics include the accounting cycle, financial reporting, financial statements analysis, cost accounting, management control, differential analysis, and ethical aspects of accounting and financial reporting.

MBA6152 - 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. *Prerequisite(s): MBA6150.*

Graduate Course Descriptions, *continued*

MBA6154 - 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): MBA6152.*

MBA6156 - 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): MBA6152.*

MBA6158 - 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 make better decisions. Learners also explore the uses of accounting information in functional areas such as finance, management, and marketing. *Prerequisite(s): MBA6152.*

MBA6160 - 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. *Prerequisite(s): MBA6140, MBA6150.*

MBA6161 - Financial Markets and Institutions (3 quarter credits). This course provides learners with a theoretical foundation for examining the nature and role, structure, and management of financial institutions in financial markets. Learners 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): MBA6160.*

MBA6162 - Advanced Finance (3 quarter credits). This course extends the competencies developed in MBA6160: basic theories and techniques related to acquisition of, accounting for, and allocation of an organization's financial resources. Learners in this course examine existing theories and emerging topics in the field in more depth and gain additional insights and techniques for examining financial risk, return, and the capital asset pricing model; dividend policy; financing flexibility; valuation of securities; derivatives and risk management; and capital structure. Learners apply their knowledge to real-world business concerns and issues within their work environment. *Prerequisite(s): MBA6160.*

MBA6163 - Bank Management (3 quarter credits). This course begins with an overview of the commercial banking and financial services industries. Topics include bank evaluation and performance; asset and liability management; organizational structure; loan services to businesses and consumers; financial derivatives and tools; capital, profitability, and bank market structure; and regulations, hedging, interest rate risk, and credit risk management. The course covers a growth trend in commercial banking that includes financial services such as investment banking and security underwriting services, e-banking, and e-commerce. Course topics also include ethical behavior. *Prerequisite(s): MBA6160.*

MBA6164 - International Financial Management (3 quarter credits). In this course, learners are exposed to international financial management and reporting techniques. The course emphasizes international financial 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): MBA6160.*

MBA6166 - Investment and Portfolio Management (3 quarter credits). In this course, learners examine the securities market, various types of investment securities, and the risk-return characteristic of each. The course emphasizes tools used by professional money managers for managing investment alternatives including global opportunities. Learners apply investment theories to the management of corporate portfolios; evaluate corporate investment and portfolio management strategies; analyze and evaluate methods of portfolio construction; and analyze current theories, strategies, and methods for their applicability to global opportunities. *Prerequisite(s): MBA6160.*

MBA6167 - Risk Management (3 quarter credits). This course exposes learners to practical and theoretical aspects of managing risks in the insurance service industry. Learners study a range of industry risks: insurance risk, market risk, liquidity risk, and asset and liability management risks. The course provides learners with sophisticated tools and analytical techniques to minimize these risks and learn how management of these risks can create shareholder value. *Prerequisite(s): MBA6160.*

MBA6168 - Corporate Finance Analysis and Decisions (3 quarter credits). Learners in this course examine the principles of financial administration with applications to problems of financial analysis and control, and planning by firms under changing economic conditions. Learners conduct financial analyses, evaluate a corporation's financial planning and control functions, and assess the ability of corporations to create wealth. Learners discuss the impact of financing decisions on real asset valuation; managerial incentives; and corporate strategy including mergers/acquisitions, corporate restructuring, real options, and the use of derivatives and other financing tools on deal structure. *Prerequisite(s): MBA6160.*

MBA6180 - 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.

MBA6182 - 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): MBA6180.*

MBA6184 - Techniques for Managing Information Technology Professionals (3 quarter credits). Learners in this course examine the particular issues of managing information technology 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): MBA6180.*

Graduate Course Descriptions, *continued*

MBA6186 - 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 information technology 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): MBA6180.*

MBA6190 - 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.

MBA6210 - 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.

MBA6220 - 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.

MBA6230 - 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.

MBA6231 - Project Planning, Management, and Financial Control (3 quarter credits). This course focuses on defining management techniques for planning, estimating, and facilitating successful enterprise projects. Learners define a project, develop work breakdown structures, prepare project schedules, and determine ways to coordinate the various resources. Techniques are introduced to help keep projects on track and enhance team motivation. In addition, learners explore planning, time management, and risk management activities that assist them throughout their program and professional careers. *Prerequisite(s): MBA6160.*

MBA6233 - 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): MBA6231.*

MBA6235 - 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): MBA6231.*

MBA6237 - 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): MBA6231.*

MBA6240 - 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.

MBA6241 - Human Resource Management in 21st Century Knowledge (3 quarter credits). This course provides a global perspective to the human resource management field. Learners examine traditional HRM functions such as human capital recruitment, development, and retention. Learners compare strategic and tactical approaches to human resource management and evaluate communication, influence, and strategic practices in global organizations. *Prerequisite(s): MBA6010, MBA6020.*

MBA6243 - Building Organizational Culture (3 quarter credits). This course provides an overview of approaches to organizational design, culture, change, and transformation. Learners evaluate organizational designs and structures, change management models, and best practices for transforming organizational culture to achieve business goals and objectives. Learners focus on developing design, change, and transformation processes that tactically influence organizations. *Prerequisite(s): MBA6241.*

MBA6245 - Human Resource Management Technologies and Applications (3 quarter credits). In this course, learners explore established human resource management technologies used to achieve organizational capacity, integration, and effectiveness. Learners study and apply strategies that use HRM technologies to maximize human capital productivity. The course emphasizes becoming skilled HRM technologists seeking organizational and business opportunities to employ HRM technologies. *Prerequisite(s): MBA6241.*

MBA6247 - Human Capital Management (3 quarter credits). This course presents the fundamental practices of human capital management. Learners study and apply practices associated with workforce development, workforce management, and outsourcing. The course focuses on enabling learners to shape the global workforce. *Prerequisite(s): MBA6241.*

MBA6249 - Organizations, Governance, and the Law (3 quarter credits). This course provides learners with the foundational elements of legal thinking, practice, and application needed to understand the role and influence of the organizational laws and legal practices. Learners examine the roles and influence of law in the workplace, and study legal theories, practices, and strategies used by attorneys to develop workplace policies and address other employment-related issues. The course provides opportunities for learners to exercise legal knowledge, thought, and practice through experiential activities. *Prerequisite(s): MBA6241.*

Graduate Course Descriptions, *continued*

MBA6250 - 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.

MBA6260 - 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.

MBA6270 - 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.

MBA6271 - 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.

MBA6273 - Health Care Financial Management (3 quarter 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): MBA6271, MBA6160.*

MBA6275 - Health Care Policy Analysis and Decision Making (3 quarter credits). Learners in this course analyze the development and implementation of policy in the health care field and its unique role in the industry. 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): MBA6271.*

MBA6277 - Ethical and Legal Considerations in Health Care (3 quarter credits). This course introduces ethical principles that managers can apply to understand, analyze, and resolve ethical problems in the health care field. 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): MBA6271.*

MBA6300 - 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 course work. Cannot be fulfilled by transfer or petition.*

MBA6310 - 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 required MBA course work. Cannot be fulfilled by transfer or petition.*

MBA6330 - 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 required MBA course work. Cannot be fulfilled by transfer or petition.*

MBA6340 - Human Resource Management Capstone: Judgment, Planning, and Action (3 quarter credits). This is an integrative course for learners completing the MBA Human Resource Management specialization. Learners synthesize and apply human resource management knowledge, and evaluate current research and topics relative to this specialization. Learners complete a project that incorporates the skills necessary for analyzing HRM issues, thinking creatively and strategically, using sound judgment, and establishing plans. *Prerequisite(s): Completion of all required MBA course work. Cannot be fulfilled by transfer or petition.*

MBA6350 - 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 required MBA course work. Cannot be fulfilled by transfer or petition.*

MBA6360 - 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

Graduate Course Descriptions, *continued*

accomplish these goals may vary. *Prerequisite(s): Completion of all required MBA course work. Cannot be fulfilled by transfer or petition.*

MBA6370 - 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 required MBA course work. Cannot be fulfilled by transfer or petition.*

MBA6380 - Information Technology Management Capstone: Judgment, Planning, and Action (3 quarter credits). This is an integrative course for learners completing the MBA Information Technology Management specialization. Learners synthesize and integrate the learning experiences acquired in Information Technology 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 required MBA course work. 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 must be taken by master's learners in their first quarter. 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 introduces master's learners to fundamental finance and accounting practices. Learners study the principles of financial accounting and the ways the activities of organizations are influenced by accounting measurement. The course emphasizes becoming good consumers, rather than producers, of financial information and uses current events to reinforce and demonstrate the implications of various accounting decisions.

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 HRM functions. In this course, learners develop a human resource scorecard to enhance their ability to capture the value of HR 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

Graduate Course Descriptions, *continued*

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 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.*

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

DW-R8000 - Dissertation Writer's Retreat (non-credit). This course supports doctoral learners in completing their dissertations. This week-long, writing-intensive retreat focuses on the challenges and needs of dissertation writers and provides writing, library, and research resources.

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.*

OM7009 - Writing for Publication (4 quarter credits). Learners in this course explore the publication process, beginning with choosing a publication for submission and ending with a completed manuscript to submit. During the quarter, learners define and research their topic and publication, write and revise multiple drafts, participate in peer review, and prepare a cover letter for submission.

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.*

Graduate Course Descriptions, *continued*

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 provides learners with the opportunity to examine and experience the steps of new business venture assessment and planning. Learners explore foundational entrepreneurial research, the entrepreneurial process, and the skills and abilities of successful entrepreneurs, and identify, assess, and develop a business plan for a venture of their choice.

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. Cannot be fulfilled by transfer.*

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 must be taken by PhD learners in their first quarter. Available online only. Cannot be fulfilled by transfer.*

OM8010 - Principles of Organization Theory and Practice (4 quarter credits). In this course, learners explore, synthesize, and integrate organization theory, thereby preparing them to conduct doctoral research related to organization theory, organizational behavior literature, and organizational research design. Learners evaluate organizational theory, apply it to organizational behavior, and diagnose organizational effectiveness. *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 scientific, philosophical, and methodological approaches underlying organization and management research and theory. Course topics include the scholar-practitioner as social and behavioral scientist and purveyor of evidenced-based management, and ways of working with the extant literature. Learners analyze and report on the elements of a scientific study, and evaluate the ontological, axiological, and epistemological assumptions underlying qualitative, quantitative, and mixed-methods studies. Learners also identify the strengths and limitations of various methodological approaches, and provide recommendations for future research based on author-identified limitations and a review of the seminal works and recent research. *Prerequisite(s): OM7080. Available online only. Cannot be fulfilled by transfer.*

OM8022 - Survey of Applied Research Methods (4 quarter credits). This course focuses on research designs for qualitative, quantitative, mixed-methods, and applied research in organization and management. Learners move beyond conducting reviews of literature at the methodological level, focusing on research design in order to evaluate specific design features related to reliability and threats to validity, and to craft their own research prospectus. Learners explore the meaning of content and process gaps, problems, and opportunities uncovered through a review of the literature. They also examine issues related to management science research ethics and the role of the Institutional Review Board (IRB). *Prerequisite(s): OM7080, OM8021. OM8021 prerequisite does not apply to PhD in IT learners. Available online only. Cannot be fulfilled by transfer.*

OM8025 - Advanced Qualitative Research (4 quarter credits). Learners in this course investigate qualitative inquiry and various qualitative research designs based on social constructivist, interpretive, and critical-theory/transformative traditions appropriate for research in organization and management. Course topics include strategies for data collection and bounding, data analysis and coding, visual mapping and portrayal, drawing and verification of conclusions from data, and qualitative research presentation. Learners also gain hands-on experience using qualitative software. This course is recommended for learners who intend to conduct either a qualitative or mixed-methods dissertation. *Prerequisite(s): 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. Available online only. Cannot be fulfilled by transfer.*

Graduate Course Descriptions, *continued*

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 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): OM8022. Available online only. Cannot be fulfilled by transfer.*

OM8028 - Survey of Research Literature in Management Education (4 quarter credits). Learners in this course review management literature, focusing on research related to improving the effectiveness of management instruction and developing management curricula and courses. The course focuses specifically on management education but also explores topics in leadership, business, and other related disciplines. *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, 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 Human Resource 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 human resource management 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 information technology 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.*

Graduate Course Descriptions, *continued*

OM8302 - Survey of Research Literature in Information Technology Planning and Delivery (4 quarter credits). Learners in this doctoral seminar review the information technology 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 - Information Technology Technical Foundations (4 quarter credits). Learners in this doctoral seminar focus on theory and research that address the technical foundations of information technology management discipline. Topics include a wide range of technologies, processes, and methods, with a particular emphasis on emerging technologies and concepts. *Available online only. Cannot be fulfilled by transfer.*

OM8304 - Information Technology Delivery (4 quarter credits). Learners in this doctoral seminar concentrate on the behavioral aspects of deploying information technology 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 information technology 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.*

OM8521 - Advances in Project Planning (4 quarter credits). Learners in this course identify and evaluate seminal research in a variety of project management areas, including project planning. Learners focus their research on effective techniques and tools used to define, plan, and initiate results-driven projects. *Prior to enrolling in this course, learners should have a working knowledge of project management. Completion of at least one master's-level project management course is strongly recommended. Available online only. Cannot be fulfilled by transfer.*

OM8523 - Advances in Project Execution (4 quarter credits). Learners in this course identify and evaluate seminal research in a variety of project management areas, including project resource management and project execution. Learners focus their research on effective techniques and tools used to execute, monitor, control, and close projects. *Prior to enrolling in this course, learners should have a working knowledge of project management. Completion of at least one master's-level project management course is strongly recommended. Available online only. Cannot be fulfilled by transfer.*

OM8525 - Strategic Leadership and Human Resource Management (4 quarter credits). In this course, learners analyze leadership theories and human resource management approaches to project or program management. Learners evaluate the advantages and disadvantages of various leadership skills and examine their effects on leading a project team to achieve results. Learners also explore ways to optimize HRM to improve an organization's project implementation capabilities. *Prior to enrolling in this course, learners should have a working knowledge of project management. Completion of at least one master's-level project management course is strongly recommended. Available online only. Cannot be fulfilled by transfer.*

OM8527 - Advanced Risk Management (4 quarter credits). Learners in this course explore current trends and methods of project risk management. Learners evaluate approaches to preventing, mitigating, and managing project risks, and identify strengths, weaknesses, and gaps in project risk management research. *Prior to enrolling in this course, learners should have a working knowledge of project management. Completion of at least one master's-level project management course is strongly recommended. Available online only. Cannot be fulfilled by transfer.*

OM8529 - Program and Portfolio Management (4 quarter credits). This course presents methods of managing multiple projects and project portfolios. Learners evaluate and apply program integration and portfolio management techniques, and examine methods used to optimize the overall value of project portfolios. *Prior to enrolling in this course, learners should have a working knowledge of project management. Completion of at least one master's-level project management course is strongly recommended. Available online only. Cannot be fulfilled by transfer.*

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 information technology management. Theory, research, and application of subject matter are constructed to focus on specific subject matter using the special topics course format. Learners propose course topics not covered in the elective offerings of this specialization and develop content with course tutor approval. *PhD learners only: To be completed in directed-study format.*

Graduate Course Descriptions, *continued*

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 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 directed-study format.*

OM9919 - Doctoral Comprehensive Examination (4 quarter credits). This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to enroll in the first dissertation course. *Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective course work with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.*

OM9920 - Dissertation Courseroom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. *Grading for this course is R/NS. Prerequisite(s): OM9919. Cannot be fulfilled by transfer.*

OM9921–OM9940 - Dissertation Research 1–Dissertation Research 19 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. *Grading for this course is R/NS. Prerequisite(s): OM9919. Courses must be taken in sequence. OM9920 is a co-requisite for these courses. Cannot be fulfilled by transfer.*

School of Business and Technology

Master's 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 study technical writing, editing, and online communication and engage in a broad range of activities, including preparing an effective résumé, writing proposals and technical reports, and creating professional development plans. This course helps learners develop an understanding of format and content and prepares them for project documentation requirements throughout their program and their professional careers. *TS5004 must be taken by master's learners in their first quarter. Cannot be fulfilled by transfer or petition.*

TS5010 - Introduction to Enterprise Application Architecture (4 quarter credits). This course covers dynamic Hypertext Markup Language (HTML), JavaScript, Java Applets, cascading style sheets, and design templates and includes an introduction to CGI programming, server-side includes (SSI), and Extensible Markup Language (XML). This course also 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 (e.g., operations and marketing). Learners apply their knowledge as they use a professional interactive development environment (IDE) to develop a Web application. Learners also design and create an e-commerce Web site that addresses both the technical and business issues of e-commerce. Other course topics include the role of standards in supporting the Web, the handling of commercial transactions, social controversies surrounding e-commerce, and emerging e-commerce business models.

TS5011 - Managing People and Technology (4 quarter credits). This course provides information technology learners with skills needed to manage technology and people. Learners assess and control the risks associated with information assets, apply concepts and principles to manage projects and project quality, and develop collaboration and leadership skills to use in a globally distributed team environment.

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 toward those learners who are not pursuing the System Design and Development 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. Topics include portability, reusability, prototyping, and performance management. Learners examine advanced requirements analysis techniques; functional specifications; and system design, implementation, testing, and maintenance. Learners also compare theory with practice and assess, evaluate, and apply software development principles and processes to a professional environment. *Prior to enrolling in this course, learners should have 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.

Graduate Course Descriptions, *continued*

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 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. *Prerequisite(s): TS5130. Working knowledge of software development process or software engineering principles is strongly recommended.*

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 information technology learners with a foundation of business concepts. Learners analyze organizational structures, operational processes, financial measures, and key business communication concepts and techniques. Through the analysis and application of fundamental business processes, theories, and techniques, learners gain a better understanding of how IT integrates with the enterprise as a whole.

TS5270 - Cyber Threats to Enterprise Security (2 quarter credits). This course is designed for information technology 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 information technology 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. *Working knowledge of networking concepts is strongly recommended.*

TS5311 - Enterprise Security (4 quarter credits). This course provides an overview of enterprise security and presents the tools, techniques, and strategies used to counteract threats organizations experience on a daily basis. Learners develop a working knowledge of organization security risk assessment and gain an understanding of appropriate security planning by analyzing cyber terrorism and enterprise system weaknesses and creating an enterprise system security plan. *Prior to enrolling in this course, learners should have a working knowledge of networking concepts.*

TS5312 - Security Risk Management (4 quarter credits). This course presents the important elements of risk management and the ethical and legal issues surrounding computer security. Learners analyze the impact of computer legislation and case law on information security management and examine ways to mitigate risk and develop risk-control strategies to better understand information security project planning. *Prior to enrolling in this course, learners should have a working knowledge of IT and project management skills.*

TS5321 - Local Area Network Architectures (4 quarter credits). The focus of this course is on local area network (LAN) architectures from managerial, business, and operational perspectives. Learners explore planning, designing, administering, securing, and managing LANs and gain an understanding of how to implement LAN architectures using different platforms and technologies. *Prior to enrolling in this course, learners should have a working knowledge of network administration.*

TS5322 - Wide Area Network Architectures (4 quarter credits). The focus of this course is on wide area network (WAN) architectures from managerial, business, and operational perspectives. Learner explore planning, designing, administering, securing, and managing WANs and gain an understanding of how to implement WAN architectures using different platforms and technologies. *Prior to enrolling in this course, learners should have a working knowledge of network administration.*

TS5323 - Integrating Divergent Network Architectures (4 quarter credits). This course presents an overview of different network architectures, with an emphasis on the integration of heterogeneous network components. Learners consider the interoperability of local area networks (LANs), wide area networks (WANs), and wireless and mobile networks from an architectural perspective. The course also engages learners with a diverse set of hardware and software systems and emphasizes understanding how to design and deploy integrated network solutions to create a strategic business advantage.

TS5324 - Evolving Network Technologies (4 quarter credits). This course presents an overview of the latest network trends, with an emphasis on the analysis and deployment of emerging technologies. Learners study Voice over Internet Protocol (VoIP), secure wireless, mobile computing, and virtualized networks at an enterprise level. The course also engages learners with a diverse set of hardware and software systems and emphasizes understanding how to manage change in an enterprise environment and use leading edge network technologies to create a strategic business advantage.

TS5325 - Enterprise Network Analysis (4 quarter credits). Learners in this course analyze the business requirements that drive network solutions, including network security, network performance monitoring and analysis, and capacity planning. Learners consider the current national regulatory regime and information technology governance issues. Learners also gain practical knowledge of the management of existing network infrastructures by assessing network availability and reliability requirements for an enterprise network.

TS5331 - Project Management Fundamentals (4 quarter credits). This course serves as an introduction to the generally accepted processes and knowledge areas found in the project management profession. Learners study the project management concepts as defined by the Project Management Institute's (PMI) "A Guide to the Project Management Body of Knowledge (PMBOK® Guide). Topics include professionalism and ethics, the nine project management knowledge areas, and the domains of initiating, planning, executing, controlling, and closing projects.

TS5332 - Project Management Planning, Execution, and Control (4 quarter credits). This course emphasizes the elements of project management through the integration and application of project planning, executing, monitoring, and controlling tools and techniques. Learners identify project requirements and develop a project plan that considers project scope, time, and cost in managing

Graduate Course Descriptions, *continued*

competing project requirements. Learners also examine the elements of work breakdown structures and their importance in developing a project schedule that accurately reflects the work effort required and assigns the appropriately skilled resources complete each activity.

TS5333 - Project Budgeting, Procurement, and Quality (4 quarter credits). In this course, learners study the fundamental concepts and principles of cost estimation and budgeting; quality planning, management, and control; and procurement life cycle activities as they relate to projects. Learners evaluate tools and techniques used in planning, monitoring, reporting, controlling, and managing project cost and explore the concept of earned value management. Other topics include procurement aspects from planning to acquisition, contracting, and closure.

TS5334 - Project Risk Assessment and Control (4 quarter credits). Learners in this course examine the important elements of risk management, including planning for, identifying, quantifying, analyzing, and controlling risk. Learners gain an understanding of the systematic process of identifying, analyzing, and appropriately responding to project risk. Learners also apply qualitative and quantitative risk analysis techniques and assess the negative consequences of failing to perform a proper risk analysis.

TS5335 - Project Leadership and Management (4 quarter credits). The objective of this course is to gain insight into the role and skills required of project leaders across organizations. Learners examine a wide range of leadership roles, including manager, problem solver, facilitator, trainer, communicator, and advocate, and discover how each role affects the ability to create a cohesive project team. Learners study and apply a step-by-step approach to leadership and teambuilding. Other course topics include leadership ethics, leadership and project strategy, and the relationship between leadership and project management politics.

TS5341 - Requirements Discovery and Documentation (4 quarter credits). Learners in this course examine the responsibilities of determining, organizing, and communicating requirements for an information technology solution; driving support for the solution; and providing the background needed for solution development. Learners study requirement-gathering processes and ways to document the interrelationship of requirement elements. Learners also explore requirement-modeling development techniques that can be used to communicate requirements to IT project stakeholders and sponsors.

TS5342 - Solution Analysis and Modeling (4 quarter credits). In this course, learners examine the responsibilities of analyzing and clarifying business requirements, and developing solutions that meet the business needs of an organization.

Learners explore system-modeling techniques, the various levels of requirements modeling, and solution implementation models.

TS5343 - Business Solution Assessment and Validation (4 quarter credits). This course focuses on the business analyst's role in determining whether an information technology solution can deliver its intended value to an organization. Learners analyze IT solutions to ensure that they satisfy the business requirements of an organization. Learners also examine the effects of various implemented solutions and evaluate quality assurance methods during the solution development process to ensure the end product will meet the specified requirements.

TS5344 - Strategic Business Analysis (4 quarter credits). Learners in this course study the importance of aligning proposed information technology solutions with business goals and strategies. Learners develop a business architecture to support an organization's strategic goals and analyze the cost and benefit of potential IT solutions. Learners also refine their ability to communicate the value of proposed IT initiatives and solutions to various stakeholders to build enterprise-wide consensus and approval.

TS5345 - Business Modeling (4 quarter credits). In this course, learners focus on business operations modeling to analyze the strategic value and functional requirements of an information technology solution. Learners examine business-modeling methods and processes and ways to analyze the effectiveness and efficiencies of business operations. Learners also evaluate methods for process benchmarking and process improvement using IT solutions.

TS5351 - Architecture Requirements Analysis (4 quarter credits). Learners in this course develop ways to specify and design enterprise-wide systems based on requirements analysis. Learners solve business problems and improve business processes by gathering requirements information from stakeholders and building these needs into an architecture of the solutions. By applying appropriate tools and techniques to the requirements analysis process, learners are able to broadly define the software architecture for an enterprise. *Prerequisite(s): TS5130.*

TS5352 - Enterprise Database Systems (4 quarter credits). This course prepares learners to design, manage, and integrate database systems within an enterprise. It focuses on topics related to large-scale database systems, including distributed-systems architecture, transactional processing, and systems access and security. Learners explore the applications of database systems, particularly enterprise resource planning (ERP) systems and customer relationship management (CRM) systems. Learners also differentiate between object-oriented and relational database systems and identify their appropriate applications. *Prior to enrolling in this course, learners should have*

fundamental database knowledge and experience.

TS5353 - Enterprise Software Architecture Design (4 quarter credits). This course prepares learners to design a software architecture for an enterprise. Learners determine the architectural views best suited to the enterprise scope and requirements analysis and apply key architectural principles to the enterprise architecture. By using modeling tools such as Unified Modeling Language (UML), learners are able to design an architectural view of the enterprise.

TS5354 - Enterprise Software Interface Design (4 quarter credits). In this course, learners examine the user interface design requirements for complex enterprise applications. Learners evaluate device interfaces and evaluate factors that contribute to positive user-interface experiences. Learners also develop Web applications that demonstrate an understanding of interface standards. *Prerequisite(s): TS5010.*

TS5355 - Advanced Enterprise System Development (4 quarter credits). This course provides a comprehensive overview of distributed enterprise architectures and the fundamental technologies that support them, including Extensible Markup Language (XML), Web services, and service-oriented architecture (SOA). Learners use XML, Web services, and SOA to design and develop distributed enterprise applications. Learners also use technologies such as Enterprise Java Beans (EJBs) to incorporate business logic in the development of reusable application components. *Prior to enrolling in this course, learners must possess a working knowledge of Java. Prerequisite(s): TS5010.*

TS5356 - Advanced Application Development (4 quarter credits). The focus of this course is on advanced features of the Java (J2EE) programming environment and how they are used to develop enterprise applications. Learners analyze multi-tiered Web application architectures to design and develop reusable and portable enterprise components. Learners also examine the process for ensuring the quality and security of J2EE applications. *Prior to enrolling in this course, learners should possess a working knowledge of Java.*

TS5357 - Enterprise Software Architecture Quality Assurance (4 quarter credits). In this course, learners design and apply software quality systems appropriate for complex enterprises. Learners use industry standards such as Capability Maturity Model Integration (CMMI) and International Organization for Standardization (ISO) 9001 to develop software auditing processes and develop continuous improvement plans that match the lifecycle model of the enterprise.

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

Graduate Course Descriptions, *continued*

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. *Prerequisite(s): TS5130.*

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 information technology 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). *Working knowledge with programming in C, C++, C#, Visual Basic, or other formal programming languages is strongly recommended. Completion of TS5505 is good preparation for this course.*

TS5503 - Advanced Enterprise System Development (4 quarter credits). Learners in this course further explore the topics covered in TS5010 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. *Prerequisite(s): TS5010, TS5501, and either TS5502 or TS5538.*

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. *Prerequisite(s): TS5010.*

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 an object-oriented programming language. Sound practices for the design, construction, testing, and debugging of object-oriented software applications are emphasized. Specific attention is paid to use-cases as a means of describing behavioral software requirements. This course also introduces patterns and object-oriented architectures using 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): TS5010.*

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 information technology 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 Java 2 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.*

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 multimedia 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.*

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, TS5504.*

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-protocols. Upon successful completion of this course, learners have

Graduate Course Descriptions, *continued*

a solid understanding of implementing, designing, and configuring large scalable networks using queuing, tunneling, route distribution, route maps, BGP, EIGRP, IS-IS, OSPF, and route summarization. In addition, learners are prepared to take one of the industry certification exams. *CCNA certificate strongly recommended. TS5507 is good preparation for this course.*

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 and device management, scheduling, and concurrency. Learners become familiar with network interface support mechanisms, including Internet interfaces and local area networks (LANs). Learners also explore the effect of operating system configuration on application performance and gain an understanding of user access and operating system security and applicability. This course presents examples from both Unix-based and Windows-based operating systems. Learners also research other professional operating systems such as the IBM System-I.

TS5521 - Advanced Network Technology: Switching (4 quarter credits). In this course, learners examine advanced multilayer switching technologies and techniques used by major telecommunication companies to provide advanced switch configuration, including Spanning-Tree Protocol (STP) implementation and virtual local area networks (VLANs). Learners also design a scalable-switched network based on defined protocols and techniques. *Prior to enrolling in this course, it is strongly recommended that learners earn certification as a Cisco Certified Network Associate (CCNA).*

TS5522 - Advanced Network Technology: Remote Access (4 quarter credits). This course allows learners to develop the skills gained in TS5507. Learners examine advanced technologies and techniques used to plan, design, implement, configure, and monitor remote access, including Multiprotocol Label Switching (MPLS), Intrusion Prevention System (IPS), and Internetwork Operating System (IOS) firewall. Learners also explore domain-specific language (DSL), cable modem, and virtual private networks (VPNs). Upon successful completion of this course, learners are prepared to take one of the industry certification exams. *Prior to enrolling in this course, it is strongly recommended that learners earn certification as a Cisco Certified Network Associate (CCNA).*

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.

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, TS5513.*

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.*

TS5531 - Security Management Practices (4 quarter credits). The focus of this course is on identifying, developing, and implementing security policies for an information system and its environment. Learners assess the need for network and physical security and analyze the importance of planning and developing incident reporting procedures. This course covers proactive security management practices, including business continuity planning and disaster recovery planning. Other topics include networking, database management, and project management.

TS5532 - Secure System Development and Cryptography (4 quarter credits). Learners in this course explore the key concepts of operating system and application design from the security perspective and examine the importance of securing database access. The course illustrates the importance of software development and maintenance processes that impact system security. Learners analyze ways 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 have a working knowledge of basic algorithm construction.*

TS5533 - Wireless Security (4 quarter credits). This course provides an overview of the skills necessary for securing an organization's wireless and mobile communications. Learners explore ways to mitigate the risks associated with wireless communications and examine tools and techniques that reduce the risk exposure companies encounter when using wireless technologies. Topics include theory of wireless transmission and mobile computing, wireless standards, use of hardware, practical applications, and encryption methods.

TS5534 - Computer Forensics and Investigations (4 quarter credits). This course provides an overview of the skills necessary in computer forensics. Learners explore ways data can be hidden on a computer and evaluate computer forensics investigation tools, methods of handling and transporting data once it is uncovered, and procedures for handling and safely storing electronic data.

Graduate Course Descriptions, *continued*

TS5536 - Ethical and Legal Considerations in Information Technology (4 quarter credits). This course focuses on the ethical and legal issues surrounding the use of information technology within an organization. Learners use specific case examples and projects to explore human dimensions of information technology 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. *Working knowledge of programming in C, C++, C#, Visual Basic or other formal programming languages is strongly recommended. TS5505 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.*

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.*

TS5545 - Advanced Network Technology: Optimized Convergence Networks (4 quarter credits). This course enables learners to develop the skills gained from TS5507, focusing on optimizing converged networks. Topics include implementing Voice-over-Internet Protocol (VoIP) on converged networks, implementing Quality of Service (QoS) on converged networks, implementing DiffServ QoS model on converged networks, implementing AutoQoS on converged networks, and implementing wireless security/management on local area networks (WLAN). Upon successful completion of this course, learners are prepared to take one of the industry certification exams. *CCNA certificate is strongly recommended. TS5507 is good preparation for this course.*

TS5590 - Web Development and Networks (4 quarter credits). This course enables learners with limited knowledge of information technology 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 information technology 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.*

TS5610 - Introduction to Health Information Systems (4 quarter credits). This course provides a fundamental, critical view of major health care policies that affect the health information industry.

In this course, learners become familiar with and learn to use the unique vocabulary of the health care environment. Learners study how health information management and the information technology supporting it can impact the financial status of businesses in the health care industry. From this perspective, learners analyze the differences between health information systems and other information management systems.

TS5615 - Health Informatics (4 quarter credits). This course provides learners with a foundation for their studies in the Health Information Management specialization by focusing on standard clinical technology and health information management, and developing a solid foundation in basic medical language. Learners study the roles of technology professionals in health care environments, focusing on advanced data collection, analysis, and decision making for health care providers. Further, learners identify the importance of interface design and its role in supporting the interpretation of health care information.

TS5620 - Databases in Health Care Environments (4 quarter credits). Learners in this course identify the basic requirements of data architectures pertinent to health care systems with an emphasis on the relationship between medical information and databases. Learners study industry security standards for controlling the storage, retrieval, and management of heath care information. Learners also practice using advanced data search and access techniques and explore data mining techniques for medical information systems.

TS5625 - System Security in Health Care Environments (4 quarter credits). In this course, learners focus on securing systems and networks in health care environments and explore the legal and ethical ramifications of health care systems development and deployment. Learners identify the requirements for privacy and security in health care organizations and explore systems and communications theory as they relate to ensuring secure information systems. Learners also study HIPPA and other security-related standards as they apply to the design of secure heath care systems.

TS5630 - Data Analysis and Decision Support for Health Information Technology Practitioners (4 quarter credits). In this course, learners identify major health care policies, analyze and develop health care technology policies, and practice process modeling that allows information technology to be used to critically analyze solutions to health care management and delivery problems. Learners also explore ways in which decision analysis is used daily in health care practitioner settings, along with ways to facilitate executive communications through the use of IT.

Graduate Course Descriptions, *continued*

TS5635 - Strategic Management of Information Technology in Health Organizations (4 quarter credits). Learners in this course explore strategies fundamental to successful deployment and use of systems in health care practitioner settings. The course focuses on leadership theories and their relationship to the successful management of information technology in health care organizations. Learners are introduced to statistical techniques that support biomedical research and learn to identify and use analysis techniques that support the management of executive decisions. Learners discover ways to integrate knowledge management techniques in order to operate health care companies more effectively and efficiently, especially in a patient-focused environment. Learners are encouraged to develop methods for strategic management and resource planning based on their understanding of the role of IT in health care enterprises.

TS5899 - Special Topics in Technology (4 quarter credits). Learners in this course propose and conduct a study of special topics of interest related to information technology. Appropriate course topics address an area of study that complement the learner's past experience and learning objectives. The results of the study must exhibit a graduate-level mastery of the topic area. *Prerequisite(s): Prior to enrolling in this course, a preliminary learning plan must be approved by the school. Cannot be fulfilled by petition.*

TS5900 - Information Technology Capstone (4 quarter credits). In this course, learners demonstrate proficiency in information technology by completing a final project. Learners prepare a project plan that includes a proposed topic area, the associated skills and competencies to be exhibited in the project, and an outline of the project deliverables with completion dates. Upon approval from their instructor, learners execute their project plans. At the conclusion of the course, learners submit their project deliverables and summarize their results. *Prerequisite(s): Completion of all required master's course work. Cannot be fulfilled by transfer or petition.*

TS5910 - Information Assurance and Security Capstone (4 quarter credits). In this course, learners demonstrate proficiency in information assurance and security by completing a final project. Learners prepare a project plan that includes a proposed topic area, the associated skills and competencies to be exhibited in the project, and an outline of the project deliverables with completion dates. Upon approval from their instructor, learners execute their project plans. At the conclusion of the course, learners submit their project deliverables and summarize their results. *Prerequisite(s): Completion of all required master's course work. Cannot be fulfilled by transfer or petition.*

TS5920 - Network Architecture Capstone (4 quarter credits). In this course, learners demonstrate proficiency in network architecture by completing a final project. Learners prepare a project plan that includes a proposed topic area, the associated skills and competencies to be exhibited in the project, and an outline of the project deliverables with completion dates. Upon approval from their instructor, learners execute their project plans. At the conclusion of the course, learners submit their project deliverables and summarize their results. *Prerequisite(s): Completion of all required master's course work. Cannot be fulfilled by transfer or petition.*

TS5930 - Project Management Capstone (4 quarter credits). In this course, learners demonstrate proficiency in project management by completing a final project. Learners prepare a project plan that includes a proposed topic area, the associated skills and competencies to be exhibited in the project, and an outline of the project deliverables with completion dates. Upon approval from their instructor, learners execute their project plans. At the conclusion of the course, learners submit their project deliverables and summarize their results. *Prerequisite(s): Completion of all required master's course work. Cannot be fulfilled by transfer or petition.*

TS5940 - Business Analysis Capstone (4 quarter credits). In this course, learners demonstrate proficiency in business analysis by completing a final project. Learners prepare a project plan that includes a proposed topic area, the associated skills and competencies to be exhibited in the project, and an outline of the project deliverables with completion dates. Upon approval from their instructor, learners execute their project plans. At the conclusion of the course, learners submit their project deliverables and summarize their results. *Prerequisite(s): Completion of all required master's course work. Cannot be fulfilled by transfer or petition.*

TS5950 - Enterprise Software Architecture Capstone (4 quarter credits). In this course, learners demonstrate proficiency in enterprise software architecture by completing a final project. Learners prepare a project plan that includes a proposed topic area, the associated skills and competencies to be exhibited in the project, and an outline of the project deliverables with completion dates. Upon approval from their instructor, learners execute their project plans. At the conclusion of the course, learners submit their project deliverables and summarize their results. *Prerequisite(s): Completion of all required master's course work. Cannot be fulfilled by transfer or petition.*

TS5960 - Health Information Management Capstone (4 quarter credits). In this course, learners demonstrate proficiency in health information management by completing a final project. Learners prepare a project plan that

includes a proposed topic area, the associated skills and competencies to be exhibited in the project, and an outline of the project deliverables with completion dates. Upon approval from their instructor, learners execute their project plans. At the conclusion of the course, learners submit their project deliverables and summarize their results. *Prerequisite(s): Completion of all required master's course work. Cannot be fulfilled by transfer or petition.*

TS5999 - Current Trends in Information Technology (4 quarter credits). This course provides learners the opportunity to engage in an in-depth study of a specialized information technology area. The course content is constructed to focus on specific subject matter using the special topics course format, and course topics address current areas of interest in IT practices. Learners must exhibit a graduate-level mastery of the topic area. *Cannot be fulfilled by transfer or petition*.

School of Business and Technology

Doctoral Information Technology Courses

TS8004 - Information Technology Research and Practice (4 quarter credits). Learners in this course focus on research and practice that address the technical foundations of information technology. Topics include a wide range of technologies, processes, and methods with particular emphasis on emerging technologies and concepts. Learners compare quantitative and qualitative methodologies and identify the research methodologies commonly used in information technology research. This course prepares PhD learners for doctoral research related to IT literature and theory. *Cannot be fulfilled by transfer*.

TS8306 - Advances in Information Technology (4 quarter credits). This course introduces learners to advances in areas of information technology, including enterprise-wide systems, data warehouses, and network-based applications. Learners may choose to focus on one of the following areas of concentration: decision support systems, human-computer interaction, information security, computer networking, and database systems. *Cannot be fulfilled by transfer*.

TS8531 - Network Security Advances (4 quarter credits). This course presents advances in information assurance and the ways they help decision makers accurately gauge, estimate, and examine the impact of implementing various network security protection mechanisms. Learners evaluate emerging information security protection research and identify the potential advantages and disadvantages of protecting the security of the network. *Available online only. Cannot be fulfilled by transfer.*

Graduate Course Descriptions, *continued*

TS8533 - Enterprise Security Risk Management (4 quarter credits). Learners in this course examine research in information security risk management. Learners review scholarly literature in the field as it relates to risk modeling, assessment, and management. Other course topics include outsourcing and the legal and technological changes that affect risk management. *Available online only. Cannot be fulfilled by transfer.*

TS8535 - System and Application Security Advances (4 quarter credits). This course presents advances in ensuring system and application security and the ways they help decision makers accurately gauge, estimate, and examine the impact of implementing various system and application security protection mechanisms. Learners evaluate emerging information security protection research and identify the potential advantages and disadvantages of protecting system and application security. *Available online only. Cannot be fulfilled by transfer.*

TS8537 - Assurance Controls and Compliance Management (4 quarter credits). This course provides an overview of the management processes and organizational controls needed to ensure data protection. Learners review federal, state, and other governmental and industry standards that companies must follow to be compliant in safeguarding data. Learners analyze the depth and breadth of compliance management research and investigate different approaches to data protection control and compliance. *Available online only. Cannot be fulfilled by transfer.*

TS8539 - Security Governance and Management (4 quarter credits). The focus of this course is on the strategic security planning organizations need to implement and manage security programs. Learners examine governance principles and the ways they are applied to information security management to ensure that security programs are aligned with the organization's long-term strategic direction. *Available online only. Cannot be fulfilled by transfer.*

TS8940 - Information Technology Consulting Practice Seminar (4 quarter credits). In this seminar, learners examine the project management and contracting skills necessary to become an effective information technology consultant. Course topics include organizational assessment, planning, execution, and measurement. *Prerequisite(s): Completion of program core courses. Available online only. Cannot be fulfilled by transfer.*

TS8950 - Teaching Practice Seminar in Information Technology Education (4 quarter credits). This seminar covers the practice fundamentals learners need to prepare themselves for a career in information technology education. Learners examine syllabus and course development, online and classroom instruction, and the fundamentals of human development in the classroom. *Prerequisite(s): Completion of program core courses. Available online only. Cannot be fulfilled by transfer.*

TS8951 - Survey of Research Literature in Information Technology Education (4 quarter credits). Learners in this doctoral seminar review information technology research literature that focuses on studies related to improving the effectiveness of IT instruction, developing IT curricula and courses, and using IT in the classroom. Course content emphasizes IT education and includes computer science, computer engineering, and other related disciplines. *Cannot be fulfilled by transfer.*

TS8998 - Special Topics in Information Technology (4 quarter credits). This course provides learners with the opportunity to engage in an in-depth study of a specialized information technology area. Theory, research, and practice are constructed to focus on specific subject matter using the special topics course format. Appropriate course topics address an area of study that complement learners' past experience and learning objectives. The results of the study must exhibit a graduate-level mastery of the topic area. Course may be repeated for credit. *Course may be repeated for credit with a different topic only. Cannot be fulfilled by transfer.*

TS9919 - Doctoral Comprehensive Examination (4 quarter credits). This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to enroll in the first dissertation course. *Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective course work with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.*

TS9920 - Dissertation Courseroom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. *Grading for this course is R/NS. Prerequisite(s): TS9919. Cannot be fulfilled by transfer.*

TS9921–TS9940 - Dissertation Research 1–Dissertation Research 19 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. *Grading for this course is R/NS. Prerequisite(s): TS9919. Courses must be taken in sequence. TS9920 is a co-requisite for these courses. Cannot be fulfilled by transfer.*

School of Business and Technology

Colloquia and Residencies

COL-R8921 - PhD Colloquium Track 1. In the first residential colloquium, doctoral learners acquire and apply the academic and intellectual skill sets of the scholar-practitioner. The colloquium provides the opportunity to interact with peers, faculty, and university staff and participate in academic sessions and workshops, contemporary issues seminars, and specialization meetings within the school. Learners engage in scholar-practitioner self-reflection practices and gain learning experience that addresses the doctoral competencies of becoming a critical thinker, researcher, and professional communicator. Learners in academic psychology specializations attend this colloquium before completing 36 earned and transferred credits. All other learners attend this colloquium during their first quarter of enrollment or before completing 56 earned and transferred credits.

COL-R8922 - PhD Colloquium Track 2. The second residential colloquium emphasizes acquiring deeper knowledge as it is applied to the theoretical and research foundations within the discipline. The colloquium provides the opportunity to interact with peers, faculty, and university staff and participate in academic sessions and workshops, contemporary issues seminars, and specialization meetings within the school. Learning experiences expand learners' intellectual applications and analysis skills and address the doctoral competencies of becoming a critical thinker, researcher, and professional communicator. Learners in academic psychology specializations attend this colloquium while completing 37–60 credits. All other learners attend this colloquium while completing 57–72 credits of required course work.

COL-R8923 - PhD Colloquium Track 3. The third residential colloquium focuses on expanding and applying doctoral competencies to the independent research phase of the program in preparation for the comprehensive examination and dissertation. The colloquium provides the opportunity to interact with peers, faculty, and university staff and participate in academic sessions and workshops, contemporary issues seminars, and specialization meetings. Learning experiences addresses critical thinking, research, and professional communication competencies and emphasize using intellectual and academic skill sets to synthesize and analyze theory and research as scholar-practitioners in the discipline. Learners in academic psychology specializations attend this colloquium while completing 61–95 credits. All other learners attend this colloquium while completing 73–96 credits as a prerequisite for the comprehensive examination.

Graduate Course Descriptions, *continued*

School of Education

Courses
Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161-162, for a list of these courses and their former numbers.

ED5002 - Foundations of Theory and Practice in Master's Studies (4 quarter credits). This is a foundational course for learners in the following specializations: Enrollment Management, Leadership for Higher Education, Instructional Design for Online Learning, Postsecondary and Adult Education, Professional Studies in Education, and Training and Performance Improvement. Learners are introduced to discipline-specific topics, and begin to put into practice the academic developmental and behavioral competencies they are expected to master during their degree program. Learners apply critical thinking, scholarly inquiry and communication, and research skills within the context of their specialization. *ED5002 must be taken by master's learners in their first quarter. Cannot be fulfilled by transfer.*

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 course is the introductory first course for all master's degree specializations in the School of Education. This course focuses on the competencies teachers and administrators need in order to make significant changes within their organizations, leading to high levels of student achievement. Learners study fundamental concepts, including reflective practice, the role of the practitioner-scholar, data-driven decision making, educational leadership, and the role of instructional technology in 21st century education. Learners also develop their degree completion plans and begin the process of building their Capella portfolios. *Cannot be fulfilled by transfer*.

ED5310 - 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.

ED5311 - 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.

ED5312 - 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 classroom.

ED5313 - 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.

ED5410 - The Early Childhood Learning Environment (4 quarter credits). This course covers the early childhood environment and its effects on growth and learning. Learners evaluate the physical environment, the role of the caregivers and teachers, and the interaction among children, and identify methods of increasing child engagement, effective communication, and learning. Learners explore ways to create supportive and nurturing learning environments and how to monitor, reflect, and adjust them to best meet the needs of young children. Learners also become familiar with the responsibilities associated with working in the early childhood learning field. *Prerequisite(s): PSY7220.*

ED5420 - Exceptional Children in the Early Childhood Setting (4 quarter credits). In this course, learners gain the skills and knowledge needed to meet the needs of young learners in an inclusive environment. The course deals specifically with emotionally, mentally, and physically challenged children, including those who receive special education services in the K–12 system. Learners develop authentic curriculum and learning assessment strategies that are meaningful and understandable to children with various needs. *Prerequisite(s): PSY7220.*

ED5430 - Children, Families, and Society (4 quarter credits). Learners in this course examine the importance of actively engaging families in the education and care of children. The course takes an ecological approach to children's relationships with parents, caregivers, and the broader community. Learners study the characteristics, lifestyles, and contributions associated with various racial, cultural, and economic groups to gain an understanding of the impact of human behavior on children's growth and development. *Prerequisite(s): PSY7220.*

ED5450 - Master's Practicum in Early Childhood Education (6 quarter credits). The practicum is the capstone course for all learners in the Early Childhood Education specialization. Learners complete a directed study experience at an early childhood learning center or student teach in a K–3 school classroom. Learners also prepare a portfolio demonstrating their mastery of Early Childhood Education specialization outcomes. *Prerequisite(s): ED5006, ED5500, ED5501, ED5503, ED5504, ED5410, ED5430.*

ED5500 - Standards-Based Curriculum, Instruction, and Assessment (4 quarter credits). This course is required for all P–12 master's degree specializations in the School of Education. Learners examine the impact of state learning performance standards on curriculum planning, instruction, and assessment. Learners also design a curriculum using research-based curriculum planning and instructional models and identify and demonstrate the disposition and skills expected of a professional educator and self-directed learner.

ED5501- Assessment and Improvement of Instruction (4 quarter credits). This course is required for all P–12 master's degree specializations in the School of Education. Learners examine instruction and learning improvement strategies and collaborate with students' families, the community, and other professionals for the purpose of improving instruction. Learners also evaluate instruction to determine how well it promotes professional teaching standards and dispositions.

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 for all P–12 master's degree specializations in the School of Education. Learners apply strategies for managing diverse and challenging student behaviors and develop the skills needed to create classroom environments that maximize the

Graduate Course Descriptions, *continued*

opportunity for each student to learn. This course emphasizes the roles, rights, and responsibilities of teachers, students, and families under The Individuals with Disabilities Education Act (IDEA), The Americans with Disabilities Act (ADA), and Section 504 legislation.

ED5504 - Strategies for Eliminating the Achievement Gap (4 quarter credits). This course is required for all P–12 master's degree specializations in the School of Education. Learners examine the origins and complexities of student achievement gaps within the contexts of racial, cultural, socioeconomic, gender, and language diversity and understanding. Learners also explore current student achievement research and best practices and identify instructional strategies most likely to eliminate achievement disparities.

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.

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. Topics include the demands of an environment both asynchronous and synchronous, the need for feedback, the management of email 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, email, privacy, and security issues. The social focus is on the culture of the online courseroom, 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

Graduate Course Descriptions, *continued*

utililizes computer-based curriculum mapping applications. *Learners who have taken ED5533 - Advanced Curriculum Mapping: Reflection and Practice should NOT take ED5533 - Curriculum Mapping: 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.*

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.*

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.*

ED5543 - 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.*

ED5551 - Developing Fluent Readers (3 quarter credits). Learners in this course for K–12 classroom teachers analyze educational principles relevant to the physical, social, emotional, moral, and cognitive development of K–12 students. Learners examine ways to foster development of fluency and prosody skills, including word recognition, vocabulary, and comprehension. Learners also review video case studies and use them as tools to improve student reading achievement in K–12 classrooms.

ED5552 - Teaching Comprehension Strategies (3 quarter credits). In this course for K–12 classroom teachers, learners develop strategies for a wide range of texts to improve the reading comprehension skills of both struggling and exceptional readers. Learners integrate writing and technology to develop deeper comprehension aptitudes, including thinking independently, withholding judgment, recognizing point of view and bias, and considering multiple solutions. Learners also review video case studies and use them as tools to improve student reading comprehension in K–12 classrooms.

ED5553 - Assessment-Based Reading Instruction (3 quarter credits). This course for K–12 classroom teachers focuses on the application of individual and group reading assessment strategies. Learners evaluate a district-wide reading program and determine the ways in which data-driven assessments inform the reading and literacy curriculum. Using quantitative and qualitative assessment data, learners select best practice strategies and instruction methods and materials for students with diverse reading backgrounds and skills. Learners also review video case studies and use them as tools to analyze student achievement assessments.

ED5554 - Sociocultural Context of Reading Instruction (3 quarter credits). The focus of this course for K–12 teachers is to create a community in which student literacy extends beyond the classroom and includes family and society. Learners develop reading curriculum, strategies, and materials in a sociocultural context in an effort to increase K–12 students' comprehension of and appreciation for a wide range of narrative and expository texts. Learners also review video case studies and use them as tools to analyze sociocultural reading instruction strategies.

ED5555 - Foundational Theories in Reading Instruction (3 quarter credits). In this course for K–12 classroom teachers, learners present a school- or district-wide balanced reading and literacy program using research theories, best practices, and resources provided by professional organizations. Learners examine fiscal, budgetary, and purchasing practices for operating a balanced reading program; evaluate the role and alignment of department, school, and district missions; and review current state and federal legislation.

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

Graduate Course Descriptions, *continued*

practicum instructor. 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.

ED5559 - Reading and Literacy Capstone (6 quarter credits). This capstone course is required for all learners in the master's Reading and Literacy specialization and is taken after completing all required course work. Learners complete a 45-hour practicum that includes field experiences at the elementary, middle, and high school levels. Learners also review the master's P–12 program outcomes and state-approved reading standards in preparation for developing a final professional portfolio. *This course is not available as an elective to learners outside the master's specialization in Reading and Literacy. This course cannot be taken prior to the final quarter of the program.*

ED5560 - Human Relations within Teaching and Learning (4 quarter credits). Learners in this course explore the contributions of various racial, cultural, and economic groups within our society. Learners pay particular attention to how these contributions impact the principles and practices of teaching and learning. This course is designed to meet the required human relations component for Minnesota teacher licensure and may meet similar requirements in other states.

ED5802 - Principles of Learning and 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.

ED5804 - 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.

ED5806 - 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.

ED5810 - Project Management for e-Learning Development (4 quarter credits). This course addresses topics and techniques in project management for courseware development projects. Learners examine a wide range of processes used in project management, budgeting, and implementation. The course provides insights and tools that help instructional designers effectively manage an e-learning development project.

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.*

ED6891 - 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. *Prerequisite(s): ED5802. Directed study, PhD only.*

ED6892 - 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): ED5806. Directed study, PhD only.*

ED6893 - 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): ED5802. Directed study, PhD only.*

ED6895 - Internship for Instructional Design for Online Learning (4 quarter credits). Internships offer experiential opportunities for learners in the area of Instructional Design for Online Learning. The course requires a plan of action, field supervision, and written documentation as required components of the internship. *Prerequisite(s): ED5802.*

School of Education

Graduate Writing Courses

DW-R8000 - Dissertation Writer's Retreat (non-credit). This course supports doctoral learners in completing their dissertations. This week-long, writing-intensive retreat focuses on the challenges and needs of dissertation writers and provides writing, library, and research resources.

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

Graduate Course Descriptions, *continued*

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.*

ED7009 - Writing for Publication (4 quarter credits). Learners in this course explore the publication process, beginning with choosing a publication for submission and ending with a completed manuscript to submit. During the quarter, learners define and research their topic and publication, write and revise multiple drafts, participate in peer review, and prepare a cover letter for submission.

School of Education, *continued*

ED7106 - 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.

ED7107 - 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.

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.

ED7310 - 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.

ED7311 - 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.

ED7390 - 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.*

ED7391 - International Aspects of Adult Education (4 quarter credits). In this course, learners study adult education from an international perspective. Emphasis is on the comparative analysis of adult educational systems in terms of individual philosophy, goals, and methods. *Directed study, PhD only.*

ED7392 - Special Topics in Teaching Online (4 quarter credits). This course provides learners an opportunity to study specific or innovative areas of interest within the Teaching Online specialization. *Directed study, PhD only.*

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. *Prerequisite(s): ED5802. 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): ED5802, ED7620, ED7624. PhD only.*

ED7503 - Instructional Media Tools (4 quarter credits). In this course, learners are introduced to the wide range of software tools that developers and instructional designers use to create innovative e-learning experiences. Learners gain experience in using current software tools to apply principles of cognitive learning theory to the design and use of instructional media.

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. *Prerequisite(s): ED5802, ED7624, ED7620. 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): ED5802.*

ED7537 - 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 specialization who are interested in integrating instructional technology with curriculum and instruction.

ED7538 - 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 curriculum and instruction leadership.

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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 provides an overview of special education services and administration. Learners examine the legal, financial, and ethical responsibilities administrators have to students, staff, and families using special education programs and services.

ED7546 - Human Resources in Higher Education (4 quarter credits). This course examines the management of human resources in colleges, universities and other post secondary institutions. It includes the topics of tenure, collective bargaining, compensation, training, development, selection, termination, and retention.

ED7547 - Assessment in Higher Education (4 quarter credits). This course provides an overview of the theory and application of assessment principles and techniques necessary for the leader in higher education. Learners will examine the connection between assessment strategies and higher education practices both in and out of the classroom and from the perspective of various higher education stakeholders.

ED7550 - Leadership for Director of Special Education (4 quarter credits). Learners in this course examine the leadership skills needed to lead and manage special education programs. The focus of the course is on developing a shared vision, respecting and advocating for the needs of exceptional children, leading the change process, and collaborating with families, school personnel, stakeholder organizations, and the community. *Prerequisite(s): ED7545, ED7820.*

ED7551 - Special Education Curriculum and Instructional Strategies (4 quarter credits). This course focuses on planning, delivering, and assessing special education curriculum and instruction programs. Learners examine current practices in the field, such as inclusion and technology, used to effectively provide special education services. *Prerequisite(s): ED7545, ED7106.*

ED7552 - Special Education Law and Finance (4 quarter credits). Learners in this course study the legal and financial considerations of special education programs. Course topics include human resources, finance and budgeting, laws and regulations, and political and ethical considerations. *Prerequisite(s): ED7545, ED7822, ED7823.*

ED7553 - Internship for Director of Special Education Capstone (4 quarter credits). This is the capstone course for the Special Education Leadership specialization. Learners assess their special education leadership competencies and demonstrate proficiency. They serve a 200-hour, field-based internship during which they create, sign, and fulfill a competency-based contract with their special education site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a portfolio as part of their contract materials. *Prerequisite(s): Completion of all required and elective course work.*

ED7554 - Internship for Director of Special Education I (2 quarter credits). This the first of two consecutive capstone courses for the Special Education Leadership specialization. Learners assess their special education leadership competencies and demonstrate proficiency. They serve the first 160 hours of a 320-hour field-based internship during which they create, sign, and fulfill a competency-based contract with their special education site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a

portfolio as part of their contract materials. *ED7554 and ED7555 must be taken in sequence and during the learner's final two quarters.*

ED7555 - Internship for Director of Special Education II (2 quarter credits). This the second of two consecutive capstone courses for the Special Education Leadership specialization. Learners assess their special education leadership competencies and demonstrate proficiency. They serve the second 160 hours of a 320-hour field-based internship during which they create, sign, and fulfill a competency-based contract with their special education site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a portfolio as part of their contract materials. *ED7554 and ED7555 must be taken in sequence and during the learner's final two quarters.*

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.

ED7601 - Higher Education Enrollment Management (4 quarter credits). This course provides a comprehensive overview of enrollment management strategies, essential theories, and best practices. The course focuses on fundamental concepts, techniques, and practices used in successful enrollment management programs. Topics include analyzing higher education recruitment and choice processes from a marketing perspective, exploring current trends and applying tools related to financial assistance and scholarship to real-world recruitment situations, evaluating current recruitment practices in a recruitment marketing plan, and integrating leadership and management theories.

ED7603 - 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. Learners analyze and interpret a significant body of research

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on student retention and apply this knowledge to the development and management of an institutionally based retention plan.

ED7605 - Technology Applications to Enrollment Management (4 quarter credits). In this course, learners explore basic concepts in higher education enrollment management technology, focusing on effective technologies for managing enrollment in colleges and universities. Learners develop an understanding of current technologies used in recruitment and retention, and synthesize and apply emerging technologies to the field of enrollment management.

ED7607 - Financial Assistance and Enrollment Management (4 quarter credits). In this course, learners explore financial assistance and its role in student recruitment and retention and act as practitioners, synthesizing knowledge acquired from other courses while using financial assistance principles and policies. The course focuses on applying financial assistance principles and regulations to effective enrollment management strategies. Topics include analyzing current and future trends in technology and the impact of databases and developing strategies for using technology effectively to manage enrollment.

ED7609 - Enrollment Management Communications and Marketing Strategies and Issues (4 quarter credits). This course provides learners with an understanding of the purpose and impact of targeted communications and marketing strategies for enrollment management. Learners analyze institutionally based communications and marketing documents and prepare a plan to improve marketing for higher education institutions.

ED7611 - Strategic Enrollment Management Planning (4 quarter credits). This course introduces learners to essential concepts of strategic planning for higher education, including environmental scanning, data collection and analysis, quantifying annual and long-term goals, developing enrollment management strategies, and developing and implementing action plans. Learners create a strategic enrollment plan and explore ways to incorporate it into the institution's overall strategic plan. Course topics include building institutional support for a strategic enrollment management plan and mobilizing human and financial resources. This is the capstone course for the Enrollment Management specialization and includes the project required for the master's degree. *Prerequisite(s): ED7601, ED7603, ED7605, ED7607, ED7609.*

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 for Online Learning curriculum. *Prerequisite(s): ED5802, ED7624. PhD only.*

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): ED5802. PhD only.*

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 explore a wide variety of potential training and performance solutions including information, resources, incentives, knowledge, and capacity. Learners also explore several theoretical models for matching potential solutions to root causes and create their own intervention selection tool. Learners design and implement a solution for a performance gap taking into consideration the many factors which must be addressed to increase the likelihood of a successful performance

improvement intervention. *Although several courses in the sequence may be taken in the same quarter, the suggested course sequence is ED7631, ED7641, ED7662, ED7672, ED7652, ED7674, and ED7679. PhD only.*

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 shape the evolution of corporate and technical training, including performance improvement methodologies, new technologies, and economic and cultural forces. Capitalizing on these forces, learners study and apply theories and methods of performance improvement consultation by creating a strategic plan for an organization.

ED7675 - Return on Investment in Training and Performance Improvement (4 quarter credits). This course prepares learners to apply return on investment (ROI) methodology that has been developed in the field to their own organizations. Topics include planning for an evaluation, collecting data, analyzing data, and reporting procedures. While utilizing statistics is an important part of ROI evaluation, this course does not include developing competencies in statistical analysis. Upon successful completion of the final deliverable for the course, learners are awarded the ROI Certificate from the ROI Institute. *Prerequisite(s): Learners must be enrolled in either the MS or PhD specialization in Training and Performance Improvement and be in their last quarter of specialization course work. Learners may be enrolled in additional courses during their last quarter of specialization course work. Cannot be fulfilled by transfer or petition.*

ED7679 - Survey of Human Resource Development Research (4 quarter credits). In this course, learners explore the values, purposes, methods, and processes of human resource development research. The focus is on identifying how theory and research can be practical tools to solve human resource development 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.*

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. Learners examine online learning from a variety of perspectives to enhance technical skills, improve success, and facilitate learning.

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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, ED5312, and ED5313 prior to enrolling in this course.*

ED7700 - Learning Theory and the Educational Process (4 quarter credits). Learners in this course explore major learning theories from the behaviorist and cognitive perspectives, including social cognitivism and constructivism, as well as associated concepts such as memory and motivation. Learners apply these theories and concepts to educational settings.

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.

ED7800 - Grant Writing for Higher Education (4 quarter credits). This course provides a comprehensive overview of grant writing for higher education institutions. Learners research and evaluate the types and sources of grant funding, formulate strategies for working with grant funders and external stakeholders, and analyze and apply grant writing skills. The course includes the relationship of grant writing to institutional mission and plans.

ED7814 - Interface Design (4 quarter credits). Designing for a human-computer interface is a complex endeavor that integrates communication, interaction, and information. This course provides learners with a foundation in the critical issues and concepts that inform effective interface design for a broad range of learning applications and environments. Course activities help learners develop a thorough understanding of the research that has informed current interface design practices, as well as the impact of interface design on users of a diverse range of communication devices.

ED7818 - The Future of Teaching and Learning: Issues for the Educational Leader (4 quarter credits). In this course, learners explore and analyze current trends and issues that impact and shape higher education. Through futuring methods, learners examine how past, technology, change, and super trends apply to the improvement of the future of higher education.

ED7820 - 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.

ED7822 - 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.

ED7823 - 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.

ED7830 - 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.

ED7834 - 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.

ED7837 - 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.

ED7840 - 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.

ED7841 - 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.

ED7853 - 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.

ED7854 - 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

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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.

ED7855 - Higher Education Administration (4 quarter credits). This course includes analysis of theory, policies, and procedures involved in administering institutions of higher education.

ED7857 - 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.

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.*

ED8002 - Foundations of Theory and Practice in Doctoral Studies (4 quarter credits). This is a foundational course for learners in the following specializations: Leadership for Higher Education, Instructional Design for Online Learning, Postsecondary and Adult Education, Professional Studies in Education, and Training and Performance Improvement. Learners are introduced to discipline-specific topics, and begin to put into practice the academic developmental and behavioral competencies they are expected to master during their degree program. Learners engage in critical thinking, scholarly inquiry and communication, and research within the context of their specialization. *ED8002 must be taken by PhD learners in their first quarter. Cannot be fulfilled by transfer.*

ED8007 - Leading Innovation (4 quarter credits). This is a foundational course for learners in the School of Education's P–12 specializations. Through the study of change and behavioral theories, leadership principles, and case studies, learners in P–12 education build an understanding of the processes related to change and the impact of change. Learners are introduced to discipline-specific topics, and begin to put into practice the academic developmental and behavioral competencies they are expected to master during their degree program. Learners engage in critical thinking, scholarly inquiry and communication, and research within the context of their specialization. *ED8007 must be taken by PhD learners in their first quarter. Cannot be fulfilled by transfer.*

ED8050 - 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.*

ED8051 - 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 for Higher Education specialization. Learners propose and develop appropriate topics not covered in the specialization's elective offerings. *Directed study, PhD only.*

ED8052 - 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.*

ED8053 - 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.*

ED8056 - 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.*

ED8100 - 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.

ED8111 - The Historical and Social Foundations of Education (4 quarter credits). This course provides learners with an understanding of the social forces and cultural contexts that have shaped American educational institutions and programs. Learners explore the ways in which these educational institutions have developed, particularly in relation to societal needs and expectations. Learners also examine public policies and economic factors that have affected the history of education in the U.S.

ED8113 - Advanced Study in Research Methods (4 quarter credits). Learners in this course explore quantitative and qualitative research methodologies that are often used in educational research. Learners analyze and evaluate the characteristics, strengths, and weaknesses of specific quantitative and qualitative research methodologies and designs as well as their philosophical foundations. Learners apply appropriate statistical analysis software such as Statistical Package for the Social Sciences (SPSS) to selected quantitative research methodologies. *Cannot be fulfilled by transfer.*

ED8115 - Advanced Quantitative Research Methods (4 quarter credits). Learners in this course explore advanced quantitative research methods and designs that are relevant to the School of Education's specializations and to learner professional development. Learners evaluate, select, and apply appropriate quantitative research methodologies and designs in response to theoretical, data-based scenarios that require quantitative analysis and solutions. Learners also evaluate and apply statistical analyses appropriate to different research designs using a statistical

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software package (SPSS). This course prepares doctoral learners to research and complete their dissertation using quantitative methodology and design. *Prerequisite(s): ED8113.*

ED8117 - Advanced Qualitative Research Methods (4 quarter credits). This course focuses on the major qualitative research designs and their application to educational research. Learners study the purposes, research questions, key characteristics, and methods of different qualitative traditions. Learners work with qualitative data collection strategies and data analysis techniques and are introduced to the use of software for qualitative data analysis. Learners examine a variety of qualitative research in order to develop their ability to frame problems and issues as research topics and to understand effective approaches for reporting research results. *Prerequisite(s): ED8113.*

ED8119 - Advanced Practicum in Research Design (4 quarter credits). In this course, learners identify and develop a researchable idea through all the logical steps leading to a competent research design that can be further developed into a dissertation prospectus. In doing so, learners demonstrate knowledge of research methods; critical thinking skills needed to analyze a significant issue in their profession and synthesize it into a researchable form; and knowledge of data collection and analysis tools appropriate to their study. *Prerequisite(s): ED8113.*

ED8222 - Professionalism in the 21st Century (4 quarter credits). In this course, learners develop foundational understanding and skills that help them determine what it means to be a professional in the 21st century. Learners examine major historical, ethical, sociocultural, and theoretical perspectives that have contributed to current multidisciplinary models and definitions of professionalism. Learners in this course identify and analyze critical issues in the professional world (such as ethics, social structure, collective social mobility, esoteric knowledge, and status) that impact contemporary professionals and professionalism. Hands-on exercises and practical applications of core concepts help learners develop and apply the terms "professional" and "professionalism" within a hierarchy of elite and non-elite members. The course also highlights the progression of professionalism across various disciplines in the current century.

ED8444 - Higher Education Curriculum Development and Teaching Strategies (4 quarter credits). The focus of this course is on curriculum development as a major component for higher education, with subcomponents for "how to teach" as the curriculum pieces are developed. The course is further partitioned into teaching frameworks that include face-to-face instruction, hybrid instruction, and fully online instruction. Discussion topics include teaching strategies from one or more subtopics with a focus on curriculum development.

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). In this course, learners focus on developing a professional approach to curriculum design. Following an analysis of curriculum development, learners apply concepts of curriculum mapping and analyze the use of technology as a tool. Reflective practices support the development of a personal curriculum development philosophy. *Learners who have taken ED5533 may not also earn credit for ED8533. Rather, they should select any other PhD-level course in the School of Education to fulfill their specialization requirements.*

ED8534 - Advanced Instruction and Assessment: Theory and Practice (4 quarter credits). Learners in this course focus on the design and evaluation of instructional models and assessment strategies to meet the diverse needs of students. Through the analysis of theory and research supporting innovative instructional models and assessment strategies, learners develop specific content-area and grade-level applications for improved student achievement. The course includes analysis of issues and trends related to new and emerging instructional models and assessment strategies. *Learners who have taken ED5534 may not also earn credit for ED8534. Rather, they should select any other 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, learners collaborate to develop curriculum that improves student achievement. Collaborative skills include coaching and mentoring, team building, and building communities of practice. Professional practice is based on theory and research-based models. Course work includes experience-based learning and case study analysis. *Learners who have taken ED5535 may not also earn credit for ED8535. Rather, they should select any other 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.*

ED8538 - Advanced Curriculum and Instruction: Program Evaluation (4 quarter credits). Learners in this course develop the skills, knowledge, and attitudes necessary for effective program evaluation. The course focuses on the trends, issues, and initiatives related to data-based decision making, which is one of the desired outcomes of program evaluation. Through the process of reflection and practical application, learners become familiar with the integral role program evaluation plays in the improvement of curriculum, instruction, and assessment.

ED8539 - Curriculum and Instruction: Research for Decisions (4 quarter credits). Learners in this course demonstrate the skills, knowledge, and attitudes characteristic of curriculum and instruction specialists. Through reflective practice and the application of theory, learners complete research-based projects in educational settings, demonstrating ways that data-based decision making results in the improvement of curriculum and instruction. *Prerequisite(s): ED7541, ED8111, ED7822, ED7106, ED8533, ED8534, ED8535, ED8538.*

ED8600 - Effective Online Course Design, Delivery, Facilitation, and Assessment (4 quarter credits). Learners in this course investigate and examine the facilitator's role in the online learning environment. The anticipated outcomes for participants in this course are enhanced online teaching, technical, and facilitation skills. Course topics include contemporary models of curriculum

Graduate Course Descriptions, *continued*

design, teaching models, and learning theory. Learners develop the facilitation strategies and tactics that nurture the interaction and collaboration that result successful online teaching.

ED8810 - 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. *Prerequisite(s): ED5802, ED7624, ED7620.*

ED8812 - The Governance of Educational Institutions (4 quarter credits). Learners in this course examine the typical pre-K–12 public school governance model, focusing on the environment as an organic learning space designed to induce and support continuous learning within the staff, faculty, students, and organizational structure itself. Topics include the current issues, practices, and challenges facing this model of governance.

ED8895 - 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. *Prerequisite(s): ED5802. Directed study, PhD only.*

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*.

ED9919 - Doctoral Comprehensive Examination (4 quarter credits). This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to enroll in the first dissertation course.

Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective course work with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.

ED9920 - Dissertation Courseroom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. *Grading for this course is R/NS. Prerequisite(s): ED9919. Cannot be fulfilled by transfer.*

ED9921–ED9940 - Dissertation Research 1–Dissertation Research 19 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. *Grading for this course is R/NS. Prerequisite(s): ED9919. Courses must be taken in sequence. ED9920 is a co-requisite for these courses. Cannot be fulfilled by transfer.*

School of Education

Colloquia and Residencies

COL-R8921 - PhD Colloquium Track 1. In the first residential colloquium, doctoral learners acquire and apply the academic and intellectual skill sets of the scholar-practitioner. The colloquium provides the opportunity to interact with peers, faculty, and university staff and participate in academic sessions and workshops, contemporary issues seminars, and specialization meetings within the school. Learners engage in scholar-practitioner self-reflection practices and gain learning experience that addresses the doctoral competencies of becoming a critical thinker, researcher, and professional communicator. Learners in academic psychology specializations attend this colloquium before completing 36 earned and transferred credits. All other learners attend this colloquium during their first quarter of enrollment or before completing 56 earned and transferred credits.

COL-R8922 - PhD Colloquium Track 2. The second residential colloquium emphasizes acquiring deeper knowledge as it is applied to the theoretical and research foundations within the discipline. The colloquium provides the opportunity to interact with peers, faculty, and university staff and participate in academic sessions and workshops, contemporary issues seminars, and specialization meetings within the school. Learning experiences expand learners' intellectual applications and analysis skills and address the doctoral competencies of becoming a critical thinker, researcher, and professional communicator. Learners in academic psychology specializations attend this colloquium while completing 37–60 credits. All other learners attend this colloquium while completing 57–72 credits of required course work.

COL-R8923 - PhD Colloquium Track 3. The third residential colloquium focuses on expanding and applying doctoral competencies to the independent research phase of the program in preparation for the comprehensive examination and dissertation. The colloquium provides the opportunity to interact with peers, faculty, and university staff and participate in academic sessions and workshops, contemporary issues seminars, and specialization meetings. Learning experiences addresses critical thinking, research, and professional communication competencies and emphasize using intellectual and academic skill sets to synthesize and analyze theory and research as scholar-practitioners in the discipline. Learners in academic psychology specializations attend this colloquium while completing 61–95 credits. All other learners attend this colloquium while completing 73–96 credits as a prerequisite for the comprehensive examination.

ED-R8000 - College Teaching Residency. Learners in the Post-Master's Certificate in College Teaching participate in a six-day residential experience that builds career planning and applied classroom and online teaching skills. *Learners in the Post-Master's Certificate in College Teaching are required to enroll in and complete ED-R8000 concurrently with one colloquium session as indicated in their program's requirements.*

ED-R8010 - Enrollment Management Residency. Learners in the Post-Master's Certificate in Enrollment Management participate in a six-day residential experience that engages learners in dialogue, application, and evaluation of skills and knowledge related to best practices in enrollment management. *Learners in the Post-Master's Certificate in Enrollment Management are required to enroll in and complete ED-R8010 concurrently with one colloquium session as indicated in their program's requirements.*

Graduate Course Descriptions, *continued*

School of Human Services

Master's and Doctoral Human Services Courses

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161-162, for a list of these courses and their former numbers.

HS5002 - Survey of Research in Human Development and Behavior (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. *HS5002(3) must be taken by master's learners in their first quarter. HS5002 and HS5003 are equivalent courses. Learners can earn credit for either HS5002 or HS5003, but not both. Cannot be fulfilled by transfer.*

HS5003 - Survey of Research in Human Development and Behavior (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. *HS5002(3) must be taken by master's learners in their first quarter. HS5002 and HS5003 are equivalent courses. Learners can earn credit for either HS5002 or HS5003, but not both. 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 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 payers, 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 economic principles and the fundamental language, underlying concepts, and reporting methods of accounting and financial analysis related to nonprofit organizations. Learners evaluate economic factors that can affect an organization's financial operations and results and develop innovative and strategic approaches to achieving and maintaining financial stability while upholding the mission of the organization. Other course topics include accounting and financial management principles and methods of generating long-term financial viability for nonprofit organizations.

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 HRM 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 HRM on the board and executive director, staff, volunteerism, and productivity. The course focuses particularly on the legal responsibilities of the organization in HRM 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. *Prerequisite(s): Mental Health Counseling and Marital, Couple, and Family Counseling/Therapy learners must have completed HS5900 and HS-R5900. HS5900 and HS-R5900 prerequisites do not apply to MS Counseling Studies and Professional Counseling certificate learners.*

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. *Prerequisite(s): Mental Health Counseling and Marital, Couple, and Family Counseling/Therapy learners must have completed HS5900 and HS-R5900. HS5900 and HS-R5900 prerequisites do not apply to MS Counseling Studies learners.*

HS5214 - Theories of Personality (4 quarter credits). This course is an examination of person-centered, trait, behavioral, psychodynamic, and social-cognitive personality theories. Learners analyze each theory to identify and discuss the main constructs of personality. Learners also study biological, social, and cultural influences on personality and the development of personality throughout life's stages.

Graduate Course Descriptions, *continued*

HS5221 - 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.

HS5225 - 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. *Learners who take HS5225 may not also earn credit for HS8725.*

HS5237 - 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.

HS5239 - 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. *Learners who take HS5239 may not also earn credit for HS8739.*

HS5240 - Counseling and Guidance with Children (4 quarter credits). Learners in this course review current theories, research, and methods of counseling and guidance of children. Topics include childhood abuse and trauma, the effect of family relationships on children, methods of parent education, school counseling issues, and specialized techniques for working with challenging children.

HS5241 - 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. *Learners who take HS5241 may not also earn credit for HS8741. Prerequisite(s): Mental Health Counseling and Marital, Couple, and Family Counseling/Therapy learners must have completed HS5900 and HS-R5900. HS5900 and HS-R5900 prerequisites do not apply to MS Counseling Studies learners.*

HS5249 - 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.

HS5252 - 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.

HS5254 - 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. *Learners who take HS5254 may not also earn credit for HS8754. Prerequisite(s): Mental Health Counseling and Marital, Couple, and Family Counseling/Therapy learners must have completed HS5900 and HS-R5900. HS5900 and HS-R5900 prerequisites do not apply to MS Counseling Studies learners.*

HS5265 - Group Therapy and Compulsive and Addictive Behavior (4 quarter credits). The focus of this course is on a variety of theoretical orientations and relevant research findings. Learners develop and practice a number of practical clinical skills based on a thorough understanding of group process. Emphasis is placed on applying current research and theory to the learner's clinical setting. Topics include group development, styles of leadership, and critical incidents in group therapy including members "acting out" (e.g., relapsing to some form of addictive or compulsive behaviors), inter-group conflict, group transference with leaders, and premature exit from the group by a member.

HS5266 - 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.

HS5267 - 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.

HS5270 - 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.

HS5271 - 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 initial interviews, hypothesis formulation, designing a strategy for intervention, and the process of termination.

HS5272 - Marriage and Marital Therapy (4 quarter credits). This course provides a comprehensive examination of theories, strategies, techniques, problems, and critical issues in system-based couples counseling. Learners gain and demonstrate the ability to interpret literature and empirical information from the field of marriage and family therapy with an emphasis on integrating theory and practice. Clinical applications focus on learning assessment, treatment planning, and intervention skills from the major perspectives in couples and relational counseling. *Prerequisite(s): HS5270. Mental Health Counseling and Marital, Couple, and Family Counseling/Therapy learners must have completed HS5900 and HS-R5900. HS5900 and HS-R5900 prerequisites do not apply to MS Counseling Studies and Marriage and Family Services certificate learners.*

HS5279 - Life Planning and Career Development (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. *Learners who take HS5279 may not also earn credit for HS8779.*

HS5280 - Introduction to School Counseling (4 quarter credits). This course introduces learners to the role and functions of the professional school counselor across the pre-K–12 curriculum. Learners

Graduate Course Descriptions, *continued*

analyze the history and current trends of school counseling programs and design leadership strategies to improve school environments. Learners also study models of prevention and intervention in school settings and the American School Counselor Association (ASCA) National Model as a professional framework for practice. Other course topics include community, environmental, and institutional barriers that enhance or impede student success, and the role of racial, ethnic, and cultural issues in school counseling.

HS5282 - Developmental School Counseling and Pupil Services (4 quarter credits). This course provides a comprehensive, developmental approach to establishing and delivering school counseling programs and services, and the management, evaluation, and accountability needed to sustain them. Learners study the needs, structure, specialized areas, and evaluation functions of school counseling programs. Learners also examine comprehensive models of guidance using the American School Counselor Association (ASCA) National Model and the role of the school counselor as an advocate for social justice.

HS5315 - 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.

HS5317 - 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.

HS5318 - 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.

HS5334 - Ethnic and Cultural Awareness (4 quarter credits). This course is a survey of concepts, theories, and research that highlight the importance of race, culture, and ethnicity in the experiences of individuals and groups. Cultural experiences such as gender, social class, religion, and disabilities are also addressed. The course provides a general introduction to cross-cultural and multicultural dynamics and the role the human

service and educational professional plays in addressing the multicultural needs of clients and colleagues in the workforce. Learners gain strategies for addressing a wide variety of cross-cultural issues and practice applying a variety of theoretical approaches and methodologies to these scenarios.

HS5401 - History of Social Welfare (4 quarter credits). This course is an advanced historical survey of social services, public policies, social welfare, and the profession of social work in the U.S. from the colonial era to the present. Learners in the course explore the historical social welfare experience of different groups, including women, Asian-Americans, African-Americans, Native Americans, Hispanics, citizens with disabilities, gays and lesbians, and others in the U.S. Some comparisons are made to other social welfare systems, particularly those of England, which greatly influenced early U.S. "poor laws."

HS5402 - 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.

HS5423 - 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.

HS5436 - Utilization of Community Resources (4 quarter credits). Learners in this course investigate the influence of larger social systems on human behavior and various methods of organizing and utilizing community resources. The course addresses specific topics such as theories of social organization, community organizing, self-help organizations, use of volunteers, and the use of social policy to influence human behavior.

HS5500 - Multicultural Issues in Health Care (4 quarter credits). Learners in this course examine multicultural issues in health care from a community and organizational perspective. Learners analyze various solutions used to address multicultural health care disparities and develop an implementation plan to better meet the diverse health care needs of the local community.

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.

HS5503 - 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.

HS5504 - Quality Risk Management and Patient Safety (4 quarter credits). Learners in this course examine important issues associated with being health care employees, including patient safety, risk management, compliance, and medical device regulations. This course addresses the demands of the regulatory environment affecting health care in the United States today, including the health care administrator's role in organizational compliance; licensing; and the enforcement of federal guidelines, standards, and regulations.

HS5506 - 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

Graduate Course Descriptions, *continued*

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.

HS5507 - 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.

HS5509 - 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.

HS5510 - Survey of Current Issues in Gerontology (4 quarter credits). This course provides an overview of the major theories and concepts of gerontology. Learners study the behavioral, psychological, and social effects of aging and their impact on individuals, families, communities, and public policy. Learners also evaluate current research on aging, advocacy, public policy, and continuum of care.

HS5514 - Social and Cultural Aspects of Aging (4 quarter credits). The focus of this course is on the social, cultural, and ecological influences of aging and the experiences of individuals across the aging spectrum. Learners evaluate the perceptions and treatment of the elderly from a cultural perspective and identify cultural biases toward the aging population. Learners also examine the effects of socioeconomic status, rapid social change, ethnicity, and gender on individual and community perception and treatment of elders.

HS5518 - Biological and Health Aspects of Aging (4 quarter credits). Learners in this course review the biological and epidemiological effects of aging. Learners examine the functional changes that accompany the normal aging process, and those associated with disease. This course focuses on the relationship between changes in physical function, environment, and quality of life, and includes a review of the theoretical perspectives of aging.

HS5522 - Psychology of Development and Aging (4 quarter credits). In this course, learners distinguish between primary and secondary aging by identifying age-related changes in cognitive functions, personality, and interpersonal relationships. Learners study the effects of normal age-related physiological changes on an older adult's psychosocial functioning and the impact of various psychological changes upon the daily functioning of the aging individual. Learners also examine the psychological processes involved in death and grieving, and the relationship between formal and informal support services and the psychological well-being of older adults.

HS5526- The Family in Later Life (4 quarter credits). This course provides an examination of the evolution of the role of the family within a social context. Learners explore family diversity from a cultural, gender, and socioeconomic perspective. Course topics include family rules, family member roles and functions; intergenerational family relationships; the effects of economic, political, and social policy on family life; and supportive resources for older families.

HS5530 - Community Advocacy for Diverse Populations (4 quarter credits). The focus of this course is on programs and services for the aging demographic. Learners study the principles, practices, and ethical considerations used to foster community advocacy for diverse populations, and formulate empowerment strategies to increase older adult involvement in program planning and implementation. Other course topics include social planning, social and community action, program advocacy, and community intervention.

HS5534 - Leading Across the Continuum of Care (4 quarter credits). Learners in this course discuss the history and context of the current long-term care continuum. Learners evaluate theories and frameworks for developing and implementing effective organizational policies and practices, and examine strategies used to manage and lead long-term care organizations. Other course topics include the regulatory, political, and social issues affecting care organization managers and leaders, financial and budgeting principles, and reimbursement strategies and regulations.

HS5597 - Human Service Professional Development (4 quarter credits). In this course, master's learners demonstrate proficiency by applying learning from required and specialization courses to the professional human services discipline. Professional development activities include preparing the integrative project for publication in a nationally recognized peer-reviewed human services journal, presenting at a national human services conference, participating in a community human services program or intervention, or preparing for professional licensure or certification. *Prerequisite(s): HS5990. Cannot be fulfilled by transfer.*

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 Counseling and Marital, Couple, and Family Counseling/Therapy learners must have completed the following courses: HS5002 or HS5003; HS5334, HS5214, HS5315, HS5221, HS5271; and HS5252 (for MHC) or HS5270 (for MCFC/T). Learners must have completed or be progressing in HS5239. 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): Mental Health Counseling and Marital, Couple, and Family Counseling/Therapy learners must have completed the following courses: HS5900, HS-R5900, HS5241, HS5254, HS5107, HS5108, and (for MCFC/T only) HS5272 and HS5225. Cannot be fulfilled by transfer.*

HS5910 - School Counseling Pre-Practicum Course I (4 quarter credits). This online course must be taken with HS-R5910 - School Counseling Pre-Practicum Laboratory I. Learners explore the identity, function, and role of the school counselor, and evaluate the assessment and intervention techniques, consultation processes, and ethical principles used in clinical practice. Learners apply counseling theories, methods and practices. *Prerequisite(s): School Counseling learners must have completed or be progressing in the following courses: HS5002 or HS5003, and HS5280, HS5334, HS5315, HS5254, and HS5241. Cannot be fulfilled by transfer.*

HS5911 - School Counseling Pre-Practicum Course II (4 quarter credits). This online course must be taken with HS-R5911 - School Counseling Pre-Practicum Laboratory II. The course focuses on advanced school counseling techniques for pre-

Graduate Course Descriptions, *continued*

K–12 children, families, and communities. Learners critique clinical practice theories and evaluate techniques and methods used during the various stages of group counseling. Learners also explore the role of culture, race, and ethnicity in clinical practice settings, and learn to apply theories and practices of individual and family systems counseling relevant to school counselors. *Prerequisite(s): School Counseling learners must have completed or be progressing in the following courses: HS5910, HS-R5910, HS5282, HS5240, HS5279, HS5006, HS5106. 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. 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 completed or in progress.*

HS6002 - Clinical Practicum (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 onlin e-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): Mental Health Counseling and Marital, Couple, and Family Counseling/Therapy learners must have completed the following courses: HS5901, HS-R5901, HS5225, HS5279, HS5006, and HS5106. Learners must have completed or be progressing in HS5990. Cannot be fulfilled by transfer.*

HS6031 - 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): HS6002 and all degree course work.*

HS6032 - Clinical Internship II (4 quarter credits). This is the second course in a sequence of three clinical internship courses. It provides 300 additional hours of clinical field experience. *Prerequisite(s): HS6031.*

HS6033 - 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): HS6032.*

HS6102 - School Counseling Clinical Practicum (4 quarter credits). This clinical practicum is a requirement for all School Counseling learners seeking licensure as a part of their academic program. This course is a supervised field experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a school counseling field setting. Learners use fundamental communication and interviewing principles and design individual and small-group counseling approaches that promote student and school success. This course 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: HS5910, HS-R5910, HS5911, HS-R5911. Cannot be fulfilled by transfer.*

HS6131 - School Counseling Clinical Internship I (4 quarter credits). This is the first course in a sequence of two clinical internship courses in the School Counseling specialization in the School of Human Services. Learners apply counseling skills in a field setting and assist students and parents during all phases of educational transition. Learners also create programs that address students' academic, social, emotional, career, and developmental needs. 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 and requires 300 contact hours. *Prerequisite(s): HS6102 and all required and elective course work. Cannot be fulfilled by transfer.*

HS6132 - School Counseling Clinical Internship II (4 quarter credits). This is the second course in a sequence of two clinical internship courses in the School Counseling specialization in the School of Human Services. Learners apply counseling skills and prevention and crisis intervention strategies in a field setting. Learners also design guidance approaches to assist students with academic, career, and personal and social development, and build teams that promote counseling program objectives and facilitate student achievement. This internship requires 300 additional hours of clinical field experience. *Prerequisite(s): HS6131. Cannot be fulfilled by transfer.*

School of Human Services

Graduate Writing Courses

DW-R8000 - Dissertation Writer's Retreat (non-credit). This course supports doctoral learners in completing their dissertations. This week-long, writing-intensive retreat focuses on the challenges and needs of dissertation writers and provides writing, library, and research resources.

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 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 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

Graduate Course Descriptions, *continued*

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 HS7006–HS7007 course sequence before enrolling in this course.***

HS7009 - Writing for Publication (4 quarter credits). Learners in this course explore the publication process, beginning with choosing a publication for submission and ending with a completed manuscript to submit. During the quarter, learners define and research their topic and publication, write and revise multiple drafts, participate in peer review, and prepare a cover letter for submission.

School of Human Services, *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 key to the financial survival of nonprofit organizations. This course provides insights into strategies for grant-seeking, such as effective research, identification and development of relationships with appropriate prospective grant sources, and 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 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): HS5315 or equivalent upon faculty approval. Contact the School of Human Services six months prior to enrollment for application materials. Cannot be fulfilled by transfer.***

HS8002 - Advanced Research in Adult Human Development and Behavior (4 quarter credits). Learners in this course critically analyze theory and research in adult development and behavior with an emphasis on contemporary research and application issues. In addition, learners study adult development from biological, psychological, social, and multicultural perspectives. Learning to apply principles of adult development to the human services professions is central to this course. ***HS8002 must be taken by PhD learners in their first quarter. Cannot be fulfilled by transfer.***

HS8051 - Special Topics in Health Care Administration (4 quarter credits). This course provides an opportunity for PhD 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 program chair approves.

HS8052 - Special Topics in General Human Services (4 quarter credits). This course provides an opportunity for PhD 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 the program chair approves.

HS8053 - Special Topics in Counseling Studies (4 quarter credits). This course provides an opportunity for PhD 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 program chair approves.

HS8054 - Special Topics in Management of Nonprofit Agencies (4 quarter credits). This course provides an opportunity for PhD 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 program chair approves.

HS8055 - Special Topics in Social and Community Services (4 quarter credits). This course provides an opportunity for PhD 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 program chair approves.

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.***

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.***

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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 and 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.

HS8110 - Statistics and Quantitative Data Analysis for Human Services (4 quarter credits). This course supports learners taking their first course in statistical research and provides advanced learners the opportunity to enhance their research, statistical, and data analysis skills using the latest version of SPSS. During the course, learners receive step-by-step instruction through a combination of demonstrations and exercises emphasizing practical research skills and gain practical experience interpreting basic statistics using SPSS. Topics include frequency distributions; measurement scales; measures of central tendency and dispersion; the normal curve and z scores; hypothesis formation; inferential statistics such as t, F, and X2 ; effect size, power, and correlation; and bivariate regression.

HS8111 - Quantitative Research Methods in the Human Services (4 quarter credits). Learners in this course examine the application of research methods and designs to specific social problems encountered in human service disciplines. Topics include human subjects protection, and issues associated with measurement, development of instruments, data collection, data management, and initial phases of data analysis. Methodological adaptations are considered when conducting research with special populations and in diverse human service contexts. *Prerequisite(s): HS8100. Cannot be fulfilled by transfer.*

HS8112 - Advanced Qualitative Research Methods (4 quarter credits). 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). Learners in this course analyze the relevance and appropriateness of specific research methodologies in preparation for their use in the dissertation. The course emphasizes conceptualizing, planning, and designing a proposal for doctoral research. Topics include planning and sampling, measurement, choosing statistical and qualitative analytic models, ethical considerations, and planning for analyzing and interpreting results. *This course must be the last academic course before enrolling in comprehensive examination courses. Prerequisite(s): HS8112. 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 HRM 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 presents an in-depth examination and analysis of current health care reimbursement policies and practices. Topics include research and analysis of health insurance as a concept, major federal insurance programs (e.g., Medicare Parts A–D), state-sponsored health care programs (e.g., Medicaid), and various health care cost control strategies. Learners explore current legislative changes in these reimbursement programs and consider the organizational level data that drives the reimbursement process. Learners also examine the health care reimbursement spectrum from the individual provider/hospital level to the federal level with regard to revenue impact and explore strategies that both maximize revenue and provide patients with quality care.

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,

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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.

HS8120 - Families, Systems, and Health Care (4 quarter credits). The focus of this course is on issues surrounding children with health care needs and their families. The importance of family-centered care is emphasized. Learners discuss the use of collaborative, interdisciplinary, multidisciplinary, and transdisciplinary practice as well as the contributions of different health care professionals, including occupational therapists, physical therapists, speech language pathologists, social workers, dieticians, psychologists, nurses, developmental pediatricians, dentists, and health care administrators. Learners in the course also explore legislative and policy issues such as Individuals with Disability Act, section 504 of the Rehabilitation Act, the Olmstead Decision, the Americans with Disability Act, and community-based care.

HS8121 - Health in the Workplace (4 quarter credits). This course presents a step-by-step approach to planning, implementing, and evaluating health programs in a variety of worksite settings. Learners explore the theoretical concepts of worksite health promotion and their everyday applications, and gain an understanding of the role and function of worksite health programs.

HS8413 - Social Influences of Behavior (4 quarter credits). Learners in this course explore behavior that is influenced by the presence of others, or behavior that is under the control of society. Topics include culture and society, large and small group behavior, cross-cultural factors, and interpersonal relationships. Learners in this course review the social psychology of decision making, attitude formation, and social attribution and their application to contemporary issues.

HS8415 - Advanced Professional Scientific Ethics (4 quarter credits). This course explores professional and scientific ethics in human services with an emphasis on social and community services. Doctoral learners analyze the role and function of ethics in decision making, social systems, policy, process, procedures, reality testing to ethical existential dilemmas, and communicative competence. This course prepares learners to better understand the ethical nature of professionalization.

HS8447 - 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.

HS8453 - Prevention and Causes of Child Abuse (4 quarter credits). This course provides an overview of child abuse and neglect in the United States. Learners evaluate the etiology of child abuse and neglect from a theoretical/empirical perspective. Learners explore the various forms, signs, and symptoms of child abuse and neglect and how they relate to the prevention practices used by human services practitioners. In addition, learners in the course analyze the efficacy of child abuse and neglect prevention models. Exploring the results of child abuse and neglect allows learners to evaluate emotional/psychological, cognitive/memory, and sociological developmental theories and models.

HS8476 - 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.

HS8478 - 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 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 the influence of social policies on the family.

HS8501 - Contemporary Issues in Counseling Studies (4 quarter credits). In this course, learners explore counseling professions and the increasing need to devise research-based methods of practice to better understand the role of the counselor in contemporary society. 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, and multiculturalism and diversity challenges.

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). This course focuses on the structure, function, financing, and management of health care systems in the U.S. at both micro and macro levels. Learners explore critical issues facing the U.S. with emphasis on the relationships among providers, payers, and patients. The course is designed to evaluate the impact of an array of independent actors within the health care systems and the widespread consequences of decisions in the clinical, policy, and management arenas. Related evaluation measurement issues are addressed and evaluative research on health care systems and services are analyzed.

HS8504 - Law and Health Care Administration (4 quarter credits). 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

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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.

HS8513 - 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.

HS8514 - 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.

HS8725 - Human Sexuality (4 quarter credits). In this course, doctoral learners 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. *For PhD in Human Services learners only, unless given special permission from the School of Human Services. Learners who take HS8725 may not also earn credit for HS5225.*

HS8731 - 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.

HS8739 - Theories of Psychotherapy (4 quarter credits). This course provides a review of various schools of therapeutic intervention and the current professional literature and research supporting them. Learners analyze major psychotherapy theories, procedures, and techniques, and their applications to diverse populations and settings. *For PhD in Human Services learners only, unless given special permission from the School of Human Services. Learners who take HS8739 may not also earn credit for HS5239.*

HS8741 - Group Counseling and Psychotherapy (4 quarter credits). Learners in this course review the historical development of group counseling and psychotherapy, and synthesize and apply the field's current research, theories, and clinical procedures. Topics include the role of the leader and leadership styles, the mechanics of co-therapy, special-function groups, and management of critical incidents within groups. *For PhD in Human Services learners only, unless given special permission from the School of Human Services. Learners who take HS8741 may not also earn credit for HS5241.*

HS8745 - 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.

HS8754 - Child and Adolescent Counseling (4 quarter credits). This course focuses on advanced analysis of the major theoretical paradigms and their application to child and adolescent counseling. Learners evaluate the influence of individual, family, community, multicultural, and societal factors on the development and treatment of childhood disorders. Topics include ethical and legal requirements, diagnostic treatment planning, play therapy techniques, and systemic concepts. *For PhD in Human Services learners only, unless given special permission from the School of Human Services. Learners who take HS8754 may not also earn credit for HS5254.*

HS8758 - 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.

HS8764 - Contemporary Issues in Compulsive and Addictive Behavior Treatment (4 quarter credits). In this course, learners review current development, research, and trends within the compulsion and addiction treatment field. The course emphasizes current understanding of substantive issues in the field. Possible topics include developments in psychopharmacologic treatment of compulsive behaviors and 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. Cultural considerations and influences as they relate to the treatment of compulsive and addictive behavior treatment are also addressed.

HS8779 - Life Planning and Career Development (4 quarter credits). This course provides doctoral learners with advanced theory, research, and application opportunities appropriate for counselors working with individuals responding to

Graduate Course Descriptions, *continued*

life transitions. Topics include career and life development, improvement, and transition. *For PhD in Human Services learners only, unless given special permission from the School of Human Services. Learners who take HS8779 may not also earn credit for HS5279.*

HS8900 - Nonprofit Program Development and Implementation (4 quarter credits). This course is an overview 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. Learners also explore strategic planning, business planning, and development of nonprofit infrastructure. Attention is given to different types of nonprofits, including service agencies, membership organizations, research institutes, and foundations. Learners are encouraged to develop their skills as leaders of new nonprofits or develop new major programs for existing nonprofits.

HS9919 - Doctoral Comprehensive Examination (4 quarter credits). This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to enroll in the first dissertation course. *Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective course work with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.*

HS9920 - Dissertation Courseroom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. *Grading for this course is R/NS. Prerequisite(s): HS9919. Cannot be fulfilled by transfer.*

HS9921–HS9940 - Dissertation Research 1–Dissertation Research 19 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. *Grading for this course is R/NS. Prerequisite(s): HS9919. HS9920 is a co-requisite for these courses. Courses must be taken in sequence. Cannot be fulfilled by transfer.*

School of Human Services

Master's Public Health Courses

PUBH5002 - Survey of Public Health Concepts and Issues (4 quarter credits). This course provides an overview of the major theories and concepts of public health. Learners study the psychological, social, and behavioral factors that affect individual and population health. Learners also evaluate the epidemiological, environmental, and administrative research related to public health concepts and measures. *PUBH5002 must be taken by master's learners in their first quarter. Cannot be fulfilled by transfer.*

PUBH5100 - Management of Health Service Organizations (4 quarter credits). This course provides an overview of organizational and managerial principles and practices. Learners study organizational theory and behavior, principles of evidenced-based decision making, health problem analysis, intervention strategies, and monitoring and evaluation. This course emphasizes the systems approach to management, building organizational teams that foster cross-functional efficiencies and organizational and system integration. *Prerequisite(s): PUBH5002, PUBH5500, PUBH5503, PUBH5506, PUBH5509, PUBH5512.*

PUBH5104 - Fundamentals of Health Care Finance (4 quarter credits). In this course, learners analyze the basic theories and principles of finance as applied in public health and review the fundamentals of accounting needed to prepare and analyze financial statements. Learners examine the development, utility, and interpretation of accounting information used to make managerial decisions, and identify and compare governmental financial compliance and reimbursement standards and strategies. *Prerequisite(s): PUBH5002, PUBH5500, PUBH5503, PUBH5506, PUBH5509, PUBH5512.*

PUBH5108 - Public Health Communication Strategies (4 quarter credits). Learners in this course study communication theories and strategies, focusing on the development of cogent and persuasive written and oral media messages. The course emphasizes building skills needed to create consumer-oriented public health intervention and advocacy efforts, such as formative research, audience segmentation, and channel analysis. Learners also examine crisis communication strategies and advanced technologies, media, and community networks used to disseminate information. *Prerequisite(s): PUBH5002, PUBH5500, PUBH5503, PUBH5506, PUBH5509, PUBH5512.*

PUBH5112 - Health Economics (4 quarter credits). This course addresses allocation of scarce resources to meet public health needs. It provides an overview of theories, tools, and methods of economic analysis and the role of health economics

in the public policy decision-making process. Learners analyze national income theories and price theories, evaluate the behavior of organizations under varying economic conditions, and assess the economic roles of public health organizations, governments, and households. *Prerequisite(s): PUBH5002, PUBH5500, PUBH5503, PUBH5506, PUBH5509, PUBH5512.*

PUBH5116 - Strategic Planning and Operations Management (4 quarter credits). In this course, learners examine the concepts, tools, and evidence-based best practices needed to plan, implement, and manage public health programs. The course provides an overview of the theories and approaches used in strategic and operational planning, including administration and evaluation, quality assurance, information systems integration, budgeting, and compliance. *Prerequisite(s): PUBH5002, PUBH5500, PUBH5503, PUBH5506, PUBH5509, PUBH5512.*

PUBH5120 - Evidence-Based Management of Public Health Programs (4 quarter credits). Learners in this course evaluate evidence-based public health programs and policies, and identify guidelines on how to select, administer, and evaluate them. Learners study and apply the tools and practices of evidence-based decision-making, including using scientific evidence to develop guidelines and intervention strategies. *Prerequisite(s): PUBH5002, PUBH5500, PUBH5503, PUBH5506, PUBH5509, PUBH5512.*

PUBH5124 - Public Health Leadership and Politics (4 quarter credits). This course presents significant issues affecting U.S. health policy. Learners evaluate public administration theories and their application to the public health system. Learners examine the health policy development process and analyze the factors affecting health policy initiatives and their limitations on policy and regulatory implementation. Learners also formulate leadership strategies to create political compromise. *Prerequisite(s): PUBH5002, PUBH5500, PUBH5503, PUBH5506, PUBH5509, PUBH5512.*

PUBH5200 - Social and Behavioral Research Methods (4 quarter credits). This course provides an overview of social and behavioral sciences research within the context of public health. Learners examine social and behavioral factors that impact health status, and analyze health risk indicators and long-term trends in morbidity and mortality. Learners analyze theories that explain health disparities across populations and study and apply quantitative, qualitative, and evaluation research methods and research ethics. *Prerequisite(s): PUBH5002, PUBH5500, PUBH5503, PUBH5506, PUBH5509, PUBH5512.*

PUBH5204 - Theories of Social and Behavioral Sciences (4 quarter credits). Learners in this course examine social and behavioral theories applied in public health research and practice, and evaluate how these theoretical constructs identify

Graduate Course Descriptions, *continued*

community health needs and address health inequalities. The course presents theories from an interdisciplinary perspective, and building on these theoretical bases, recommends practical problem-solving approaches to promote health in individuals, communities, and populations. *Prerequisite(s): PUBH5002, PUBH5500, PUBH5503, PUBH5506, PUBH5509, PUBH5512.*

PUBH5208 - Public Health Program Planning and Evaluation (4 quarter credits). In this course, learners study the core functions of public health program planning and evaluation, including assessment, policy development, programmatic intervention, and quality assurance. Learners identify social and behavioral determinants associated with public health issues, and examine and evaluate programs and their impact on the health of individuals, organizations, communities, and nations. *Prerequisite(s): PUBH5002, PUBH5500, PUBH5503, PUBH5506, PUBH5509, PUBH5512.*

PUBH5212 - Assessment and Surveillance in Public Health (4 quarter credits). This course presents the knowledge and skills needed to develop community assessment and surveillance strategies, and design programs and services that positively impact community and population health. Learners explore approaches to early detection, assessment, and disease surveillance and intervention strategies. *Prerequisite(s): PUBH5002, PUBH5500, PUBH5503, PUBH5506, PUBH5509, PUBH5512.*

PUBH5216 - Public Health Information for Diverse Populations (4 quarter credits). The focus of this course is the social and behavioral context of health communication and its effect on the success of health outreach efforts. Learners study the elements of health information messages, the process by which they are created, and how they are understood and heeded by diverse populations. Learners analyze communication theory and evaluate effective public information campaigns. *Prerequisite(s): PUBH5002, PUBH5500, PUBH5503, PUBH5506, PUBH5509, PUBH5512.*

PUBH5220 - Health Disparities in the United States (4 quarter credits). Learners in this course explore the social factors contributing to racial, ethnic, socioeconomic, and gender disparities in health and health care. Learners examine health disparities on a local, regional, and national basis, calculating their impact on overall health status and health service use. Learners also develop community-based intervention strategies to address identified disparities. *Prerequisite(s): PUBH5002, PUBH5500, PUBH5503, PUBH5506, PUBH5509, PUBH5512.*

PUBH5224 - International Public Health (4 quarter credits). This course focuses on the spread and control of disease and presents public health policy and program design, implementation, and evaluation from an international perspective.

Learners explore the determinants of health and evaluate the quality of life of rural, urban, and ethnically diverse populations. Learners also compare the public health policies of established and developing countries and interpret how they impact disease control and promote health. *Prerequisite(s): PUBH5002, PUBH5500, PUBH5503, PUBH5506, PUBH5509, PUBH5512.*

PUBH5500 - Introduction to Public Health Administrative Systems (4 quarter credits). This course provides an overview of the elements of the public health system and reviews the administrative processes that foster integration and managerial effectiveness across the system. Learners study the organizational, financial, and managerial structure and function of the public health system and analyze the impact of health policy on administrative systems, including health insurance and reimbursement policy.

PUBH5503 - Environmental Health Concepts in Public Health (4 quarter credits). This course surveys the major issues related to environmental and occupational health and health hazards. Learners identify the sources of biological, chemical, and physical agents found in the environment and analyze their effects on water, food, and land resources in community and occupational settings. Learners also examine the legal framework, policies, and practices associated with controlling environmental and occupational hazards.

PUBH5506 - Psychological, Behavioral, and Social Issues in Public Health (4 quarter credits). Learners in this course explore psychological, social, and behavioral science theories and concepts applied throughout the health-illness spectrum. Learners identify the health concerns of individuals, organizations and communities, and examine the resources needed to develop social and behavioral policy and public health interventions. Learners also evaluate the efficient use of scarce health care resources and the participation of communities in adopting healthy self-care practices and developing programs to enhance the quality of life.

PUBH5509 - Principles of Biostatistics (4 quarter credits). This course provides an introduction to the objectives, principles, and methods of biostatistics for health sciences. Topics include statistical vocabulary; methods for descriptive data analysis; fundamentals of probability and sampling distribution; methods for statistical inference and hypothesis testing; and data analysis and linear regression for continuous, binary, and survival data. Learners conduct statistical data analysis using SPSS.

PUBH5512 - Principles of Epidemiology (4 quarter credits). This course provides an overview of epidemiology, including an evaluation of the nature of disease, the interaction among agent, host, and environment, and the chain of transmission. Learners examine epidemiological research methods for identifying and describing

variables, determining key data sources, and formulating interventions to control disease occurrence and transmission. *Prerequisite(s): PUBH5509.*

PUBH5993 - Integrative Project for Public Health Learners (4 quarter credits). In this course, master's learners demonstrate proficiency by applying learning from required, specialization, and any elective courses to complete an analysis of a public health organization or system, or propose a new application in their professional field. This course is intended only for learners in the Public Health Program. The integrative project course is taken after all required and specialization courses are completed or are in progress. *Prerequisite(s): PUBH5002, PUBH5500, PUBH5503, PUBH5506, PUBH5509, PUBH5512. Cannot be fulfilled by transfer.*

PUBH5997 - Public Health Professional Development (4 quarter credits). In this course, master's learners demonstrate proficiency by applying learning from required and specialization courses to the professional public health discipline. Professional development activities include preparing the integrative project for publication in a nationally recognized peer-reviewed public health journal, presenting a community public health conference, or participating in a community public health program or intervention, or preparing for professional licensure or certification. *Prerequisite(s): PUBH5993. Cannot be fulfilled by transfer.*

School of Human Services

Master's and Doctoral Public Safety Courses

Effective February 1, 2008, some required and elective courses were renumbered. See Course Renumbering, pages 161-162, for a list of these courses and their former numbers.

PSF5002 - Survey of Public Safety Issues, Theories, and Concepts (4 quarter credits). This course provides learners with foundational public safety academic content that helps them prepare for course work in their chosen Public Safety specialization. Learners analyze various public safety theories, concepts, and research from the practitioner-scholar perspective, including law, policy analysis, emergency management and business continuity, leadership, multiculturalism, criminological theory, and public safety research methodology. *PSF5002 must be taken by master's learners in their first quarter. Cannot be fulfilled by transfer.*

PSF5006 - Research Methodology in Public Safety (4 quarter credits). This course presents an overview of various graduate-level public safety and criminal justice research methodologies.

Graduate Course Descriptions, *continued*

Learners study major research methodologies and quantitative, qualitative, and mixed research design approaches to rigorous scholarly inquiry. This course also provides an introduction to qualitative and quantitative research data analysis tools. *This course is aimed primarily at master's learners, although PhD learners may take it as an elective.*

PSF5334 - Public Safety Ethnic and Cultural Awareness (4 quarter credits). Learners in this course examine the salience of race, ethnicity, and culture in public safety and the ways public safety addresses the diverse needs of multicultural citizens. Learners analyze cultural experiences from gender, social class, religion, and disabled-status perspectives, and study and apply theoretical approaches for addressing cross-culturalism.

PSF5370 - 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.

PSF5371 - Practices of Probation, Parole, and Community Corrections (4 quarter credits). This course is an investigation of historical and current community-based correctional practices. Learners examine trends in practice and policy that govern community supervision programs and explore issues surrounding offender rehabilitation and re-entry.

PSF5372 - 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).

PSF5376 - Policy Analysis and Social Change (4 quarter credits). In this course, learners evaluate criminal justice policies and programs, the processes by which they are developed, and their effects on social change. Topics include intelligence-led policing, immigration and policing, the USA PATRIOT Act, and socioeconomic correlates of crime. Learners identify a current public safety problem and formulate a solution using criminal justice and public safety practices and policies.

PSF5380 - Law Enforcement: Intelligence-Led Policing (4 quarter credits). This course focuses on the planning, operations, and technology of law enforcement organizations. Learners study problem- and community-oriented policing, data-driven accountability, crime analysis, and crime prevention as means to enhance the effectiveness of law enforcement and intelligence gathering within the emerging National Response Framework (NRF) collaborative model. Learners also examine national and international case studies to integrate theory and best practice toward the development of a more effective policing model.

PSF5384 - Compulsive Behavior and Criminal Profiling (4 quarter credits). Learners in this course explore non-criminal compulsive and addictive behavior, sociopathy, and criminal psychopathy as an introduction to the study of criminal profiling. Learners examine empirical research and theory that attempts to explain how a person can transition from benign antisocial behavior to criminal behavior and whether there are ways to identify offenders as dangerous by analyzing their behavioral cues or crime-scene clues. Learners also study crime-scene management and its connection to criminal profiling.

PSF5600 - Public Safety Organizational Leadership (4 quarter credits). Learners in this course examine the strategic development and direction of public safety leadership within policing, law enforcement, fire suppression, emergency management, and emergency medical response in the United States, as well as contemporary challenges outside the scope of public and private security and national defense. The course focuses on components of public safety such as risk assessment, preparedness, prevention, and response in an all-hazards environment. Topics include the role of the public safety leader, the need for the integration of functions in the traditional public safety agencies, and threats ranging from potential bio-terror attacks to natural disasters.

PSF5601 - Personal Leadership Development (4 quarter credits). This course examines the learners' personal leadership attributes, characteristics, and behaviors. Personal leadership skills are examined in the context of the type and level of the organization. A variety of leadership practices and their applications are evaluated. *Learners who take PSF5601 may not also earn credit for the equivalent course, OM5116.*

PSF5602 - Leadership and Human Resource Management (4 quarter credits). This course focuses on organizational planning, staff acquisition, and team development, which includes assigning project roles, responsibilities, and reporting relationships, staffing, motivation, leadership, team development, and conflict resolution. Learners 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 are explored along with how it relates to the project life cycle. Techniques are covered regarding 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.

PSF5610 - Accounting and Finance in Public Safety Organizations (4 quarter credits). This course is a survey of the elements of financial accounting and ways the activities of organizations are influenced by accounting measurement. The emphasis of the course is on becoming good consumers, rather than producers, of financial information. Course topics and assignments reinforce and demonstrate the implications of accounting choices, especially in public service or government-funded organizations.

PSF5611 - Managing Training and Performance Improvement (4 quarter credits). Internet-based learning and the emergence of performance management in the field of human resource development have added importance, complexity, and increased accountability to the training manager role. Learners in this course become more prepared to meet these challenges by learning to determine priorities, assess needs, create a mission and goals, develop a budget and a marketing strategy, plan programs and performance interventions, conduct evaluations, hire and manage personnel, and provide leadership.

PSF5620 - Critical Incident Stress Management (4 quarter credits). Critical incident stress can be debilitating to public safety first-responders. This course provides insight into critical incident stress, Critical Incident Stress Disorder (CISD), Post-Traumatic Stress Disorder (PTSD), and Critical Incident Stress Management (CISM). The course focuses on understanding the consequences of unaddressed critical incident stress and examines effective stress management strategies. *Cannot be fulfilled by transfer.*

PSF5621 - Disaster Management (4 quarter credits). Learners in this course examine the anatomy of a disaster event, both natural and intentional. Preparedness, post-disaster response, recovery, and mitigation are topics central to the emerging field of emergency management.

PSF5622 - National Incident Management Systems (4 quarter credits). In this course, learners examine the fragmented structure of public safety agencies, emerging threats to public safety, and the formation and development of the National Incident Management System (NIMS) and Incident Command System (ICS). Course topics include chemical, biological, radiological/nuclear, and explosive (CBRNE) incidents and threats, and a variety of integrated best practices and standards for handling weapons of mass destruction (WMD) and protecting critical infrastructures.

Graduate Course Descriptions, *continued*

PSF5623 - Critical Infrastructure Risk Assessment, Evaluation, and Analysis (4 quarter credits). The post-9/11 environment demands awareness and analysis of our critical resources and infrastructure. Learners in this course examine the Homeland Security National Priorities and National Preparedness standards and how they can be used to conduct risk assessments, evaluations, and analyses of critical national infrastructure.

PSF5991 - Integrative Project for Public Safety Learners (4 quarter credits). In this course, learners demonstrate proficiency in their area of specialization 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. *For learners in Public Safety specializations only.*

PSF8002 - Advanced Research in Public Safety Issues, Theories, and Concepts (4 quarter credits). This course provides learners with advanced public safety academic content that helps them prepare for course work in their chosen Public Safety specialization. Learners critically analyze various public safety theories, concepts, and research from the scholar-practitioner perspective, including law and legal systems, leadership and leadership theory, community corrections, terrorism, criminological theory, and public safety research methodology. *PSF8002 must be taken by PhD learners in their first quarter. Cannot be fulfilled by transfer.*

PSF8050 - Special Topics in Public Safety (4 quarter credits). This course provides PhD learners with an opportunity to engage in an in-depth study of the theory, research, and application of subject matter not included in the Public Safety 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 program chair approves.

PSF8210 - 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.

HS8300 - Diversity in the Workplace (4 quarter credits). In this course, learners analyze contemporary theories of diversity in the workplace. Learners compare and contrast inclusion theories, research and apply best practices for a diverse workplace, and integrate professional and ethical codes, standards, and laws in the human services work setting.

PSF8301 - Ethics and Social Responsibility (4 quarter credits). This course examines ethical behavior in public safety organizations and the role of public safety in society. Learners develop and apply their own ethical responsiveness by examining relevant public safety issues through the lenses of dominant ethical theories. Learners study ethical approaches to a variety of public safety issues, including organizational responsibility; organizational accountability and liability; organizational collaboration and responsibility during times of crisis; the changing local, state, national, and global environment; diversity in the workplace; information technology; and personal accountability, responsibility, and obligation and duty.

PSF8350 - Sociological Theories of Crime (4 quarter credits). In this course, learners examine the sociological theories that explain crime causation from the early 19th century to the present. Topics include the ways the environment contributes to criminal behavior, specifically, the effects of association, informal and formal social control mechanism, and location on crime causation. Learners also study original theorist writings to help them develop a high level of theoretical synthesis and application.

PSF8354 - Psychological and Biological Theories of Criminal Behavior (4 quarter credits). In this course, learners develop an understanding of the psychological and biological factors that affect criminal behavior. Learners study original theorist writings from the 18th century to the present that identify the essential psychological and biological theories that attempt to explain criminality and further illuminate the criminal mind.

PSF8358 - Law and Legal Foundations (4 quarter credits). This course presents a historical overview of the U.S. legal framework and the ways in which it has established legal policy and operational guidelines for public safety personnel and the criminal justice system as a whole. Learners focus on the Fourth, Fifth, and Sixth Amendments and their interpretative case laws, and analyze them according to how well they maintain the balance between civil liberties and public safety.

PSF8362 - Criminal Justice Policy Analysis (4 quarter credits). Learners in this course analyze the ways criminal justice policies are implemented, administered, and evaluated. Learners examine the actual and perceived effects of implemented policies on both the criminal justice agencies responsible for implementing them and the criminal justice system as a whole. Learners also review case study examples to analyze the ways in which political agendas, organizational initiatives, accepted operational practices, and legislation have affected the criminal justice system and administration of justice. Case study examples include the Kansas City Preventive Patrol Experiment; Broken Windows, the police and neighborhood safety study; plea bargaining;

federal sentencing guidelines; mandatory sentencing and truth-in-sentencing legislation; and abolishment of parole.

PSF8370 - 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.

PSF8371 - 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.

PSF8372 - 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.

PSF8373 - 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.

PSF8374 - Current Research on Violent Behavior (4 quarter credits). Through an examination of sociological and psychological perspectives in current research, learners in this course develop a coherent approach to understanding violent behavior. The course also focuses on the ways in which violence is defined by the criminal justice system. Learners practice using the vocabulary of criminal justice practitioners in writing.

Graduate Course Descriptions, *continued*

PSF8375 - 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.

PSF8376 - 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.

PSF8377 - 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.

PSF8601 - Contemporary Public Safety Leadership (4 quarter credits). Changing demographics, globalization, new technologies, and terrorism are some of the factors contributing to increased demands on public safety agencies and the need for effective leadership at all levels within the public safety domain. Learners in this course explore emerging issues, challenges, and theoretical assumptions of leadership in a public safety field. Learners examine the impact of public safety paradigms on the ability to lead in an era of rapid and constant change.

PSF8602 - Theories of Leadership (4 quarter credits). This doctoral seminar course explores the numerous theories of leadership which inform research and practice. Research articles explore foundational tenants of leadership theory, creating a compare and contrast of the theories for their impact on organizations, leaders and followers. *Learners who take PSF8602 may not also earn credit for the equivalent course, OM8101.*

PSF8605 - Race and Culture in American Society (4 quarter credits). This course focuses on the impact of increased diversity in our communities and the heightened need to understand and address how racial, ethnic, and cultural pluralism affect human behavior. Topics include ways in which public safety organizations must reflect changes in social attitudes, practices, policies, and concepts such as transparency, diversity, and inclusion within public safety organizations.

PSF8620 - 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 doctoral learners to synthesize and integrate organizational theory. *Learners who take PSF8620 may not also earn credit for the equivalent course, OM8010.*

PSF8621 - Theories of Executive Human Resource Management (4 quarter credits). This doctoral seminar course presents current trends in human resource research and the numerous theories of human resource management. Research articles compare and contrast theories for their impact on the human asset management of the organization. *Learners who take PSF8621 may not also earn credit for the equivalent course, OM8201.*

PSF8622 - 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.

PSF8623 - Legal Systems, Labor Relations, and Regulatory Practices (4 quarter credits). Learners in this doctoral course examine key components of domestic and international legal systems, labor relations, and regulatory practices as they relate to public safety organizational structure, public sector business activities, and human capital management in government settings. Topics include law making, enforcement agencies, labor relations, legal processes, and litigation reduction and management. *Available online only. Cannot be fulfilled by transfer.*

PSF8624 - Designing Training and Performance Solutions (4 quarter credits). The design of training and performance solutions is both a systematic and an artful process. Alternative solutions are often possible. In this context, design is informed by multiple factors: the needs of the learner, the circumstances, the organization, and the experience and savvy of the designer. In this course, learners are exposed to learning theories, several instructional and performance design models, and case studies. Learners design performance solutions by diagnosing the results of needs assessments, specifying objectives and applying the principles and procedures of learning solution design, selecting appropriate methods, and continuous evaluation. *Learners who take PSF8624 may not also earn credit for the equivalent course, ED7662.*

PSF8625 - Grant Writing (4 quarter credits). This course provides a comprehensive overview of grant writing. Learners research and evaluate the types and sources of grant funding, formulate strategies for working with grant funders and external stakeholders, and analyze and apply grant writing skills. Learners also examine the relationship of grant writing to institutional missions and plans. *Learners who take PSF8625 may not also earn credit for the equivalent course, ED7800.*

PSF8626 - Stress Management in Public Safety 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.

PSF8630 - Critical Incident Stress (4 quarter credits). Critical incident stress can be debilitating to first responders. Learners in this course analyze the dynamics of critical incident stress and evaluate psychological and physiological disorders such as Critical Incident Stress Disorder (CISD) and Post-Traumatic Stress Disorder (PTSD). Learners develop a hypothesis that supports a proposal for a comprehensive approach to Critical Incident Stress Management (CISM).

PSF8631- Case Studies in Critical Incident Management (4 quarter credits). This course focuses on case studies in critical incident management connected with chemical, biological, radiological/nuclear, and explosive (CBRNE) incidents in order to understand best practices in emergency event management. Learners evaluate the National Incident Management System (NIMS) for its effectiveness during CBRNE events and explore topics such as how NIMS could best coordinate interagency responses to weapons of mass destruction (WMD) events.

PSF8632 - Philosophy and Practice of Disaster Preparedness (4 quarter credits). This course focuses on examining natural and intentional disasters and integrating the philosophical paradigms of disaster management with best practice. Topics include analysis of the philosophy, history, and practices of disaster management and preparedness, post-disaster response, recovery, and mitigation. *Cannot be fulfilled by transfer.*

PSF8633 - Advanced National Incident Management Systems (4 quarter credits). In this course, learners study the development and effectiveness of the National Incident Management System (NIMS) from its inception to its current state. Topics include examining integrated best

Graduate Course Descriptions, *continued*

practices, standards, and techniques critical to successfully managing national emergencies and leading the successful implementation of a national standard of practice for emergency response. ***Cannot be fulfilled by transfer.***

PSF8637 - Paradigms of Continuity of Operations (4 quarter credits). In this course, learners evaluate and analyze the implementation of Continuity of Operations (COOP) as an all-hazards model deployed in both the private and public safety sectors. Learners analyze the ability of various organizations to recover from a disaster or emergent event, specifically with regard to disaster impact analysis, recovery methods, and business continuity. Learners also examine organizational and operational issues related to COOP and disaster recovery, including personnel, technology, and administrative functions. This course highlights the need for proactive COOP planning and preparedness given today's advances in information technology and the criticality of rapid disaster recovery.

School of Human Services

Colloquia and Residencies

COL-R8921 - PhD Colloquium Track 1. In the first residential colloquium, doctoral learners acquire and apply the academic and intellectual skill sets of the scholar-practitioner. The colloquium provides the opportunity to interact with peers, faculty, and university staff and participate in academic sessions and workshops, contemporary issues seminars, and specialization meetings within the school. Learners engage in scholar-practitioner self-reflection practices and gain learning experience that addresses the doctoral competencies of becoming a critical thinker, researcher, and professional communicator. Learners in academic psychology specializations attend this colloquium before completing 36 earned and transferred credits. All other learners attend this colloquium during their first quarter of enrollment or before completing 56 earned and transferred credits.

COL-R8922 - PhD Colloquium Track 2. The second residential colloquium emphasizes acquiring deeper knowledge as it is applied to the theoretical and research foundations within the discipline. The colloquium provides the opportunity to interact with peers, faculty, and university staff and participate in academic sessions and workshops, contemporary issues seminars, and specialization meetings within the school. Learning experiences expand learners' intellectual applications and analysis skills and address the doctoral competencies of becoming a critical thinker, researcher, and professional communicator. Learners in academic psychology specializations attend this colloquium while completing 37–60

credits. All other learners attend this colloquium while completing 57–72 credits of required course work.

COL-R8923 - PhD Colloquium Track 3. The third residential colloquium focuses on expanding and applying doctoral competencies to the independent research phase of the program in preparation for the comprehensive examination and dissertation. The colloquium provides the opportunity to interact with peers, faculty, and university staff and participate in academic sessions and workshops, contemporary issues seminars, and specialization meetings. Learning experiences addresses critical thinking, research, and professional communication competencies and emphasize using intellectual and academic skill sets to synthesize and analyze theory and research as scholar-practitioners in the discipline. Learners in academic psychology specializations attend this colloquium while completing 61–95 credits. All other learners attend this colloquium while completing 73–96 credits as a prerequisite for the comprehensive examination.

HS-R5900 - Counselor Education Pre-Practicum Laboratory I. 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): Mental Health Counseling and Marital, Couple, and Family Counseling/Therapy learners must have completed the following courses: HS5002 or HS5003; HS5334, HS5214, HS5315, HS5221, HS5271; and HS5252 (for MHC) or HS5270 (for MCFC/T). Learners must have completed or be progressing in HS5239. 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): Mental Health Counseling and Marital, Couple, and Family Counseling/Therapy learners must have completed the following courses: HS5900, HS-R5900, HS5241, HS5254, HS5107, HS5108, and (for MCFC/T only) HS5272 and HS5225. The pre-practicum residency has a companion academic online course, HS5901.***

HS-R5910 - School Counseling Pre-Practicum Laboratory I. This first pre-practicum residency focuses on initial development of clinical school counseling proficiencies, including building relationship skills, assessing children and adolescents, performing interventions with children and adolescents, consulting with teachers and parents, and applying ethical and legal standards of practice. It integrates effective theories and approaches of individual counseling and consultation relevant to school counselors. ***Prerequisite(s): School Counseling learners must have completed or be progressing in the following courses: HS5002 or HS5003, and HS5280, HS5334, HS5315, HS5254, and HS5241. The pre-practicum residency has a companion academic online course, HS5910.***

HS-R5911 - School Counseling Pre-Practicum Laboratory II. This residency focuses on advanced development of clinical school counseling proficiencies, including working with difficult populations, crisis counseling, substance abuse prevention and intervention strategies, group counseling in schools, and program evaluation and supervision. It integrates effective theories and approaches of individual counseling, group counseling, and consultation relevant to school counselors. ***Prerequisite(s): HS5282, HS5240, HS5279, HS5006, HS5106. The pre-practicum residency has a companion academic online course, HS5911.***

Graduate Course Descriptions, *continued*

Harold Abel School of Psychology

Graduate Writing Course

DW-R8000 - Dissertation Writer's Retreat (non-credit). This course supports doctoral learners in completing their dissertations. This week-long, writing-intensive retreat focuses on the challenges and needs of dissertation writers and provides writing, library, and research resources.

Harold Abel School of Psychology

Courses
Effective February 1, 2008, PSY9102 was renumbered and is now listed as PSY5201.

PSY5002 - Orientation to Graduate Learning in Psychology (5 quarter credits). In this course, learners improve their ability to navigate the virtual campus and become familiar with library, career center, and writing center resources. This course requires the articulation of a professional identity based on master's-level training in psychology. Learners examine professional roles, organizations, specialization requirements, and codes of ethics in psychology. Learners choose a focused area of study within the field of psychology and identify the educational steps necessary to successfully complete the master's degree in their chosen specialization.

PSY5201 - Integrative Project for Master's Degree in Psychology (5 quarter credits). Learners enrolled in the master's program in the Harold Abel School of Psychology enroll in this final capstone project after all course requirements have been met for the master's degree. Learners are expected to demonstrate mastery of knowledge, scholarship, and research proficiencies in an identified field of psychology. *Prerequisite(s): Completion of all course work. Cannot be fulfilled by transfer.*

PSY5202 - Master's Integrative Project, School Psychology (5 quarter credits). Learners enrolled in the master's School Psychology specialization in the Harold Abel School of Psychology enroll in this final capstone project after all course requirements have been met for the master's degree. Learners are expected to demonstrate mastery of knowledge, scholarship, and research proficiencies as identified by the National Association of School Psychologists (NASP) practice domains. *Prerequisite(s): Completion of all course work. 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 addresses the developmental stages of children from the prenatal period to adolescence. Learners examine how children develop physically, emotionally, socially, and intellectually, and evaluate the influences of family, society, and culture on child and adolescent development. Learners also assess children's evolving needs and apply theory and research to recommend appropriate responses to those needs.

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, bipolar 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

Graduate Course Descriptions, *continued*

inadequacy, treatment of sexual problems, and concerns of special and diverse populations are also addressed.

PSY7411 - Learning Theories in Psychology (5 quarter credits). This course focuses on the theoretical principles and concepts of learning and on related research findings, especially those connected to cognition. Course topics include applying principles and concepts to teaching and learning experiences in a variety of settings. Although several different theories of learning are discussed, the course focuses on cognitive perspectives.

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 personality development from the perspective of several theoretical orientations: psychodynamic, humanistic/existential, dispositional, and learning theory. Learners analyze and evaluate these theories and consider how other factors such as culture and gender contribute to personality development. This course also allows learners to apply personality theory to their professional practice.

PSY7520 - Social Psychology (5 quarter credits). This course provides an overview of behavior that is influenced by the presence of others or behavior that is under the control of society. Interpersonal relationships, social cognition, social inference, emotion, and personality 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 cultural differences of individuals and groups and their influence on the practice of professional psychology. Learners explore the role of culture-specific programming, the needs and values of cultural subgroups, and approaches to providing psychological services to culturally diverse populations. Learners also critically analyze the interactions of multiple dimensions of diversity to better understand the ways in which individual differences contribute to professional psychological practice.

PSY7543 - Ethics and Multicultural Issues in Psychology (5 quarter credits). In this course, learners analyze multicultural perspectives and factors such as ethnicity, socioeconomic status, and gender, and their influences on the ethical behavior of psychology professionals. Learners evaluate multicultural issues within the context of different settings and learn to apply ethical reasoning principles and standards within their profession. *Prerequisite(s): PSY5002 or PSY8002.*

PSY7550 - Process of Professional Development (5 quarter credits). Learners in this course address developmental theories and research, and important issues related to the process of professional development. Topics include biological, cognitive, social, cultural, and multicultural factors across adult professional development, including leader development. The process by which these factors come together to create and maintain professional development is the focus of this course, integrating interpersonal and intrapersonal factors to create a context for development and applications within psychology specializations. *Prerequisite(s): PSY7543.*

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. *For learners in the School Psychology specialization, this course must be taken during the learner's second quarter, immediately following PSY5002.*

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.*

PSY7615 - Data Analysis with SPSS (5 quarter credits). Learners in this course examine the fundamental procedures for using SPSS statistical software to transform and analyze data acquired from psychological research. Course topics include file structures and manipulation, graphical and descriptive functions, variable transformation and recoding, and syntax. Learners create a syntax program in SPSS that performs sophisticated merge and transformation operations on provided data files, including computing new variables derived from the provided data.

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). This is an advanced course in inferential statistics that emphasizes the practical application of statistical concepts and communication of statistical analyses leading to the research report. Learners formulate research questions and hypotheses based on data characteristics, use software to manipulate and analyze data, interpret and communicate the results of analysis, and apply statistical concepts to professional research. During the course, learners are expected to develop an understanding of the fundamental concepts of quantitative analysis and advanced techniques, including analysis of variance (ANOVA), analysis of covariance (ANCOVA), correlations, multiple regression, and their non-parametric alternatives. *Prerequisite(s): PSY7620. Cannot be fulfilled by transfer.*

PSY7626 - Multivariate Statistics: Theory and Application (5 quarter credits). This course focuses on the theory and application of multivariate statistics, including discriminant analysis, factor (components) analysis, multiple analysis of variance (MANOVA), and logistic regression. Using SPSS, learners perform and interpret the results of these analyses. Learners also apply multivariate analysis, read and understand research results in peer-reviewed psychology journals, and utilize SPSS to produce output consistent with the correct parameters and assumptions of specific multivariate procedures. In addition, learners have the option of exploring the mathematical aspects of multivariate and inferential statistics theory and application. *Prerequisite(s): PSY7625.*

Graduate Course Descriptions, *continued*

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 provides a theoretical and practical review of the ways in which psychologists demonstrate accountability. Learners study field research methods, program evaluation, empirical validation of treatment methods, and the strengths and limitations of various methods of inquiry, and apply scientific methods to human behavior problems found in real-world settings.

PSY7650 - Research Methods (5 quarter credits). This course provides learners with the tools needed to critically read and evaluate research. Learners explore and develop research design skills, and gain an understanding of the scientific methods of inquiry and the ethical considerations of research. This course prepares learners to critically analyze and apply research methodologies, validity, reliability, and other components of scientific research.

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.*

PSY7657 - Advanced Quantitative Research Methods in Professional Psychology (5 quarter credits). In this course, learners develop advanced knowledge of quantitative research design methodology by studying the foundations, strategies, and practice of research in the field of professional psychology. Learners engage in the scholarly critical analysis of current quantitative research, construct their own quantitative research proposals, and exchange critical, constructive project feedback with their peers. Research designs developed in this course may form the basis for learners' dissertation proposals. *Prerequisite(s): PSY7650, PSY7625. Cannot be fulfilled by transfer.*

PSY7660 - Survey Construction and Administration (5 quarter credits). Learners in this course explore the conceptual and applied aspects of survey construction and administration processes. Course topics include comparative study designs (cross-sections versus panels); sampling techniques; data collection procedures and methods (face-to-face, telephone, paper, and Internet); survey question design that accurately measures behavior, attitude, and personality; data processing and analysis; results reporting; ethics of surveys; causal inference; and survey critiques. *Prerequisite(s): PSY7615, PSY7620.*

PSY7670 - Psychological Principles of Strategic Planning (5 quarter credits). In this course, learners examine the process of strategic planning, including developing organizational missions, visions, and values. Learners study strategic planning models and identify leader responsibilities at the various stages of strategic plan development. Other course topics include integrating multicultural and multinational perspectives into strategic intent, establishing accountability for and evaluating the effectiveness of strategic plans, and the process of assessing, diagnosing, and implementing strategic plans. *Prerequisite(s): PSY5002, PSY7210, PSY7543, PSY7610, PSY7620, PSY7650.*

PSY7690 - Leading Organizational Change (5 quarter credits). Learners in this course study and apply organizational change theories, models, and practices. Course topics include change and transition, systemic and incremental change, and organizational culture and multicultural influences on change. Learners also examine the ethical issues that change agents face. *Prerequisite(s): PSY7670.*

PSY8001 - Orientation to Professional Psychology (5 quarter credits). In this course, learners improve their ability to navigate the virtual campus and become familiar with library, career center, and writing center resources. This course requires the articulation of a professional identity based on doctoral-level training in psychology. Learners examine professional roles, organizations, specialization requirements, and codes of ethics in psychology. Learners choose a focused area of study within the field of psychology and identify the educational steps necessary to successfully complete the doctoral degree in their chosen specialization.

PSY8002 - Orientation to Doctoral Learning in Psychology (5 quarter credits). In this course, learners improve their ability to navigate the virtual campus and become familiar with library, career center, and writing center resources. This course requires the articulation of a professional identity based on doctoral-level training in psychology. Learners examine professional roles, organizations, specialization requirements, and codes of ethics in psychology. Learners choose a focused area of study within the field of psychology and identify the educational steps necessary to successfully complete the PhD degree in their chosen specialization.

PSY8090 - Counseling Theories (5 quarter credits). This course presents an overview of major counseling theories, the assumptions that underlie them, and the historical and cultural contexts in which they developed. Learners explore counseling research, techniques, limitations, and ethics. Learners compare and contrast theories to create an integrated understanding of disparate counseling perspectives and apply theory to hypothetical client cases to foster their conceptualization skills.

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. *Prerequisite(s): Learners taking this course must be enrolled in one of HASOP's professional psychology specializations.*

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. *Prerequisite(s): 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. *Prerequisite(s): 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 (PSY5002 or PSY8002) and must take it before any other specialization course(s).*

Graduate Course Descriptions, *continued*

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 is an introduction to the topic of learning disabilities and related disorders in the classroom. Learners examine theoretical perspectives, characteristics, etiology, assessment, and remediation of learning disabilities. Learners also explore recent trends and research related to identification and educational treatment practices and topics including concomitant exceptionalities, diversity, service delivery models, and teaching strategies.

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.

PSY8162 - Career Counseling Theory (5 quarter credits). This course presents a survey of the history of career counseling, the development of career counseling theory, and the basic tenets of current vocational psychology. It covers theories of career development, the relationship between training and vocation, and the application of career counseling interventions in various settings and among diverse populations. Learners are encouraged to participate in experiential exercises and discussion topics that may include disclosing information that is personal.

PSY8170 - Principles of Instructional Design (5 quarter credits). 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.

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.

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 HASOP's professional psychology specializations. 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 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. 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.*

Graduate Course Descriptions, *continued*

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 HASOP's professional psychology specializations. 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 HASOP's professional psychology specializations. 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(s): PSY8251.*

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.

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. *Prerequisite(s): Learners taking this course must be enrolled in one of HASOP's professional psychology specializations.*

PSY8315 - Research in Psychotherapy and Empirically Supported Treatments (5 quarter credits). Learners in this course examine the scientifically derived foundation of empirically supported treatments and evidence-based practice in psychology. The course focuses on the ways generation and evaluation of research are relevant to psychological practice. Historical development, issues of ethics, measurement, and methodology for integration of research and practice are also addressed. The current APA policy, Evidence-Based Practice of Psychology, is reviewed in terms of best research evidence, clinical expertise, and client characteristics as they are relevant to effective practice.

PSY8322 - Advanced Group Psychotherapy (5 quarter credits). Learners in this advanced course enhance their knowledge of 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, and methods of group intervention. Learners also become familiar with 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. *Prerequisite(s): Learners in the course are encouraged to participate in experiential exercises and discussion topics that may include disclosure of information that is personal. Learners taking this course must be enrolled in one of HASOP's professional psychology specializations.*

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 major issues encountered by practicing school psychologists. Course topics include social functioning, violence in schools, school phobia, peer mediation, social skills instruction, and confidentiality and ethics. Learners also assess childhood disabilities and analyze the social and psychological needs of children who have them. *Prerequisite(s): 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.

PSY8337 - Legal and Ethical Issues in the School (5 quarter credits). In this course, learners apply professional codes of conduct to the practice of school psychology. Learners study federal laws governing school psychology practice and examine legal and ethical considerations of psycho-educational assessments, school-related interventions, and testing. Course topics include privacy, confidentiality, informed consent, duty to inform, and record keeping.

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, PSY8330.*

Graduate Course Descriptions, *continued*

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). Practicum I is the first field training course and coincides with the learner's initial work with students, families, and staff in the school psychologist-in-training role. Throughout this course learners use the information gained through research and previous course work. They apply theoretical understanding to real-life situations, analyzing their experiences and comparing them to best practice within the field. Learners should be able to identify their school setting's strengths as well as the challenges of meeting the needs of the children and families it serves. Learners should also be able to identify and describe ways in which their school setting ensures comprehensive service delivery. Upon successful completion of practicum, learners are prepared to move from shadowing, interviewing, and observing to a role in which they take on a more independent role as an intern under supervision. *Cannot be fulfilled by transfer.*

PSY8378 - School Psychology Practicum II (2 quarter credits). The second quarter of the school psychology practicum is a continuation of 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 and its two courses, School Psychology Practicum I and II, is conducted over two quarters for a total of 350 hours of direct and indirect activities at the field site. 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. The course also allows learners to synthesize these site experiences with academic knowledge from previous course work. The school psychology practicum prepares learners for the school psychology internship. *Prerequisite(s): PSY8150, PSY8232, PSY8332, PSY8337, PSY8377, and completion of all course work for the master's degree with a specialization in School Psychology. Cannot be fulfilled by transfer.*

PSY8385 - School Psychology Internship I (5 quarter credits). This course is taken concurrently with supervised clinical 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 that learners work 1,200 hours (40 hours per week) in a school setting during 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 Clinical 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. 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 that learners work 1,200 hours (40 hours per week) in a school setting during one academic year. *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. 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 that learners work 1,200 hours (40 hours per week) in a school setting during one academic year. Successful completion of the internship is contingent upon passing a final portfolio review that reflects proficiency across competency areas. *Prerequisite(s): PSY8386. 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): Approval of the practicum application by the director or associate director of clinical training. Enrollment in one of the professional psychology specializations in HASOP. For Clinical Psychology: PSY5002, PSY7210, PSY7543, PSY7610, PSY8210, PSY8230. For Counseling Psychology: PSY5002, PSY7210, PSY7543, PSY7610, PSY8090, PSY8092, PSY8210, PSY8230. 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): Approval of the practicum application by the director or associate director of clinical training. Enrollment in one of the professional specializations in HASOP. For Clinical Psychology: PSY8001, PSY7110, PSY7210, PSY7320, PSY7421, PSY7520, PSY7540, PSY8220, PSY8230, PSY8330. Cannot be fulfilled by transfer.*

Graduate Course Descriptions, *continued*

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): For Clinical Psychology: PSY8391, PSY8312. For Counseling Psychology: PSY8091, 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, PSY8240. 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): PSY8394. Completion of all course work including practicum course(s) and approval of the internship application by the director of clinical training. Refer to the current manual for further details. Enrollment in a doctoral program in Clinical Psychology. 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.

Graduate Course Descriptions, *continued*

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). This course provides a comprehensive review of various leadership models. Learners evaluate current leadership theories and identify their applications to clinical, counseling, educational, organizational, and sports settings. Course topics include trait and personality theory, team building and leading, leader development, leadership styles, and multicultural issues relevant to leadership in various settings. This course also allows learners to apply leadership theories and leader development processes to their professional practices.

PSY8721 - Introduction to Business Practices for Psychologists (5 quarter credits). In this course, learners analyze business models and the effects of business structure and processes within specific settings on coaching performance. Learners also examine internal and external issues affecting business professions, including organizational change and transition. *Prerequisite(s): PSY7650.*

PSY8730 - Consultation Psychology (5 quarter credits). Learners in this course explore the variety of roles and interventions that engage psychological consultants in an applied setting. Learners examine psychological consultants' contributions to clinical, educational, industrial, and organizational settings and demonstrate the competencies required to evaluate and conduct psychological consultative services through applied case work, practice, self-appraisal, feedback, and discussion. Other course topics include current consultation theories, consultation ethics, models of consultation research, and the dynamics of the consultant-client relationship.

PSY8740 - Psychology Practices in Personnel and Human Resource 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 HRM 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 the current challenges of managing an industrial/organizational (I/O) psychology practice. Learners explore issues involved in both "external" and "internal" practice, multicultural issues, ethics, marketing a practice, contemporary business practices, and risk management issues. The course gives learners the opportunity to develop an overall business plan or a business proposal.

Graduate Course Descriptions, *continued*

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 practitioners, psychologists, and career counselors are the primary audiences for this course, which combines industrial/organizational psychology with vocational counseling.

PSY8763 - Program Evaluation (5 quarter credits). This course provides an examination of the theories, techniques, methods, and processes of program evaluation. Learners synthesize the knowledge and skills gained from prior course work to design, implement, and communicate the results of a simulated program evaluation. *Prerequisite(s): PSY7620 or equivalent experience upon school approval.*

PSY8765 - Testing and Assessment in Workplace Psychology (5 quarter credits). Learners in this course review relevant theories and research methods of workplace psychology, coaching, and consultation assessment. Learners study the assessment process, identify assessment tools and their applications, and examine how to evaluate and deliver assessment feedback. Topics include individual, group, and organizational assessment, psychometric testing, as well as quantitative/qualitative principles and research methods. *Prerequisite(s): PSY7610.*

PSY8768 - Theory and Practice of Psychological Coaching (5 quarter credits). This course presents the fundamentals of psychological coaching. Learners study current coaching models and identify elements of effective coaching such as establishing a coaching plan and developing appropriate coaching relationships. Course topics include applying principles of group process and personality theory, using a multidimensional approach, and identifying factors that may interfere with effective coaching. *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 a comprehensive understanding of sport psychology. *Prerequisite(s): PSY7411.*

PSY8841 - Performance Enhancement in Sports (5 quarter credits). Learners in this course examine the mechanisms athletes use to exceed their perceived physical and mental limitations. Learners also begin to apply performance enhancement theories and techniques to help clients' improve athletic performance. Topics include strategies such as visualization, meditation, hypnosis, autogenic training, biofeedback, and progressive relaxation. *Prerequisite(s): PSY8840.*

PSY8842 - Applied Sport Psychology (5 quarter credits). Learners in this course explore methods of applying fundamental sport psychology concepts to their chosen profession. Learners consider ethical issues, their personal approach to sport psychology practice, and ways to use research to inform their work. Learners also examine the significance of working with diverse populations and expanding their areas of expertise. *Prerequisite(s): PSY8841.*

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. *Prerequisite(s): PSY8842.*

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.*

PSY8991 - Selected Topics in Psychology (1 quarter credit). This course is intended to supplement one four-credit elective from outside Capella's Harold Abel School of Psychology. Learners select a topic from the four-credit course and develop it for further study. Learners explore professional literature and apply theory and

Graduate Course Descriptions, *continued*

research to produce a project that supports the relevance and application of the selected topic to their specialization. *Course may be repeated for credit.*

PSY8992 - Selected Topics in Psychology (2 quarter credits). This course is intended to be taken concurrently with two four-credit elective courses from outside Capella's Harold Abel School of Psychology. Learners select a topic from each of the four-credit courses and develop it for further study. Learners explore professional literature and apply theory and research to produce projects that support the relevance and application of the selected topics to their specialization. *Course may be repeated for credit.*

PSY8993 - Selected Topics in Psychology (3quarter credits). This course is intended to be taken concurrently with three four-credit elective courses from outside Capella's Harold Abel School of Psychology. Learners select a topic from each of the four-credit courses and develop it for further study. Learners explore professional literature and apply theory and research to produce projects that support the relevance and application of the selected topics to their specialization. *Course may be repeated for credit.*

PSY9919 - Doctoral Comprehensive Examination (5 quarter credits). This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to enroll in the first dissertation course. *Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective course work with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.*

PSY9920 - Dissertation Courseroom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. *Grading for this course is R/NS. Prerequisite(s): PSY9919. Cannot be fulfilled by transfer.*

PSY9921–PSY9940 - Dissertation Research 1–Dissertation Research 19 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. *Grading for this course is R/NS. Prerequisite(s): PSY9919. Courses must be taken in sequence. PSY9920 is a co-requisite for these courses. Cannot be fulfilled by transfer.*

Harold Abel School of Psychology

Colloquia and Residencies

COL-R8921 - PhD Colloquium Track 1. In the first residential colloquium, doctoral learners acquire and apply the academic and intellectual skill sets of the scholar-practitioner. The colloquium provides the opportunity to interact with peers, faculty, and university staff and participate in academic sessions and workshops, contemporary issues seminars, and specialization meetings within the school. Learners engage in scholar-practitioner self-reflection practices and gain learning experience that addresses the doctoral competencies of becoming a critical thinker, researcher, and professional communicator. Learners in academic psychology specializations attend this colloquium before completing 36 earned and transferred credits. All other learners attend this colloquium during their first quarter of enrollment or before completing 56 earned and transferred credits.

COL-R8922 - PhD Colloquium Track 2. The second residential colloquium emphasizes acquiring deeper knowledge as it is applied to the theoretical and research foundations within the discipline. The colloquium provides the opportunity to interact with peers, faculty, and university staff and participate in academic sessions and workshops, contemporary issues seminars, and specialization meetings within the school. Learning experiences expand learners' intellectual applications and analysis skills and address the doctoral competencies of becoming a critical thinker, researcher, and professional communicator. Learners in academic psychology specializations attend this colloquium while completing 37–60 credits. All other learners attend this colloquium while completing 57–72 credits of required course work.

COL-R8923 - PhD Colloquium Track 3. The third residential colloquium focuses on expanding and applying doctoral competencies to the independent research phase of the program in preparation for the comprehensive examination and dissertation. The colloquium provides the opportunity to interact with peers, faculty, and university staff and participate in academic sessions and workshops, contemporary issues seminars, and specialization meetings. Learning experiences addresses critical thinking, research, and professional communication competencies and emphasize using intellectual and academic skill sets to synthesize and analyze theory and research as scholar-practitioners in the discipline. Learners in academic psychology specializations attend this colloquium while completing 61–95 credits. All other learners attend this colloquium while completing 73–96 credits as a prerequisite for the comprehensive examination.

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.

Graduate Course Descriptions, *continued*

Harold Abel School of Psychology

Clinical Psychology Year-in-Residence
Effective February 1, 2008, some residency course numbers changed. See Course Renumbering, pages 161-162, for a list of these courses and their former numbers.

PSY-R8360 - 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-R8361 - 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-R8362 - 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-R8363 - 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-R8364 - 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 toward mutually agreed-on therapy goals. Learners demonstrate the ability to modify diagnostic hypotheses with each therapeutic intervention in order to accommodate additional input.

PSY-R8365 - 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-R8366 - 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-R8367- 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-R8368 - 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-R8369 - 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-R8370 - 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

Graduate Course Descriptions, *continued*

records. Role plays with feedback provide practice in crisis intervention skills including the need to consult with colleagues following a difficult session.

PSY-R8371 - 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.

Harold Abel School of Psychology

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): PSY5002, 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 - Non-Verbal Assessments. In this weekend-in-residence, through role-plays and feedback from their peers and an experienced professional psychologist, learners develop skills in administering non-verbal 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-R6564.*

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

Graduate Course Descriptions, *continued*

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.*

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Sherri Muchnick, PhD
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H

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I

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K

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Klocinski, John, BBA, University of Toledo; MEd, University of Toledo; EdS, University of Toledo; PhD, University of Toledo

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L

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Lasley, Martha, BS, Mansfield University; MBA, Syracuse University

Latham, John, BS, Wayland Baptist University; MBA, Chapman University; PhD, Walden University

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Leahy, Martin, BA, University of New Orleans; MA, Fielding Graduate University; PhD, Fielding Graduate University

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Markos, Laura, BA, North Central College; MBA, Northern Illinois University; MA, Fielding Graduate University; PhD, Fielding Graduate University

Faculty, *continued*

*School of Business
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N

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O

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P

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R

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S

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Faculty, *continued*

School of Business and Technology, *continued*

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V

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Whitlock, John, BA, St. Mary's University – San Antonio; MA, Ball State University; PhD, Bowling Green State University

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Y

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MBA Coaches

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C

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Faculty, *continued*

School of Education, continued

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E

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F

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G

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H

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I

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J

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K

Kamson, Dolapo, BA, University of Lagos; MS, Boston University; MA, Michigan State University; MA, Michigan State University (second); PhD, Kent State University

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Faculty, *continued*

School of Education, *continued*

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Kijas, Johanna, BA, University of Adelaide; MA, University of Melbourne; PhD, University of Technology – Sydney

Kirby, William, BS, Towson State University; PhD, University of Maryland

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Faculty, *continued*

School of Education, *continued*

R

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School of Human Services

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F

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Suite 1414
Tallahassee, FL 32301
850.245.3200
License #2809

Georgia Nonpublic Postsecondary Education Commission
2082 E. Exchange Place
Suite 220
Tucker, GA 30084-4113
770.414.3235

Illinois Board of Higher Education
431 E. Adams St., Second Floor
Springfield, IL 62701-1418
217.782.8548

Kentucky Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601-8204
502.573.1555

The School of Education specializations for K–12 teachers may not be recognized by the Kentucky Education Professional Standards Board.

Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
651.642.0533

Capella University is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Registration does not mean that credits earned at the institution can be transferred to all other institutions.

Nevada Commission on Postsecondary Education
1820 E. Sahara Ave., Suite 111
Las Vegas, NV 89104
702.486.7330

Ohio Board of Regents
30 E. Broad St., 36th Floor
Columbus, OH 43215-3414
614.466.6000

The following degree programs are authorized by the Ohio Board of Regents: Bachelor of Science in Business, Bachelor of Science in Information Technology, Master of Business Administration, Master of Science in Information Technology, Master of Science in Organization and Management, Master of Science in Education, and Master of Science in Human Services.

Ohio State Board of Career Colleges and Schools
35 E. Gay St., Suite 403
Columbus, OH 43215-3138
614.466.2752

Capella University is registered with the Ohio State Board of Career Colleges and Schools, and three graduate certificate programs have program authorization under the provisions of Chapter 3332 of the Ohio Revised Code and the standards, rules and regulations of the Ohio State Board of Career Colleges and Schools. Registration No. 04-03-1709T.

South Carolina Commission on Higher Education
1333 Main St., Suite 200
Columbia, SC 29201
803.737.2260

State Council of Higher Education for Virginia
James Monroe Bldg., Ninth Floor
101 N. 14th St.
Richmond, VA 23219
804.225.2609

Washington Higher Education Coordinating Board
P.O. Box 43430
Olympia, WA 98504-3430
360.753.7800

Capella University is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until March 4, 2009, and authorizes Capella University to advertise and recruit in Washington State for the following distance learning programs: Bachelor of Science in Business; Bachelor of Science in Information Technology; Bachelor of Science in Public Safety; Master of Science in Organization and Management; Master of Science in Information Technology; Master of Science in Education; Master of Science in Human Services; Master of Science in Public Health; Master of Science in Public Safety; Master of Science in Psychology; Master of Business Administration; Doctor of Philosophy in Organization and Management; Doctor of Philosophy in Information Technology; Doctor of Philosophy in Education; Doctor of Philosophy in Human Services; Doctor of Philosophy in Public Safety; Doctor of Philosophy in Psychology; and Doctor of Psychology. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the HECB office at P.O. Box 43430, Olympia, WA 98504-3430.

Prior to enrollment, Washington state learners are advised to contact the Office of the Superintendent of Public Instruction at 360.725.6320 or profed@k12.wa.us to determine teacher certification or endorsement requirements, and contact their school district regarding qualifications for salary advancement.

West Virginia Higher Education Policy Commission
1018 Kanawha Blvd. E., Suite 700
Charleston, WV 25301
304.558.2101

Wisconsin Educational Approval Board
30 W. Mifflin St., Ninth Floor
Madison, WI 53707-8696
608.266.1354

Right to Change Requirements

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

CAPELLA UNIVERSITY

2008–2009 University Catalog, Volume 08–09, No. 1

Catalog Addendum

Effective October 6, 2008

Page 11 - University Policies

University policy *2.01.01 Admission* has been updated to reflect the addition of a new PhD Nursing Education specialization. Capella University policies apply to all Capella learners. Since some policies may be updated after publication, learners, faculty, and staff should refer to iGuide for current policies and procedures. Learners are responsible for understanding and following the most current version of all Capella University policies.

Page 14 - University Policies

The following admission requirements have been updated to reflect the addition of a new PhD Nursing Education specialization.

ADMISSION REQUIREMENTS

Capella Degree	Minimum Level of Education Completed	Minimum Cumulative Grade Point Average (on a 4.0 scale)	Additional Requirements
BS	High school diploma or equivalent.	**None**	Applicants must be at least 24 years old. (This age requirement may be waived for active military applicants, veterans, and applicants with 90 or more quarter credits of prior college/university course work). Applicants are required to provide official transcripts for every institution where they have earned or attempted college/university credits. These must all be reviewed by Capella prior to the admission decision for the bachelor's degree program. Any discrepancies or inaccuracies regarding previous course work may result in denied or revoked admission or administrative withdrawal.
Post-Bachelor's Certificate	Bachelor's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency *OR* an internationally recognized institution.	**2.30** cumulative GPA from a bachelor's degree granting institution.	
MS	Bachelor's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency *OR* an internationally recognized institution.	* **2.30** cumulative GPA from a bachelor's degree granting institution.	Applicants to the School of Education's MS Leadership in Educational Administration specialization must have three years of licensed teaching experience.
MBA	Bachelor's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency *OR* an internationally recognized institution.	**2.30** cumulative GPA from a bachelor's degree granting institution.	
Post-Master's Certificate	Master's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency *OR* an internationally recognized institution.	**3.00** cumulative GPA from a master's degree granting institution.	Applicants to the Harold Abel School of Psychology's Specialist Certificate in School Psychology must have a master's degree with a specialization in School Psychology from Capella University.
EdS	Master's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency *OR* an internationally recognized institution.	**3.00** cumulative GPA from a master's degree granting institution.	Applicants to the School of Education's EdS Leadership in Educational Administration specialization must have three years of licensed teaching experience.
PhD	Master's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency *OR* an internationally recognized institution.	**3.00** cumulative GPA from a master's degree granting institution.	Applicants to the School of Education's PhD Leadership in Educational Administration and Special Education Leadership specializations must have three years of licensed teaching experience. Applicants to the School of Education's PhD Nursing Education specialization must have a current license as a registered nurse and a master's degree in nursing.
PsyD	Master's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency *OR* an internationally recognized institution.	**3.00** cumulative GPA from a master's degree granting institution *OR* a combined score of 1,000 on the GRE General Exam.	Applicants to the Harold Abel School of Psychology's PsyD Clinical Psychology specialization must have a master's degree in psychology or a related field. Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.

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

Page 106 - School of Business and Technology Degree Programs and Specializations

Learners will no longer be able to enroll in the Human Resource Management specialization in the Master of Science (MS) in Organization and Management degree program after September 8, 2008. The MS Human Resource Management specialization will no longer be offered.

The following new degree programs and specializations have been added in the School of Business and Technology.

Master of Science (MS) in Human Resource Management

The Master of Science in Human Resource Management degree program provides learners with the knowledge and skills needed to plan and execute a broad range of human resource management functions in the 21st century workplace. The curriculum blends business and HRM competencies and emphasizes critical thinking, data analysis, and tangible results. Throughout the program, learners engage in business and HRM-related organizational contexts that help develop their ability to effectively address real-world HRM challenges from a business perspective and translate strategic plans into workplace practices that deliver business results. Successful completion of this degree program helps position learners for careers as strategic business partners or HRM leaders. Master's learners may pursue Human Resource Management specializations in General Human Resource Management, Industrial and Labor Relations, Legal Studies, or Human Capital Management.

Review of this program is pending in the following states: AZ, KY, MN, SC, and WA.

Master of Science (MS) in Human Resource Management Specializations

General Human Resource Management

The master's General Human Resource Management specialization provides learners with business-oriented comprehension and skills in human resource management. Learners gain subject matter knowledge and applied experience in specific HRM areas of practice and develop the critical thinking skills needed to make informed and data-driven business decisions in collaborative, global work environments. Successful completion of this specialization prepares learners to pursue middle- and upper-level HRM-related positions in organizations.

Twelve Required Courses   48 quarter credits
Core courses:
HRM5004   Human Resource Management in the 21st Century
HRM5010   Marketing and Sales
HRM5020   Business Fundamentals
HRM5030   Ethics and Advocacy in Organizations
HRM5040   Managing Data and Information
HRM5050   Strategy and Business Development

Specialization courses:
HRM5210   The 21st Century Global Workplace
*Choose four from the following courses **AND** the Capstone course:*
HRM5212 * Organization Building and Membership
HRM5214 * Law and Organizations
HRM5216 * Enterprise-Wide Communications
HRM5218 * Total Rewards in the Global Workplace
HRM5220 * Talent Management
HRM5222 * Organizational Learning
The Human Resource Management Capstone course should be taken during the learner's final quarter.
HRM5920 * Human Resource Management Capstone

Total   48 quarter credits

Human Capital Management

The master's specialization in Human Capital Management provides learners with the theoretical frameworks and practices associated with the emerging human asset-focused discipline of human capital management. Specialization topics include decision science, talentship, transitional frameworks bridging human resource management and human capital management, human capital management metrics, and knowledge systems. Learners examine new paradigms for engaging, managing, and measuring human asset productivity relative to achieving business goals. Successful graduates of this specialization are prepared to pursue careers as human capital managers, human resource managers, organizational effectiveness managers, or talent management managers.

Twelve Required Courses   48 quarter credits
Core courses:
HRM5004   Human Resource Management in the 21st Century
HRM5010   Marketing and Sales
HRM5020   Business Fundamentals
HRM5030   Ethics and Advocacy in Organizations
HRM5040   Managing Data and Information
HRM5050   Strategy and Business Development

Specialization courses:
HRM5230   Human Capital Management: A New Vision
*Choose four from the following courses **AND** the Capstone course:*
HRM5231 * Human Capital Management and Globalization
HRM5233 * Human Capital Leadership
HRM5235 * Human Capital Management and Organization Building
HRM5237 * Human Capital Management and Change
HRM5239 * Human Capital Management and Assessment
The Human Capital Management Capstone course should be taken during the learner's final quarter.
HRM5930 * Human Capital Management Capstone

Total   48 quarter credits

Continued

Industrial and Labor Relations

The master's specialization in Industrial and Labor Relations provides learners with foundational understanding of the factors influencing the labor relationships between employees and organizations. Specialization topics include industrial labor relations from historical, legislative, and practice perspectives; unionism; labor law and workplace governance; the employer-employee relationship; labor management; and labor relations models and movements. Learners examine past and current labor-organization work paradigms and the applications of select business, human resource management, and industrial and labor relations theories and best practices in managing the evolving labor-organization relationships of today's global workplace. Upon successful completion of this specialization, learners are prepared to pursue careers as human resource managers, employee relations managers, employee relations specialists, dispute mediators, or labor arbitrators.

Twelve Required Courses   48 quarter credits
Core courses:
HRM5004   Human Resource Management in the 21st Century
HRM5010   Marketing and Sales
HRM5020   Business Fundamentals
HRM5030   Ethics and Advocacy in Organizations
HRM5040   Managing Data and Information
HRM5050   Strategy and Business Development

Specialization courses:
HRM5240   Human Resources and Labor Relations
Choose four from the following courses AND the Capstone course:
HRM5241 * Unionism and American Culture
HRM5243 * Labor Law and Legislation
HRM5245 * Labor Management
HRM5247 * Comparative Labor Movements
HRM5249 * Labor and Globalization
The Industrial and Labor Relations Capstone course should be taken during the learner's final quarter.
HRM5940 * Industrial and Labor Relations Capstone
Total   48 quarter credits

Legal Studies

Learners in the master's Legal Studies specialization study the associations between business and law in the modern workplace. Specialization topics include practice and theory of constitutional, tort, and labor and employment law; employee discrimination; fact investigation; and workplace legal communications and actions. Learners examine and apply select business and legal practices and theories in establishing and maintaining legally compliant organizations that achieve business goals. Upon successful completion of this specialization, learners are prepared to pursue careers as human resource managers, employee relations managers, human resource management generalists, or conflict resolution specialists.

Twelve Required Courses   48 quarter credits
Core courses:
HRM5004   Human Resource Management in the 21st Century
HRM5010   Marketing and Sales
HRM5020   Business Fundamentals
HRM5030   Ethics and Advocacy in Organizations
HRM5040   Managing Data and Information
HRM5050   Strategy and Business Development

Specialization courses:
HRM5250   Human Resource Management and the Law
Choose four from the following courses AND the Capstone course:
HRM5251 * Building the Law
HRM5253 * Rights of Wrongs: Torts and Employment
HRM5255 * The Attorney Relationship
HRM5257 * Workplace Legal Actions
HRM5259 * Legal Systems: Countries in Contrast
The Legal Studies Capstone course should be taken during the learner's final quarter.
HRM5950 * Legal Studies Capstone
Total   48 quarter credits

Effective October 6, 2008, the course requirements for the Human Resource Management certificate program will change. Courses previously required for this certificate program are being retired in conjunction with retirement of the Human Resource Management specialization in the MS in Organization and Management degree program. The following requirements include new courses that have been developed as part of a new MS in Human Resource Management degree program.

Certificate
Human Resource Management

The Human Resource Management certificate 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 HR competencies. By providing learners a better understanding of various HR disciplines, the certificate prepares participants for the challenges and demands faced by HR professionals.

Four Required Courses   16 quarter credits
HRM5210   The 21st Century Global Workplace

Choose three from the following courses:
HRM5212 * Organization Building and Membership
HRM5214 * Law and Organizations
HRM5216 * Enterprise-Wide Communications
HRM5218 * Total Rewards in the Global Workplace
HRM5220 * Talent Management
HRM5222 * Organizational Learning
Total   16 quarter credits

Continued

Master of Science (MS) in Organizational Development

The Master of Science in Organizational Development is an interdisciplinary, practitioner-oriented degree program that emphasizes a consultative, process-oriented approach to organizational engagement. The program exemplifies five areas of organizational development management based on current theory and best practices in the field. These organizational development management areas include organizational development/organizational behavior content, business, data and assessment, process consultation, and intervention management. Throughout the program, learners gain knowledge and skills in organizational systems and dynamics, talent and change management, data collection and measurement, and assessment and interventions. Upon successful completion of the program, learners are prepared to pursue careers as organization development managers, human resource managers, organizational effectiveness managers, or organizational development specialists.

Review of this program is pending in the following states: AZ, KY, MN, SC, and WA.

Master of Science (MS) in Organizational Development Specialization

General Organizational Development

The master's General Organizational Development specialization provides learners with organizational development theory, skills, and tools within a business-based framework. The curriculum emphasizes applying current and emerging theory and best practices to deliver productivity solutions that enable organizational growth and sustainability. Learners gain knowledge and experience through an interdisciplinary organizational development management curriculum that focuses on enterprise-wide engagement and capacity building. Successful completion of this specialization prepares learners to pursue middle- and upper-level organizational development-related positions in organizations.

Twelve Required Courses   48 quarter credits
Core courses:

ORD5004	Change, Culture, and Complexity
ORD5010	Organizational Systems and Dynamics
ORD5020	Strategic Planning and Organizational Development
ORD5030	Assessment and Interventions
ORD5040	Fundamentals of Business
ORD5050	Ethics and Behavior in Organizations

Specialization courses:

ORD5510	Organizational Development in the Global Environment

Choose four from the following courses AND the Capstone course:

ORD5511 *	Systems Thinking, Archetypes, and Design
ORD5513 *	Group Dynamics
ORD5515 *	Process Consultation
ORD5517 *	Human Asset Management and Motivation
ORD5519 *	Leadership, Managership, and Followership

The General Organizational Development Capstone course should be taken during the learner's final quarter.

ORD5910 *	General Organizational Development Capstone

Total   48 quarter credits

Page 121 - School of Education Degree Programs and Specializations

The following new specialization has been added in the School of Education.

Doctor of Philosophy (PhD) in Education Specialization

Nursing Education

The doctoral Nursing Education specialization is designed to prepare nurses for advanced roles as nurse educators in higher and adult education. The curriculum presents nursing concepts and theories and provides learners with essential knowledge and skills in curriculum development and evaluation, teaching strategy, and scholarship. The Nursing Education specialization trains learners to design, deliver, evaluate, assess, and lead nursing education programs and function as effective nursing educators.

Residency Requirement(s):

Three one-week residential colloquium sessions related to time and program credit completion. See policy 3.04.05 Attendance at Residencies in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate school's colloquium and residency courses.

Seventeen Required Courses   72 quarter credits
Core courses:

ED8002	Foundations of Theory and Practice in Doctoral Studies
ED8113	Advanced Study in Research Methods
ED8119 *	Advanced Practicum in Research Design

Specialization courses:

ED7311	Theory and Methods of Educating Adults
ED7313	Global Issues in Adult Education
ED7712	Classroom Assessment in Education
ED7310	Evaluating the Effectiveness of the Educational Process
ED8350	Advanced Nursing Theory and Concepts
ED8355	Curriculum Design and Evaluation in Nursing Education
ED8360	The Nurse Educator: Faculty Roles and Responsibilities
ED8365	Teaching Strategies in Nursing Education
ED8370	Nursing Leadership and Professional Practice
ED9919 *	Doctoral Comprehensive Examination
ED9920 *	Dissertation Courseroom (non-credit)
ED9921 *	Dissertation Research 1 (5 quarter credits)
ED9922 *	Dissertation Research 2 (5 quarter credits)
ED9923 *	Dissertation Research 3 (5 quarter credits)
ED9924 *	Dissertation Research 4 (5 quarter credits)

Twelve Elective Courses   48 quarter credits
Recommended elective courses:

ED7818	The Future of Teaching and Learning: Issues for the Educational Leader
ED5310	Intellectual Development and Learning Styles Across the Lifespan
ED5311	The Collaborative Nature of Adult Education
ED7391	International Aspects of Adult Education
ED5804	The Delivery of Distance Education
ED5806	Designing Online Instruction
ED7212	Administration and Leadership of Distance Education Programs
ED7590	Critical Thinking in Adult Education
ED7700	Learning Theory and the Educational Process
ED7580	Theory and Development of Multiple Intelligences
ED7540	Leadership in Higher Education
ED7547	Assessment in Higher Education
ED7690	Critical Skills for Facilitating Online Learning
ED5312	Strategies for Building Online Learning Communities
ED5313	Curriculum Development for Online Learning
ED7716	Faculty Leadership
ED7800	Grant Writing for Higher Education
ED8117 *	Advanced Qualitative Research Methods
ED8444	Higher Education Curriculum Development and Teaching Strategies
ED8600	Effective Online Course Design, Delivery, Facilitation, and Assessment
HS8505	Ethics and Decision Making in Health Care
HS8300	Diversity in the Workplace

OR
Choose any graduate course(s).

Total   120 quarter credits

Review of this specialization is pending in the following states: AZ, KY, MN, SC, and WA.

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

Page 163 - Graduate Course Descriptions

The following new courses have been added.

School of Business and Technology

HRM5004 - Human Resource Management in the 21st Century (4 quarter credits). Learners in this course examine the evolution of human resource management, labor, law, and human capital management. In particular, learners analyze the trends and issues influencing the development and application of these elements within contemporary organizations. Learners also examine the effects of emerging legislative thought and action on today's workplace. *HRM5004 must be taken by master's learners in their first quarter. Cannot be fulfilled by transfer or petition.*

HRM5010 - Marketing and Sales (4 quarter credits). This course introduces learners to theories, models, and strategies used to create internal and external organizational marketing systems. Learners explore ways to apply general marketing and sales knowledge to developing and sustaining the credibility of an organization's human resource management function. Learners also study current marketing and sales models to develop an internal HRM marketing plan.

HRM5020 - Business Fundamentals (4 quarter credits). In this course, learners gain an understanding of current accounting, economics, and finance principals and practices and the ways they can be applied to business management and human resource management. Learners use these principals and practices and their applications to develop an HRM business plan.

HRM5030 - Ethics and Advocacy in Organizations (4 quarter credits). The focus of this course is ethics and ethical behavior in organizations. Learners examine the role of human resource professionals as ethical change agents and assess their responsibilities in fostering ethical business and work environments.

HRM5040 - Managing Data and Information (4 quarter credits). This course provides learners with data and information management technologies and strategies relative to human resource management. Learners examine the transition from HRM systems to emerging enterprise resource planning (ERP) systems and evaluate the effectiveness of HRM technology in achieving an organization's business goals.

HRM5050 - Strategy and Business Development (4 quarter credits). Learners in this course evaluate organizational theories, models, and strategies used for effective human resource management planning and practice. Learners examine the current and potential applications of organizational theories and strategies to contemporary HRM practices. Learners also create strategic HRM models and identify best practices.

HRM5210 - The 21st Century Global Workplace (4 quarter credits). In this course, learners explore the evolving role of the human resource management function in today's global workplace. Learners analyze the emerging shift from a transactional to transformational HRM function within organizations. Learners also examine the effects of this shift on generally accepted HRM and human capital management models and best practices. *Cannot be fulfilled by transfer or petition.*

HRM5212 - Organization Building and Membership (4 quarter credits). In this course, learners gain an understanding of how diversity, culture, and employee engagement contribute to organizational effectiveness. Learners analyze models of high-performing, culturally diverse organizations and examine the ways diversity, culture, and employee engagement enable organizational membership and productivity. *Prerequisite(s): HRM5210.*

HRM5214 - Law and Organizations (4 quarter credits). This course provides learners with foundational perspectives and applications of employment law and legislation. Learners examine current employment laws and their effects on employer-employee relations, worker rights, and workplace productivity. Learners also explore the origin, roles, and functions of legal systems in organizations. *Prerequisite(s): HRM5210.*

HRM5216 - Enterprise-Wide Communications 4 quarter credits). Learners in this course examine theories, models, and applications of enterprise-wide communications. In particular, learners focus on communication management strategies that address key states of employee engagement, including conflict, alternative dispute resolution, and collaboration. Learners also evaluate the interpersonal communication skills needed to support an organization's human resource management function. *Prerequisite(s): HRM5210.*

HRM5218 - Total Rewards in the Global Workplace (4 quarter credits). In this course, learners study total reward models and best practices and evaluate the component parts, comparative weights, and integratedness of total reward programs. Learners also examine the ways benefits, compensation, and other forms of employee rewards influence employee behavior and organizational productivity. *Prerequisite(s): HRM5210.*

HRM5220 - Talent Management (4 quarter credits). Learners in this course examine talent management theories, models, and best practices from a human resource management perspective. Learners study current and emerging talent sourcing, acquisition, and retention strategies with regard to workplace planning and productivity. Learners also assess the effectiveness of various talent management models using standard financial metrics, including return-on investment, break-even, and cost benefits analysis. *Prerequisite(s): HRM5210.*

HRM5222 - Organizational Learning (4 quarter credits). This course presents learners with knowledge and best practices related to organizational learning. Learners analyze the components of organizational learning, including training, knowledge through experience, and professional development, and assess the economic value of organizational learning to both the employee and the organization itself. *Prerequisite(s): HRM5210.*

HRM5230 - Human Capital Management: A New Vision (4 quarter credits). This course presents a new approach to human asset management. Learners explore talentship, decision science, and business-oriented metrics relative to human asset acquisition and retention. Learners analyze ways to apply decision-science modeling to human asset management in order to increase organizational competitive advantage. Learners also evaluate the transition from human resource management to human capital management within organizations. *Cannot be fulfilled by transfer or petition.*

HRM5231 - Human Capital Management and Globalization (4 quarter credits). In this course, learners analyze the ways human capital management has replaced human resource management within global organizations. Learners evaluate HCM models that focus on traditional strategic business domains, including industry analysis, competitive positioning, and resource planning. Learners also evaluate the impact these models have on human asset management practice within multinational corporations. *Prerequisite(s): HRM5230.*

HRM5233 - Human Capital Leadership (4 quarter credits). This course introduces learners to the emerging discipline of human capital leadership. Learners explore leading-edge human capital management knowledge, competencies, and skills and their leadership applications. Learners assess the viability of new investment models and performance and productivity metrics to determine how effectively they achieve organizational competitive advantage and enterprise sustainability. Learners also differentiate between generally accepted and new and emerging human capital leadership principles and styles. *Prerequisite(s): HRM5230.*

HRM5235 - Human Capital Management and Organization Building (4 quarter credits). This course provides learners with an approach to organization building using the Human Capital Bridge Model and methods of aligning organization pivot point, structures, and roles. Learners examine the role and influence of the HC Bridge framework on organizational effectiveness and strategy building and evaluate the impact of this structure on talent management, organizational performance, and competitive sustainability. *Prerequisite(s): HRM5230*.

HRM5237 - Human Capital Management and Change (4 quarter credits). Learners in this course explore the relationship between human capital management and cultural change within global organizations. Learners analyze current cultural change models and best practices and explore the potential for HCM to change the ways human resource management professionals prepare for and process cultural change. Learners also evaluate the sustainability of new cultural change models. *Prerequisite(s): HRM5230.*

HRM5239 - Human Capital Management and Assessment (4 quarter credits). In this course, learners explore traditional and emerging models, strategies, and methods for measuring human capital productivity. Learners compare standard financial-based metrics to emerging and experimental qualitative and blended measurement models with regard to how accurately they measure human assets return-on-investment. *Prerequisite(s): HRM5230.*

HRM5240 - Human Resources and Labor Relations (4 quarter credits). Learners in this course examine industrial and labor relations from historical, legislative, and practice perspectives. Learners study historical events and legislative trends contributing to the evolution of industrial and labor relations in practice and examine theoretical and legal frameworks of unionism, the employer-employee relationship, and emerging models of labor relations. *Cannot be fulfilled by transfer or petition.*

HRM5241 - Unionism and American Culture (4 quarter credits). In this course, learners examine the influence of unionism on the American economy from labor, cultural, and organizational productivity perspectives. Learners evaluate the history of unionism and its evolution as a social phenomenon, culture movement, and driver of industrial productivity. Learners also assess the influence of labor economics and political contexts on the rise, impact, and sustainability of unionism in America. *Prerequisite(s): HRM5240.*

HRM5243 - Labor Law and Legislation (4 quarter credits). In this course, learners explore roles, responsibilities, and levels of influence within labor law and workplace governance and the impact these factors have on unionism. Learners deconstruct the complexities of legal oversight and workplace governance in unionized work environments and analyze the effect of unionism and labor actions on employer engagement and business profitability and performance. *Prerequisite(s): HRM5240.*

HRM5245 - Labor Management (4 quarter credits). Learners in this course examine the labor management processes of public and private sector union workplace environments. Learners trace the evolution of various labor-management methods, including collective bargaining, grievance processes, negotiation, arbitration, and dispute resolution. Learners also analyze the roles and responsibilities of labor managers. *Prerequisite(s): HRM5240.*

HRM5247 - Comparative Labor Movements (4 quarter credits). This course presents learners with comparative industrial, labor, and economic movements from a global perspective. Learners analyze the established industrial movements of select industrialized countries and the emerging industrial and labor movements of developing countries. Learners also examine the influence of labor economics, country demographics, and evolving industrialization on comparative labor markets. *Prerequisite(s): HRM5240.*

HRM5249 - Labor and Globalization (4 quarter credits). This course introduces learners to labor traditions and practices of developing countries. Learners examine unionism, labor economics, and management-labor relations and focus on identifying the key philosophies and events that have shaped the labor movement of developing countries. *Prerequisite(s): HRM5240.*

HRM5250 - Human Resource Management and the Law (4 quarter credits). This course provides learners with an understanding of the application of U.S. law and legislation to human resource management theory and practice in the modern workplace. Learners evaluate the legal perceptions and perspectives articulated in HRM policies, procedures, and practices and examine the laws and legislation that influence their development. *Cannot be fulfilled by transfer or petition.*

HRM5251 - Building the Law (4 quarter credits). This course presents an overview of the U.S. legislative process. Learners analyze the foundational constitutional principals governing the legislative process and the legislative responsibilities of the branches of U.S. government. Learners also examine the role of law enforcement in the workplace and the applications of legal principals in the development of labor and employment law. Learners review case studies and engage in field work to gain understanding of and facility with labor and employment law. *Prerequisite(s): HRM5250.*

HRM5253 - Rights of Wrongs: Torts and Employment (4 quarter credits). This course provides learners with a foundational understanding of torts. Learners examine the categories and elements of tort law in order to gain both theoretical and practical frames of reference for understanding its application in the workplace. Learners also explore the relationship between tort, labor, and discrimination law and analyze how U.S. courts have ruled in each type of case. *Prerequisite(s): HRM5250.*

HRM5255 - The Attorney Relationship (4 quarter credits). This course introduces learners to the dynamics and dimensions of the relationship between the human resource management professional and attorney. Learners examine the knowledge and skills needed to engage in informed and constructive dialogue with legal counsel and analyze the purpose, maintenance, and benefits of the HRM professional and attorney relationship. Learners also evaluate compensation models, multipurpose firms, and legal specializations. *Prerequisite(s): HRM5250.*

HRM5257 - Workplace Legal Actions (4 quarter credits). Learners in this course examine the theoretical and practical aspects of workplace legal actions, including investigation, evidence, and communication. Learners study strategies and methods of conducting internal workplace investigations with legal counsel and explore evidence-collection and management tools and techniques. Learners also evaluate methods of communicating evidence-related information both internally and externally. *Prerequisite(s): HRM5250.*

HRM5259 - Legal Systems: Countries in Contrast (4 quarter credits). In this course, learners analyze the legal systems of major industrialized countries and compare them to the United States legal system. Learners also examine the purpose and application of workplace and employment law in other industrialized countries. *Prerequisite(s): HRM5250.*

HRM5920 - Human Resource Management Capstone (4 quarter credits). This is an integrative course for learners in the master's General Human Resource Management specialization. Learners synthesize and integrate the knowledge, competencies, and skills acquired throughout the program by developing and implementing a final project that demonstrates critical thinking, creativity, and practical application of program content. Learners create and customize project plans and strategies to achieve desired project outcomes. *Prerequisite(s): Completion of all required master's course work. Cannot be fulfilled by transfer or petition.*

HRM5930 - Human Capital Management Capstone (4 quarter credits). This is an integrative course for learners in the master's Human Capital Management specialization. Learners synthesize and integrate the knowledge, competencies, and skills acquired throughout the program by developing and implementing a final project that demonstrates critical thinking, creativity, and practical application of program content. Learners create and customize project plans and strategies to achieve desired project outcomes. *Prerequisite(s): Completion of all required master's course work. Cannot be fulfilled by transfer or petition.*

HRM5940 - Industrial and Labor Relations Capstone (4 quarter credits). This is an integrative course for learners in the master's Industrial and Labor Relations specialization. Learners synthesize and integrate the knowledge, competencies, and skills acquired throughout the program by developing and implementing a final project that demonstrates critical thinking, creativity, and practical application of program content. Learners create and customize project plans and strategies to achieve desired project outcomes. *Prerequisite(s): Completion of all required master's course work. Cannot be fulfilled by transfer or petition.*

HRM5950 - Legal Studies Capstone (4 quarter credits). This is an integrative course for learners in the master's Legal Studies specialization. Learners synthesize and integrate the knowledge, competencies, and skills acquired throughout the program by developing and implementing a final project that demonstrates critical thinking, creativity, and practical application of program content. Learners create and customize project plans and strategies to achieve desired project outcomes. *Prerequisite(s): Completion of all required master's course work. Cannot be fulfilled by transfer or petition.*

ORD5004 - Change, Culture, and Complexity (4 quarter credits). Learners in this course examine change, culture, and complexity in 21st century global organizations. Learners analyze organizational development literature and apply best practices for using organizational development strategies related to organizational change, culture, and complexity to increase performance and productivity. Learners also use organizational development models to identify business trends and growth opportunities. *ORD5004 must be taken by master's learners in their first quarter. Cannot be fulfilled by transfer or petition.*

ORD5010 - Organizational Systems and Dynamics (4 quarter credits). This course presents theories and models of organizational systems and dynamics and the organizational influences of individual, group, and enterprise-wide interaction. Learners identify the ways organizational systems operate within business environments and evaluate the effectiveness of various systems archetypes. Learners also examine the organizational development methods and tools used to manage systems archetypes in order to achieve business goals.

ORD5020 - Strategic Planning and Organizational Development (4 quarter credits). Learners in this course study strategic business planning and examine its contributions to organizational development. Learners analyze theoretical frameworks and models of strategic business planning and use them to develop their own models that integrate business strategy with practice. Learners also identify methods for aligning strategic business planning with the organizational development activities of global enterprises.

ORD5030 - Assessment and Interventions (4 quarter credits). In this course, learners examine generally accepted assessment and intervention methods, models, and tools used in organizational development. Learners review organizational development literature, case studies, and practices and gain experience determining which assessments enable an organizational intervention.

ORD5040 - Fundamentals of Business (4 quarter credits). This course provides learners with knowledge and skills related to applying accounting, finance, and economic business information to organizational development strategies. Learners analyze economics models and financial statements and equations. Learners also evaluate financial metrics used to measure business revenue, profit, and loss, and examine the ways these metrics are applied to organizational development strategies to increase organizational performance and productivity.

ORD5050 - Ethics and Behavior in Organizations (4 quarter credits). This course focuses on the role of ethics and behavior in organizations as managed by organizational development professionals. Learners examine the roles of organizational development professionals as ethical change agents and assess their responsibilities in fostering ethical business and workplace environment. Learners also evaluate the influence of ethics on behavior within the organizational development process.

ORD5510 - Organizational Development in the Global Environment (4 quarter credits). Learners in this course explore the emerging role of organizational development in a global context. Learners examine business strategies and best practices of select multinational corporations and evaluate their effects on organizational capacity building. Learners also analyze ways to integrate current organizational development models and strategies with emerging initiatives that together address contemporary business perspectives, trends, and issues. *Cannot be fulfilled by transfer or petition.*

ORD5511 - Systems Thinking, Archetypes, and Design (4 quarter credits). In this course, learners study systems design, archetype, and thinking literature and best practices related to maximizing organizational effectiveness. In particular, learners explore current literature and generally accepted best practices of applying systems design to complex operating environments. Learners also evaluate the influence of systems archetypes that employ both order and chaordic frameworks and identify organizational strategies, methods, and tools used to harness the power of systems design in order to increase positive business results. *Prerequisite(s): ORD5510.*

ORD5513 - Group Dynamics (4 quarter credits). Learners in this course study group dynamics literature and best practices related to organizational development and effectiveness. In particular, learners explore current literature and generally accepted best practices of using facilitation and collaboration methods to manage group dynamics and increase organizational productivity. Learners also examine ways to align individual behaviors with an organization's business goals and engage in field work to assess the effectiveness of group dynamics strategies and methods. *Prerequisite(s): ORD5510.*

ORD5515 - Process Consultation (4 quarter credits). This course introduces learners to the concept of building relationships with clients through the examination of the theories, models, and tools that make up the process facilitation method developed by Dr. Edgar Schein. Learners apply client engagement methods and develop critical thought and action relative to enabling organizational development, growth, and sustainability. In particular, learners focus on developing strategies for implementing key theories and best practices of the process consultation method in order to increase organizational performance and productivity. This course requires learners to engage in field work. *Prerequisite(s): ORD5510.*

ORD5517 - Human Asset Management and Motivation (4 quarter credits). This course presents current and emerging theories, models, and practices of talent management exhibited by global organizations. Learners analyze the influence of rewards and recognition programs on employee retention and explore ways to use these programs as retention tools. Learners also analyze retention strategies of select multinational corporations to assess the effectiveness of talent management programs from a global perspective. Other course topics include the internal and external forces responsible for generating career-related tensions within organizations. *Prerequisite(s): ORD5510.*

ORD5519 - Leadership, Managership, and Followership (4 quarter credits). In this course, learners explore the emerging roles and relationships of leadership, managership, and followership in 21st century organizations. Learners analyze traditional organizational roles of leadership, managership, and followership and examine their impact on individual and organizational productivity. Learners also evaluate emerging theories, models, and practices relative to redefining these roles. *Prerequisite(s): ORD5510.*

ORD5910 - General Organizational Development Capstone (4 quarter credits). This is an integrative course for learners in the master's General Organizational Development specialization. Learners synthesize and integrate the knowledge, competencies, and skills acquired throughout the program by developing and implementing a final project that demonstrates critical thinking, creativity, and practical application of program content. Learners create and customize project plans and strategies to achieve desired project outcomes. *Prerequisite(s): Completion of all required master's course work. Cannot be fulfilled by transfer or petition.*

Continued

School of Education

ED7313 - Global Issues in Adult Education (4 quarter credits). Learners in this course explore issues of race, class, gender, and culture as they relate to the practice of adult education in a global society. Learners analyze systems of power, privilege, and inequality in adult education; the impact of globalization on adult education; and the ways diversity influences the practice of adult education.

ED8350 - Advanced Nursing Theory and Concepts (4 quarter credits). In this course, learners analyze current nursing concepts and theories. Topics include nursing philosophy, curriculum development, clinical practice, and future trends in the health care system.

ED8355 - Curriculum Design and Evaluation in Nursing Education (4 quarter credits). In this course, learners develop curricula and explore appropriate evaluation models to assess curriculum design. Learners evaluate the influence of accreditation requirements on curriculum development and the accreditation evaluation process.

ED8360 - The Nurse Educator: Faculty Roles and Responsibilities (4 quarter credits). This course presents the history of higher education nursing programs and the roles and responsibilities of nurse educators in higher education and clinical settings. Topics include clinical site responsibilities, professional and staff development, the importance of student preceptors and mentors, educational program requirements and evaluation, and legal and ethical issues.

ED8365 - Teaching Strategies in Nursing Education (4 quarter credits). In this course, learners examine nursing education teaching and learning theories, and analyze teaching strategies in classroom and clinical settings, including use of simulations. Learners also analyze instructional strategies for teaching in face-to-face and online environments.

ED8370 - Nursing Leadership and Professional Practice (4 quarter credits). Learners in this course explore scholarship in nursing education. Learners investigate professional organizations and legislative issues, and engage in publication, presentation, and grant writing opportunities and activities.

Page 219 - Governance

Capella Education Company Board of Directors, effective May 13, 2008:

Steven G. Shank, JD
Mark N. Greene, PhD
Jody G. Miller, JD
James A. Mitchell, BA
Andrew M. Slavitt, MBA
David W. Smith, MBA
Jeffery W. Taylor, BS
Sandra E. Taylor, JD
Darrell R. Tukua, BS

Effective May 13, 2008, the Capella University Board of Directors appointed Dr. Christopher Cassirer, dean of the School of Human Services, acting university president. Effective May 19, 2008, the Capella University Board of Directors appointed Dr. Paula Stechschulte, associate dean of the School of Human Services, acting dean of the school.

Effective July 15, 2008, Dr. Christopher Cassirer, acting university president, made the following appointments in the Harold Abel School of Psychology: Dr. Garvey House, dean of the Harold Abel School of Psychology, to senior core faculty and Dr. Deborah Bushway, associate dean of the Harold Abel School of Psychology, to interim dean of the school.

Correction

Page 151 - Harold Abel School of Psychology Degree Programs and Specializations

Courses listed as ED7210 and ED7211 in the PhD Educational Psychology specialization were renumbered and should be listed as ED5804 and ED5806 respectively.