

2025 UNIVERSITY CATALOG

Volume 24-25 No.2 • January 2025 with April Addendum



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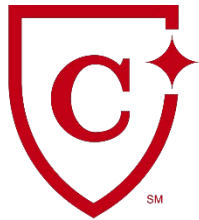
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CAPELLA
UNIVERSITY

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1.888.CAPELLA (227.3552)
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<http://www.capella.edu>

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A Message from the President



A Message from the President

Welcome to Capella University!

Whether you chose Capella for its accredited programs, 24/7 availability, or through recommendations, we know your reasons will evolve. In our courserooms, you will discover an active community of engaged learners and faculty. Here, you will contribute your knowledge and experiences while gaining insights from peers across the country and around the globe.

Our learners find that this interaction with top-tier faculty and classmates enhances their skills and inspires them to create an impact in the communities in which they live and work.

At Capella University, we understand that your success goes beyond the classroom. We offer robust support systems to empower you throughout your journey. Our dedicated advisors will guide you, ensuring you have the resources and assistance needed to thrive. Additionally, designed to provide comprehensive support, our learner-facing services range from technical assistance to library resources and career services.

This catalog provides a comprehensive overview of Capella University, highlighting our schools, programs, courses, and learner services. However, it cannot capture the true power of the learning experience. At Capella, you will forge strong relationships with faculty, peers, and advisors while engaging in an academically rigorous and rewarding educational program.

We wish you the best of luck in your studies and in achieving your academic and professional goals.

Thank you for placing your trust in Capella University.

A handwritten signature in blue ink, reading "Constance St. Germain".

Constance St. Germain, EdD, JD
President, Capella University

About Capella

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General Information

University Mission Statement

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

University Values

Capella University is a learning-centered community that values:

Our learners.

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

Human potential.

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

Achievement.

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

Decisive collaboration.

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

Innovation.

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

Integrity.

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

Educational Philosophy

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

Title IX Notice of Nondiscrimination

Capella University does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to Capella's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. Capella's Title IX Coordinator can be contacted through the Office of Academic and Community Standards (OACS) as follows:

1. Email: OACS@capella.edu
2. U.S. Postal Service: 225 S. 6th Street, Minneapolis, MN 55402
3. Phone: Call 1-888-CAPELLA (1-888-227-3552) and request that an advisor connect the call to the Office of Academic and Community Standards
4. By submitting a report online (including anonymous reports) through <http://titleix.cusu.ethicspoint.com/>

Capella's nondiscrimination policy and grievance procedures can be located at <https://www.capella.edu/university-policies/>

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the OACS contact methods described above.

Academic Freedom

Capella University is committed to freedom of expression and inquiry and strives to promote an atmosphere in which rigorous academic dialogue is maintained without compromising the university's commitment to collegiality, civility, and diversity. See [University Policy 1.01.10 Academic Freedom](#).

Capella History

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

In 1993, Dr. Harold Abel, an experienced leader in higher education and a former president of three universities, joined Stephen Shank to serve as founding president and academic leader of The Graduate School of America (TGSA). Dr. Abel assembled a premier faculty, built graduate curricula, and guided the university toward academic accreditation. In 1997, during the presidency of Dr. Bruce Francis, TGSA was accredited by the Higher Learning Commission and became a member of the North Central Association of Colleges and Schools (NCA) (since dissolved). The university's accreditation was reaffirmed by the Higher Learning Commission in 2008, 2012, 2017, and in 2023.

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

In 2002, to better meet the needs of its learners for demonstrable mastery of knowledge, skills, and professional dispositions specific to their careers, Capella adopted a competency-based educational (CBE) model. In 2013, Capella offered its learners another innovation that extends access and helps them meet their personal and professional potential: Capella became the first university to launch bachelor's and master's degrees with a direct assessment option, called FlexPath. First offered in business and psychology at the bachelor's and master's levels, FlexPath options were later expanded into nursing, IT, project management, health care administration, and education, and are offered at all degree levels. In 2020, Capella received Higher Learning Commission and Department of Education approval to offer the first doctoral-level FlexPath option.

With a goal of continuing improvements in learner outcomes and impacts, in 2020, Capella was reorganized into four schools: the School of Business, Technology, and Health Care Administration; the School of Nursing and Health Sciences; the School of Public Service and Education; and the School of Social and Behavioral Sciences. These schools include offerings in business, technology, health care administration, health sciences, nursing, education, human services, social work, psychology, and counseling disciplines.

Institutional Accreditation

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

Professional Accreditation

Select Capella University programs and specializations have earned professional accreditations. For information, please visit [Capella's website](#).

Equal Opportunity

Capella University is an equal opportunity employer.

Ownership of University

Capella University is owned by Strategic Education, Inc.

Access to Learning Resources

Capella University recognizes the need to provide scheduled, limited access to certain Capella resources which may include the online courseroom, the Capella University Library, Campus, and other Capella learning resources to individuals other than Capella learners, alumni, faculty, and staff.

Access to Capella learning resources may be granted if deemed necessary for regulatory, accreditation, or other business purposes and if authorized by the provost.

Although the courseroom, Capella University Library, Campus, and other secure Capella learning resources are not open for public access, they are neither private nor confidential domains. Users should not assume privacy within these areas.

Background Check Requirements

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

Capella's Commitment to Learner Success

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

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

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

Course Accommodations

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

Degree Offerings

Capella University offers the following degrees:

- Bachelor of Science (BS)
- Bachelor of Science in Nursing (BSN)
- Bachelor of Social Work (BSW)
- Master of Science (MS)
- Master of Science in Nursing (MSN)
- Master of Business Administration (MBA)
- Master of Health Administration (MHA)
- Master of Public Health (MPH)
- Master of Social Work (MSW)
- Education Specialist (EdS)
- Doctor of Philosophy (PhD)
- Doctor of Business Administration (DBA)
- Doctor of Education (EdD)
- Doctor of Health Administration (DHA)
- Doctor of Information Technology (DIT)
- Doctor of Nursing Practice (DNP)
- Doctor of Public Health (DrPH)
- Doctor of Psychology (PsyD)
- Doctor of Social Work (DSW)

Doctoral Candidate Badge

Recognizing Doctoral Learner Achievement

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

Eligibility

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

External Requests

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

Learner Complaints

Learners who have complaints that have not otherwise been resolved through contact with Academic Advising, Enrollment Services, Financial Aid Support Team, University Operations Support, or Technical Support may submit their request to OACS@capella.edu.

Learner Contact Information

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

Plagiarism and Content Matching

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

Residencies

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

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

Right to Change Requirements

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

Social Media and Service Requests

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

Special Topics

Special topics courses may be available to certain doctoral learners. Special topics courses, in which learners work one-to-one with a faculty tutor, are offered quarterly. Additional details and requirements related to these courses can be found in the **University Policies** (p. 28) section of this catalog and on [Campus](#).

State Regulatory Information

State Authorization

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

Capella University is authorized to operate in all SARA

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

California Bureau for Private Postsecondary Education

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

888.370.7589

www.bppe.ca.gov

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

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

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

Florida Commission for Independent Education

Capella University is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission.

325 West Gaines Street, Suite 1414
Tallahassee, FL 32399-0400

Toll-free telephone number: 888-224-6684

Minnesota Office of Higher Education

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

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

www.ohe.state.mn.us

651-642-0567

Washington State Nursing Care Quality Assurance Commission (NCQAC)

Capella University is approved by the Washington State Nursing Care Quality Assurance Commission to provide practice experiences in the state of Washington for DNP and MSN programs. For more information go to this website link:

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

Transcripts

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

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

Transferability of Capella University Credits or Program Points

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

Computer Requirements

Review these requirements carefully; computer hardware, software, and an Internet connection are the primary means of participating in courses and thus are significant contributors to academic success. Capella provides learners with Microsoft 365. Please refer to our [Microsoft Tools](#) page on Campus. These requirements are subject to change. You can use the [Computer Check-Up tool](#) to assist with checking your compatibility with Capella.

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

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

MINIMUM	RECOMMENDED
Internet Connection	
Broadband 512kbps upload and download speed	Broadband (Cable or DSL)
Software Requirements*	
Word Processing application to save and open Microsoft Office formats (.docx, .xlsx, .pptx) Adobe Acrobat Reader to view PDF files Anti-Virus Software to scan files and emails	Microsoft Office 365 (Word, Excel, PowerPoint) Adobe Acrobat Reader (Current Release)
Mac Software Requirements**	
Mac Sequoia Mac Sonoma Mac Ventura One of the following internet browsers for accessing and navigating Capella sites: Chrome Firefox Safari	<i>With Current Software Updates</i> Chrome (Current Release) Firefox (Current Release) Apple QuickTime (Current Release)
Windows Software Requirements**	
Windows 11 Windows 10 One of the following internet browsers for accessing and navigating Capella sites: Chrome Firefox Microsoft Edge	<i>With Current Software Updates</i> Chrome (Current Release) Firefox (Current Release) Windows Media Player (Current Release)
Hardware Requirements***	
2 GHz Processor 8GB of Memory (RAM) 30GB of free storage space	3 GHz Processor or higher 8GB or higher of Memory (RAM) Webcam and Headset

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

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

*** Capella learners are responsible for arranging the hardware necessary to complete coursework, e.g. for listening to or recording audio, viewing or recording video, and/or participating in web conferencing (synchronous or asynchronous).

Hardware is not covered by the resource kit.

Information technology courses also require:

- Windows Professional or higher is required for IIS functionality
- 30GB of free hard disk space
- Mac users will need VirtualBox setup to run Windows applications
- 8GB or greater of RAM highly recommended
- Backup storage device

Some MBA courses also require Windows

- Mac users will need VirtualBox setup to run Windows applications

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

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

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Financial Aid

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

Course Repeat Policy

Undergraduate and Graduate Learners

For learners in programs in the GuidedPath format, financial aid may be used to cover the cost of the first repeat of a course for which the learner received either a passing or failing grade. Learners approved to repeat a course beyond this may not use financial aid to cover the cost of the additional course repeats. This rule does not impact graduate learners in the comprehensive examination or dissertation courses. Repeat course credits ineligible for financial aid are not included in course load calculations for financial aid purposes.

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

Financial Aid Satisfactory Academic Progress

Federal and state laws require learners to maintain satisfactory academic progress during their period of enrollment to remain eligible for financial aid. In compliance with federal and state regulations, Capella University has established policies for all learners regarding financial aid satisfactory academic progress, financial aid warning, financial aid probation, and the financial aid appeals process. See [University Policy 3.01.05 Financial Aid Satisfactory Academic Progress](#) for more information.

FlexPath Option and Course Progression Requirements

Financial aid recipients enrolled in a program with the FlexPath learning format must meet progression requirements to continue to receive financial aid disbursements. There are two models within the FlexPath format that impact the financial aid progression requirements.

FlexPath Model A:

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

PROGRAM LEVEL	MINIMUM PROGRAM POINT ENROLLMENT	24-WEEK PROGRAM POINT ENROLLMENT	48-WEEK PROGRAM POINT REQUIREMENT
Graduate Learners	1.5 program points	4.5 program points	9 program points
Undergraduate Learners	3 program points	9 program points	18 program points

Progression is evaluated at weeks 24 and 48 of the learner's academic year. If progression is not met, the payment period end date may be extended, disbursements may be delayed, and there may be a loss of financial aid eligibility.

FlexPath Model B:

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

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

PROGRAM LEVEL	MINIMUM PROGRESSION REQUIREMENTS
Graduate Learners	1.125 program points

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

Enrollment Level:

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

Refund Procedure for Financial Aid Recipients

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

Return of Title IV Policy

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

Undergraduate learners will have funds returned in the order of:

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

Graduate learners will have funds returned in the order of:

1. Unsubsidized Direct Loans
2. Graduate PLUS Loans

Financial aid eligibility is in direct correlation with course participation. If learners withdraw from Capella and have received financial aid, specific procedures will be followed, which can be found in the [Return of Title IV Funds Procedure](#) located on Campus.

Scholarships

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

Governance

Capella University

University Leadership and Administration

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

Constance St. Germain, EdD, JD
President

Iris Lafferty, EdD
Provost
Senior Vice President, Academic Affairs

Jennifer Straub, PhD
Associate Provost
Vice President, Academic Affairs

Lisa Kreeger, PhD, RN
Executive Dean
Nursing, Health Sciences, and Public Service

Melissa McIntyre-Brandly
Associate Dean
School of Public Service and Education

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

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

Theresa Kasczak, PhD, LPC, NCC, RPT-S
Assistant Dean
School of Social and Behavioral Sciences

Maja Zelihic, PhD
Dean
School of Business, Technology, and Health Care Administration

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

Brian Christenson, PhD
Assistant Dean
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Center for Site-Based Learning and Services

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University Operations

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All information in this section is effective as of date of catalog publication.

Learner Services

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

- **Campus**—Campus allows learners to access Capella’s services in one convenient place. Learners can register for courses, apply for financial assistance, view an unofficial transcript, and access a variety of other convenient resources. For questions or concerns regarding enrollment and registration, courses, access, financial aid, billing, or technical problems that are not answered on Campus, learner support associates are available to assist learners at 1.888.CAPELLA (227.3552) or Info@capella.edu.
- **Academic coaches**—Academic coaches help learners make a successful transition into their program and serve as an ongoing source of support throughout their education. Advisors communicate with learners on an ongoing basis, providing academic and personal strategies and support, clarifying university procedures, tracking and discussing academic progress, and providing information about any changes that may affect learners.
- **Academic Records**—Admissions and Records Operations maintains confidential, accurate academic records of learners as they progress through their program. Learners may request official transcripts and view and print their unofficial transcripts any time on Campus.

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

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

- **Academic Success Resources**—Capella’s academic success resources help learners maximize their personal and professional potential by offering engaging opportunities through a variety of delivery modes, including math, computer, and general study skills modules; free academic tutoring; motivation and time management strategies; effective online learning and degree planning tools; and additional academic skills resources on topics such as critical thinking and reading, scholarly writing, and academic honesty. Learners can access these resources any time on Campus.
- **Alumni Association**—Alumni benefit from networking opportunities, professional and career services, alumni grants, selected use of library resources, alumni newsletters and communications, and other opportunities to stay involved as a graduate of Capella University. More information on the Capella University Alumni Association can be found on Campus.
- **Career Development Center**—Career Development 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 Development Center does not guarantee employment upon degree completion or provide placement services, it provides career counseling, job search advising, and career management support to all Capella learners and alumni. Career Development 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 Development 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 Development Center on Campus, and use the “Contact a Career Coach” email feature to connect with a counselor.
- **Disability Services**—Capella University recognizes its obligations to accommodate the needs of learners with disabilities under the ADA Amendments Act of 2008, the Americans with

Disabilities Act (ADA) of 1990, and the Rehabilitation Act of 1973. Capella is committed to providing reasonable accommodations to qualified learners with disabilities in university programs and activities. Additionally, many courses at Capella include required live web conferencing activities and/or learner audio/video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations. For more information, visit Disability Services on Campus or email DisabilityServices@capella.edu.

- **Enrollment Services**—Capella University’s Enrollment Services team assists prospective learners from the point of initial inquiry through the application, admission, and enrollment phases. Call 1.888.CAPELLA (227.3552) for assistance.
- **Faculty and Mentors**—Learners work with faculty and mentors who assist them during important phases of their program. Faculty and mentor biographies by school can be found on Campus.
- **Financial Aid**—Financial Aid advisors help learners explore the options available for financing their education. Capella’s online financial aid resources provide learners with information about federal loans, federal grants, and special aid programs. For more information visit Financial Aid on Campus; call the Financial Aid Support Team at 1.888.CAPELLA (227.3552); or email FAST@capella.edu. Learners can email ClientSuccess@capella.edu for information regarding employer tuition reimbursement.
- **Institutional Review Board (IRB) and the Compliance Office**—Capella University is dedicated to safeguarding human research participants and promoting excellence in research through its commitment to ethical principles for the responsible conduct of research. Ensuring the highest standards of ethical conduct in research and the protection of the rights and welfare of human research participants is a shared responsibility between the Capella University research community and the IRB. The IRB and Compliance Office promotes compliance with applicable local, state, and federal regulations and fosters ethical research through education, IRB

review, quality assurance and improvement initiatives, and compliance monitoring. For more information, email IRB@capella.edu.

- **Learner Accounts**—The Learner Accounts team is responsible for ensuring accurate, timely billing of learner accounts for tuition and fees, employer reimbursement, and financial aid disbursements. For questions about statements or billing, call Learner Support at 1.888.CAPELLA (227.3552) or email FAST@capella.edu.
- **Library**—Capella provides a full range of academic library resources and services in an online environment. The Capella University Library website, accessible on Campus, provides access to thousands of full-text articles, citations, abstracts, technical reports, and electronic books (e-books). Learners may also request books, copies of articles, and other resources from university libraries nationwide. In addition, Capella reference librarians are available to assist learners and faculty with research questions, help learners use library databases effectively, and teach learners to successfully navigate the library website. Learners may contact a reference librarian by emailing Librarian@capella.edu.
- **Math, Statistics, and Research Skills Center**—The Math, Statistics, and Research Skills Center provides support in various statistical concepts and topics as well as research methodology and design principles.
- **Military Support**—Military Support services are available to Capella learners who are affiliated with the armed forces. Military Support team members assist learners who are experiencing an interruption in their program due to military obligations with military leave of absence requests and answer questions about military and veterans’ benefits. For more information about the resources and support available to servicemembers, veterans, and their families, visit Military Support on Campus. Additionally, existing learners may contact Military Support directly at 1.888.227.9885. Other interested parties may contact Military Support at 1.888.227.2706.
- **New Learner Experience Team**—Capella University’s New Learner Experience team provides support to new learners in adjusting to the Capella learning community and their degree

program through the facilitation of the University Orientation Seminar. Learners may contact the New Learner Experience team by calling Learner Support at 1.888. CAPELLA (227.3552) or by visiting [Campus](#).

- [Online Writing Center](#)—To help learners improve their written communication skills, Capella offers a variety of writing resources, including writing courses, online tutoring, writing self-assessment tools, and writing guidelines and references. The Online Writing Center, accessible on [Campus](#), also offers face-to-face writing instruction at residencies in school- and writing-focused sessions.

Military Education Benefits

Military and Veteran Education and Employment Benefits

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

Capella honors the following military and veterans' education benefits:

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

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

- Veteran Readiness and Employment (Chapter 31)

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

Yellow Ribbon Program

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

Capella Service Grant

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

Tuition Assistance (TA)

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

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

Offering Information

Bachelor's/Master's Options

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

Accelerated Master's Pathway Options

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

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

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

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

Once learners have successfully completed the requirements for their bachelor's degree program and their degree has been awarded, they may apply to the master's degree program that corresponds to their chosen accelerated master's pathway option. Learners

are encouraged to enroll in their master's degree program within one year of graduating from their bachelor's degree program to ensure all master's-level courses are relevant and applicable to the graduate program's degree requirements.

Honors Pathway

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

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

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

Once enrolled in the honors pathway, learners must maintain an overall cumulative GPA of 3.5 to remain in the honors pathway and receive the honors pathway designation with their conferred degree. Learners who fall below this threshold will have two quarters of active registration to improve their GPA to 3.5 or the learner will be removed from the honors pathway.

Learners enrolled in the honors pathway must earn a grade of "B" or better in the honors courses (PHI-H2005, SOC-H3005, and COM-H4005). Learners who do not attain at least a "B" after one allowable retake will be removed from the honors pathway. Learners who do not re-take the course within two quarters of active registration will be removed from the pathway. Learners who have been removed from the honors pathway may not return to or graduate from the honors pathway.

Upon degree conferral, the honors pathway is noted on the transcript and diploma for those who have successfully completed the requirements for their bachelor's degree and the honors pathway.

Certificate Programs

Undergraduate Certificate Programs

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

Graduate Certificate Programs

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

Learning Delivery Models

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

GuidedPath

GuidedPath allows learners to earn a Capella degree or certificate by demonstrating competencies through structured weekly assignments and interactions with faculty and peers in the online courseroom. Faculty offer substantive feedback on and assign grades to learners' coursework. Courses are offered in a traditional quarter-based academic calendar. The degree or certificate is awarded upon completion of the learner's program requirements. All Capella programs and certificates are offered in the GuidedPath delivery model, unless otherwise noted.

FlexPath

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

learners may complete courses at their own pace. The degree or certificate is awarded upon completion of the program requirements. FlexPath is available for select offerings.

Multiple Specializations

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

Professional Licensure and Certification

Capella University offers programs leading to advanced degrees in several disciplines for which professional practice requires licensure or certification by state, local, or professional boards. Licensing and certification standards vary. Capella University makes no representation, warranty, or guarantee that successful completion of degree or certificate programs will permit the learner to obtain licensure or certification. Learners who enroll in a Capella University program in a discipline for which professional practice requires a license or certification are solely responsible for understanding and complying with state, local, or professional licensure and certification requirements. Learners are also responsible for taking the steps necessary to satisfy those requirements. Capella University requires all learners in licensure programs to review the professional licensure disclosure information for the state in which they intend to seek a license. Learners in licensure programs must also submit a licensure responsibilities and acknowledgement form in which they acknowledge their responsibility to understand and comply with licensing and certification laws and regulations. Additional information on professional licensure and certification requirements can be found on [Capella's website](#).

Concentrations

Concentrations are designed to provide learners with deeper knowledge in a specific subject area. They include a specific set of courses in a narrowly defined field of study that is taken either to fulfill a degree program requirement or add to a degree program

requirement. Learners enrolled in an eligible degree program that does not include a concentration as part of its requirements may request to be enrolled in eligible concentrations at any point during their program. The degree and concentration are awarded simultaneously upon completion of the program and concentration requirements.

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

University Policy

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

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University Policy 1.01.01

Mission Statement and Educational Philosophy

Policy Revision Approval Date: May 12, 2016

Policy Revision Effective Date: June 1, 2016

Procedure Approval Date: May 12, 2016

Procedure Effective Date: June 1, 2016

POLICY STATEMENT

Mission Statement

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

Educational Philosophy

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

RATIONALE

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

DEFINITIONS

None

PROCEDURES

None

POLICY OWNERS

Academic Owner: President

Operations Owner: Provost

RELATED DOCUMENTS

None

REVISION HISTORY

Original Policy Approval Date: July 27, 2002

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

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

Formerly university policy 1.01 Mission Statement

University Policy 2.01.01**Admission****Policy Approval Date: May 15, 2023****Policy Effective Date: July 1, 2023****Procedure Approval Date: July 22, 2024****Procedure Effective Date: August 1, 2024****POLICY STATEMENT**

Capella University was founded with a commitment to extend access to high-quality higher education and is dedicated to the success of its learners. As a part of the admission process, the university seeks to assess an applicant's potential to succeed in its online environment. Applicants must meet the program-specific admission requirements outlined in the accompanying table to be offered admission to Capella University. All applicants are also expected to read, speak, and write fluently in English. Although particular emphasis is placed on the applicant's academic history, non-academic factors may also be considered when evaluating an application for admission. Therefore, additional information and/or application materials may be requested and considered on an individual basis. Exceptions to admission requirements may be granted by the school dean or designee.

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

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

University Minimum Admission Requirements for Programs and Courses in GuidedPath

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

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

<p>PhD DBA DIT EdD DHA DNP DrPH DSW DHS PsyD</p>	<p>Master’s degree (related master’s degree preferred)</p>	<p>3.0</p>	<p>School of Public Service and Education’s PhD Leadership in Educational Administration, and Nursing Education specializations*</p> <p>School of Nursing and Health Sciences’ DNP degree program</p> <p>School of Nursing and Health Sciences’ DrPH degree program*</p> <p>School of Public Service and Education’s DSW degree program*</p> <p>School of Social and Behavioral Sciences’ PhD in Counselor Education and Supervision degree program*</p> <p>School of Social and Behavioral Sciences’ PhD in Behavior Analysis degree program*</p> <p>School of Social and Behavioral Sciences’ PsyD in Clinical Psychology and PsyD in School Psychology degree programs*</p>
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* Select degree programs have higher GPA and/or additional admission requirements. Refer to procedures section VII of this policy and Capella’s *University Catalog* for more information.

University Minimum Admission Requirements for Programs in FlexPath

<p>Capella Academic Offering</p>	<p>Minimum Level of Education Completed; Postsecondary Education from an Institution Accredited by an Agency Currently Recognized by the U.S. Department of Education or from an Internationally Recognized Institution</p>	<p>Recommended Grade Point Average* (on a 4.0 scale)</p>	<p>Programs with Additional Requirements</p>
<p>BS, FlexPath option</p>	<p>High school diploma or equivalent, and at least 45 applied transfer college credits OR</p>	<p>2.8</p>	
	<p>High school diploma or equivalent, and at least 100 applied transfer college credits†</p>	<p>Not Applicable</p>	
<p>BSN, FlexPath option</p>	<p>High school diploma or equivalent, at least 45 applied transfer college credits, and a diploma or associate’s degree in</p>	<p>2.8</p>	<p>School of Nursing and Health Sciences’ FlexPath option in the RN-to-BSN degree program*</p>

	nursing OR High school diploma or equivalent, at least 100 applied transfer college credits, and a diploma or associate's degree in nursing†	Not applicable	
MS, FlexPath option; MBA, FlexPath option; MHA, FlexPath option MEd, FlexPath option; MSN, FlexPath option	Bachelor's degree	2.8	School of Business, Technology, and Health Care Administration's FlexPath options in the MBA degree program* School of Nursing and Health Sciences' FlexPath options in the MSN degree program*
DBA, FlexPath option DNP, FlexPath option DHS, FlexPath option EdD, FlexPath option	Master's degree (related master's degree preferred)	3.0	School of Nursing and Health Sciences' FlexPath option in the DNP degree program*

Admission to programs in the FlexPath format is evaluated using a holistic review of an applicant's academic history as well as any applicable industry credentials. Lower GPA may be considered with additional documentation.

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

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

International and English as a Second Language Applicants

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

Equal Opportunity and Nondiscrimination

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

RATIONALE

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

DEFINITIONS

Program Start Date

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

PROCEDURES

I. Application Materials for All Applicants

- A. Applicants must complete the admission application and submit all required program-specific documentation as detailed in the Admission Components table.
- B. Any application materials or statements submitted to Capella University may be subject to verification.
- C. Any application materials submitted become the property of Capella University. Original materials will not be forwarded to other institutions or agencies nor will they be returned to the applicant or learner, regardless of the submitting party. Copies may be issued to learner upon request.
- D. Truth in Information
If unexplained discrepancies appear between statements or documents provided to Capella University as a part of admission materials and information otherwise obtained, applicants may be rejected for admission, admission may be revoked, or learners may be dismissed.

II. All International and Second-Language Applicants

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

1. Applicants whose language of instruction is not English are required to take one of the following English proficiency tests and achieve the listed minimum score.
 - a. Duolingo English Test with a minimum acceptable overall score of 105, including a minimum acceptable score of 105 in both the Literacy and Production subcomponents.
 - b. Test of English as a Foreign Language (TOEFL) with a minimum acceptable overall score of 79 for the iBT test, or a minimum overall score of 8 for the TOEFL Essentials.
 - c. International English Language Testing System (IELTS) with a minimum acceptable score of 6.5.
 - d. Michigan English Test (MET) with a minimum acceptable overall score of 53.
 2. Applicants who have earned a postsecondary degree from a U.S.-accredited university are not required to take an English proficiency test.
- C. Student Visas
Capella is an online university and does not issue I-20 forms (U.S. Department of Homeland Security Certificates of Eligibility for student visas). Capella cannot fulfill requests for student visas. Obtaining any necessary immigration authorizations for residencies, site-based learning, and any other non-online university events and activities is the sole responsibility of the learner.
- D. Capella University complies with US Federal Office of Foreign Assets Control (OFAC) sanctions. International sanctions regarding the import of services may affect admission decisions for applicants in some countries.

III. Evaluation Process for All Applicants

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

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

D. The applicant does not meet admission requirements. Admission is denied.

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

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

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

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

V. Returning Learners

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

VI. Additional Admission Requirements for All Applicants

- A. Applicants to all undergraduate degree programs must be at least 24 years old.
 1. This age requirement may be waived for military applicants, veterans, and applicants with 24 or more quarter credits of applied transfer coursework.
 2. Applied transfer college coursework and/or credentials that map to preapproved credit for prior learning opportunities may be considered toward the total described above.

- B. Undergraduate applicants must have graduated from a state-recognized public or private high school or home school, or obtained a General Education Diploma (GED, high school equivalent) from a recognized education provider.

VII. Additional Admission Requirements for Programs in the GuidedPath Format

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

A. Non-Degree Admission

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

B. All Undergraduate Degree Programs

1. Applicants who do not have at least 4.5 credits eligible for college/university transfer must successfully complete a university-approved assessment.
2. Applicants to Accelerated Master's Pathway options must have a cumulative 2.8 GPA on all previous college coursework, and no fewer than 24 applied transfer quarter credits.

C. School of Nursing and Health Sciences

1. As part of the admissions process, any nursing applicant whose record indicates any part or current disciplinary action from a licensure board may be required to submit additional documentation, including from the state board of nursing.
2. Applicants to the RN-to-BSN degree program must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States.
3. Applicants to the Care Coordination, Nursing Informatics, and Nursing Leadership graduate certificates must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States, and a bachelor's degree in nursing with a minimum 2.8 degree-conferred GPA from an institution accredited by an agency currently recognized by the U.S. Department of Education or from an internationally recognized institution.
4. Applicants to the MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration specializations must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States, and a bachelor's degree in nursing from an institution accredited by an agency currently recognized by the U.S. Department of Education or from an internationally recognized institution.
5. Applicants to the MSN Adult-Gerontology Primary Care Nurse Practitioner and Family Nurse Practitioner specializations must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States, a bachelor's degree in nursing with a minimum 3.0 degree-conferred GPA from an institution accredited by an agency currently recognized by the U.S. Department of Education or from an internationally recognized institution, and at least one year of Registered Nurse (RN) experience within the past two years at the time of verification submission.
6. Applicants to the RN-to-MSN Bridge Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration specializations must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the

United States, and a minimum of 135 completed undergraduate credits with a cumulative GPA of 2.8.

7. Applicants to the Post-Master's Certificates in Adult-Gerontology Primary Care Nurse Practitioner and Family Nurse Practitioner must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States, a master's degree in nursing with a minimum 3.0 degree-conferred GPA from an institution accredited by an agency currently recognized by the U.S. Department of Education or from an internationally recognized institution, and at least one year of nursing experience within the past two years at the time of verification submission. Applicants who are board-certified Nurse Practitioners will also be required to submit their Board Verification and must have a current, independently verifiable, and unrestricted APRN license to practice in the United States, and at least one year of advanced nursing experience within the past two years at the time of verification submission.
 8. Applicants to the DNP degree program must have a current, independently verifiable and unrestricted RN license (or its equivalent) to practice in the United States, one year of licensed RN work experience or currently be employed as an RN, and a master's degree in nursing.
 9. Applicants to the DrPH degree program must have a related graduate degree or any graduate degree and a graduate certificate in public health.
- D. School of Public Service and Education
1. Applicants to the PhD and MS Leadership in Educational Administration specializations must have three years of licensed teaching experience. Applicants to the Georgia Professional Standards Commission performance-based building-level leadership program and the PhD Leadership in Educational Administration specialization must hold a master's degree in educational leadership or other approved field, meet pre-service educational leadership requirements, serve in a leadership role or position in a partner district, and meet any other specific admission requirements outlined in a district partnership agreement.
 2. Applicants to the MS Early Childhood Education and Reading and Literacy specializations must have a current initial teaching license issued with no stipulations and have completed general education coursework equivalent to Capella's undergraduate general education requirements.
 3. Applicants to the PhD Nursing Education specialization must have a current, unrestricted RN license (or its equivalent) to practice in the United States and a master's degree in nursing.
 4. Applicants to the MSW—Advanced Standing degree program must have a bachelor's degree in social work from a Council of Social Work Education (CSWE)-accredited program in good standing and institutionally accredited institution, or an international program recognized by CSWE's International Social Work Degree Recognition and Evaluation Service at the time of degree conferral with a minimum 3.0 degree-conferred GPA.
 5. Applicants to the DSW degree program must have a master's degree in social work from an institution accredited by the CSWE.
- E. School of Social and Behavioral Sciences
1. Applicants to the MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, and MS in School Psychology degree programs and the MS Clinical Counseling specialization are required to submit a degree-conferred transcript for a bachelor's degree as well as transcripts from all previous institutions at which graduate work was completed (minimum degree-conferred GPA of 2.7 for undergraduate work and 3.0 cumulative GPA for

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

2. Applicants to the MS in School Counseling degree program are required to submit a degree-conferred transcript for a bachelor's degree as well as transcripts from all previous institutions at which graduate work was completed (minimum degree-conferred GPA of 3.0 for undergraduate work and related graduate work. Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.
3. Applicants to the EdS in School Psychology degree program must have an MS in School Psychology from Capella University. Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.
4. Applicants to the PhD in Counselor Education and Supervision degree program are required to submit a degree-conferred transcript from a master's degree program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) or CACREP-curriculum equivalent as well as transcripts from all previous institutions at which graduate work was completed (minimum degree-conferred GPA of 3.25 and a 3.25 cumulative GPA for related graduate work). Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.
5. Applicants to the Play Therapy graduate certificate are required to have a minimum 3.0 degree-conferred GPA from a master's degree-granting institution and a master's degree in counseling or psychology. Active learners currently enrolled in a Capella University master's counseling, marriage and family therapy, or psychology degree program may be admitted to the Play Therapy graduate certificate upon the successful completion of specific, predetermined courses within their degree program and/or specialization provided they have a minimum 3.0 cumulative GPA at the time of application.
6. Applicants to the PhD in Behavior Analysis degree program must hold a current BCBA certification.
7. Applicants to the PsyD in Clinical Psychology degree program must have a master's degree in psychology or a related field with a minimum 3.0 degree-conferred GPA or a master's degree in another field and a bachelor's degree in psychology, each with a degree-conferred GPA of 3.0. Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.
8. Applicants to the PsyD in School Psychology degree program must have a master's degree with a minimum 3.0 degree-conferred GPA. Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.

VIII. Additional Requirements for Programs in the FlexPath Format

- A. Applicants who have completed a degree in the FlexPath format may not begin a subsequent academic degree program any sooner than the start of the next academic quarter. See also university policy *2.02.07 Changing Academic Program*.
- B. Applicants to FlexPath options in the bachelor's degree programs will be evaluated for admission with a holistic review. Applicants with a GPA of less than 2.8 may be required to submit additional documents for review.
- C. Applicants to the FlexPath option in the RN-to-BSN degree program must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States. Applicants will be evaluated for admission with a holistic review. Applicants with fewer

than 100 applied transfer college credits or a degree-conferred GPA of less than 2.8 may be required to submit additional documents for review.

- D. Applicants to FlexPath options in the MBA degree program will be evaluated for admission with a holistic review. Applicants must have a bachelor's degree in a business-related field, or a bachelor's degree in a non-business-related field in addition to relevant business experience. Applicants with a GPA of less than 2.8 may be required to submit additional documents for review.
- E. Applicants to the FlexPath options in the MSN degree program will be evaluated with a holistic review. Applicants must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States, and a bachelor's degree in nursing from an institution accredited by an agency currently recognized by the U.S. Department of Education or from an internationally recognized institution.
- F. Applicants to the FlexPath option in the DNP degree program must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States, one year of licensed RN work experience or currently be employed as an RN, and a master's degree in nursing.

POLICY OWNERS

Academic Owner: Registrar

Operations Owner: Admissions & Records Operations

RELATED DOCUMENTS

University policy 2.01.02 Maximum Time to Degree Completion

University policy 2.02.02 Course Registration

University policy 2.02.07 Changing Academic Program

University policy 2.02.10 Separation from the University

University policy 3.01.04 Academic Standing

University policy 3.04.04 Application of Capella Credits

University policy 4.01.01 FERPA and Learner Directory Information

REVISION HISTORY

Original Policy Approval Date: January 21, 2005

Revision Dates: 1-1-06; 3-13-08; 6-12-08; 10-7-08; 12-4-09; 9-1-10; 9-27-10; 12-1-11; 3-23-12; 6-21-12; 8-20-12; 1-22-13; 8-21-13; 2-6-14; 3-23-14; 10-31-14; 5-8-15; 8-14-15; 8-11-16; 8-23-18; 12-20-16; 10-18-17; 10-15-18; 7-1-19; 10-10-19; 3-31-20; 3-11-22; 7-1-22; 3-10-23; 4-11-23; 6-26-23; 7-24-23, 8-8-23; 6-24-24; 7-22-24

Administrative edits as result of ongoing review: 10-1-08; 1-16-09; 5-27-09; 7-29-09; 11-19-09; 1-13-10; 2-18-10; 4-20-10; 5-13-10; 7-26-10; 8-11-10; 10-26-10; 1-25-11; 5-17-11; 7-28-11; 8-9-11; 10-25-11; 1-9-12; 2-16-12; 7-1-12; 10-18-12; 11-6-12; 7-7-14; 1-29-15; 4-15-15; 7-10-15; 7-30-15; 11-17-15; 1-4-16; 1-22-16; 2-15-16; 3-7-16; 5-4-16; 10-1-16; 10-27-16; 12-14-16; 4-26-17; 7-26-17; 8-16-17; 10-25-17; 1-24-18; 4-1-18; 4-25-18; 6-12-18; 1-1-19; 1-24-19; 7-1-19; 10-1-19; 1-7-20; 1-29-20; 4-29-20; 5-20-20; 6-30-20; 3-26-21; 4-28-21; 7-28-21; 9-15-21; 10-14-21; 11-4-21; 1-11-22; 1-25-23; 4-11-23; 8-29-23; 10-25-23; 10-31-23; 4-24-24; 5-21-24; 8-14-24

University Minimum Admission Requirements

GuidedPath Admission Requirements

Capella Academic Offering	Minimum Level of Education Completed; Postsecondary Education from an Institution Accredited by an Agency Currently Recognized by the U.S. Department of Education or from an Internationally Recognized Institution	Minimum Cumulative Grade Point Average (on a 4.0 scale)	Programs with Additional Requirements
Non-Degree	Bachelor's-level course: high school diploma or equivalent Master's-level course: bachelor's degree Doctoral-level course: master's degree	None	Counselor Education courses*
BS BSW	High School diploma or equivalent	None	All undergraduate degree programs* All Accelerated Master's Pathway options*
RN-to-BSN	High school diploma or equivalent and A diploma or associate's degree in nursing	None 2.0	School of Nursing and Health Sciences' RN-to-BSN degree program*
Graduate Certificate	Bachelor's degree	2.3	School of Nursing and Health Sciences' Care Coordination, Nursing Informatics, and Nursing Leadership graduate certificates* School of Social and Behavioral Sciences' Applied Behavior Analysis and Play Therapy graduate certificates*
MS MBA MEd MHA MSW	Bachelor's degree	2.3	School of Public Service and Education's MS Leadership in Educational Administration, Early Childhood Education, and Reading and Literacy Specializations* School of Social and Behavioral Sciences' MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling, and MS in School Psychology degree programs*
MPH	Bachelor's degree	2.5	

MSW— Advanced Standing	Bachelor's degree	3.0	School of Public Service and Education's MSW—Advanced Standing degree program*
MSN	Bachelor's degree	2.8	School of Nursing and Health Sciences' MSN degree program*
RN-to-MSN	135 Undergraduate credits	2.8	School of Nursing and Health Sciences' RN-to-MSN degree program*
Post- Master's Certificate	Master's degree	3.0	School of Nursing and Health Sciences' Adult-Gerontology Primary Care Nurse Practitioner and Family Nurse Practitioner post-master's certificates*
EdS	Master's degree	3.0	School of Social and Behavioral Sciences' EdS in School Psychology*
PhD DBA DIT EdD DHA DNP DrPH DSW DHS PsyD	Master's degree (related master's degree preferred)	3.0	School of Public Service and Education's PhD Leadership in Educational Administration, and Nursing Education specializations* School of Nursing and Health Sciences' DNP degree program* School of Nursing and Health Sciences' DrPH degree program* School of Public Service and Education's DSW degree program* School of Social and Behavioral Sciences' PhD in Counselor Education and Supervision degree program* School of Social and Behavioral Sciences' PhD in Behavior Analysis degree program* School of Social and Behavioral Sciences' PsyD in Clinical Psychology and PsyD in School Psychology degree programs*

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

FlexPath Admission Requirements

Capella Academic Offering	Minimum Level of Education Completed; Postsecondary Education from an Institution Accredited by an Agency Currently Recognized by the U.S. Department of Education or from an Internationally Recognized Institution	Recommended Grade Point Average* (on a 4.0 scale)	Programs with Additional Requirements
BS, FlexPath option	High school diploma or equivalent, and at least 45 applied transfer college credits OR	2.8	
	High school diploma or equivalent, and at least 100 applied transfer college credits †	Not Applicable	
BSN, FlexPath option	High school diploma or equivalent, at least 45 applied transfer college credits, and a diploma or associate's degree in nursing OR	2.8	School of Nursing and Health Sciences' FlexPath option in the RN-to-BSN degree program*
	High school diploma or equivalent, at least 100 applied transfer college credits, and a diploma or associate's degree in nursing †	Not Applicable	
MS, FlexPath option MBA, FlexPath option MHA, FlexPath option MEd, FlexPath option MSN, FlexPath option	Bachelor's degree	2.8	School of Business, Technology, and Health Care Administration's FlexPath options in the MBA degree program* School of Nursing and Health Sciences' FlexPath options in the MSN degree program*
DBA, FlexPath option DHS, FlexPath option DNP, FlexPath option EdD, FlexPath option	Master's degree (related master's degree preferred)	3.0	School of Nursing and Health Sciences' FlexPath option in the DNP degree program*

Admission to programs in the FlexPath format is evaluated using a holistic review of an applicant's academic history as

well as any applicable industry credentials. Lower GPA may be considered with additional documentation.

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

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

University Admission Components

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

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

			Language Learning and Teaching, and Special Education Teaching specializations	
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* Select degree programs have higher GPA and/or additional admission requirements. Refer to procedures sections VII and VIII of university policy [2.01.01 Admission](#) for more information.

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

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

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

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

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

*** Learners enrolled in the Adult-Gerontology Primary Care Nurse Practitioner Post-Master's Certificate or the Family Nurse Practitioner Post-Master's Certificate have a maximum of four years to complete their certificate.

RATIONALE

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

DEFINITIONS

Certificate

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

Dean's Designee

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

Degree

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

Degree Extension Form (DEF)

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

Degree Program

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

Maximum Time to Completion

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

PROCEDURES

I. Federal Financial Aid Impact

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

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

A. Learners who change their degree or certificate program are assigned a new maximum time to completion.

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

III. Failure to Meet Maximum Time to Completion

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

IV. Maximum Time to Completion Extensions

A. Extension Criteria

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

B. Extension Application Process

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

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

C. Extension Approvals

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

D. Failure to Meet DEF Terms

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

E. Doctoral Extensions

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

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

V. Readmission and Maximum Time to Completion

A. Readmission Eligibility

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

2. Administrative Withdrawal

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

B. Readmission and Maximum Time to Completion

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

VI. Administrative Withdrawal Appeals Process for Doctoral Learners

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

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

POLICY OWNERS

Academic Owner: Registrar

Operations Owner: Admissions & Records Operations

RELATED DOCUMENTS

University policy 2.01.01 Admission

University policy 2.02.03 Concurrent Program Enrollments

University policy 2.02.07 Changing Academic Program

University policy 2.02.08 Leave of Absence

University policy 2.02.12 Military Leave

University policy 3.01.04 Academic Standing

University policy 3.01.05 Financial Aid Satisfactory Academic Progress

University policy 4.01.02 Retention of Learner Records and Work Products

University policy 4.03.02 Tuition and Fee Refunds

Financial Aid policies—See Campus

REVISION HISTORY

Original Policy Approval Date: July 1, 2005

Revision Dates: 6-12-07; 3-10-09; 6-21-12; 12-17-13; 5-13-14, 8-11-16; 1-10-18; 10-11-18; 8-8-23

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

University Policy 2.02.02**Course Registration****Policy Revision Approval Date: February 19, 2024****Policy Revision Effective Date: July 1, 2024****Procedure Approval Date: June 24, 2024****Procedure Effective Date: July 1, 2024****POLICY STATEMENT**

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

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

RATIONALE

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

DEFINITIONSAcademic Program

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

Advanced Doctoral Phase

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

Course Census Day

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

Course Drop

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

drop is not reflected on the learner's official transcript. Advanced doctoral learners should refer to the Capella University *Doctoral Manual* for details pertaining to their programs.

Course Withdrawal

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

Initial Course Participation

Initial course participation for GuidedPath refers to the submission and/or completion of grade-eligible or other engagement activities as defined in the courseroom before the end of course census day. Initial course participation for FlexPath refers to setting target dates before the end of course census day.

Last Day to Withdraw from a Course

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

National Emergency

A national emergency is a federally designated event.

Ongoing Course Participation

Ongoing course participation for GuidedPath refers to the submission and/or completion of grade-eligible or other engagement activities as defined in the courseroom. Ongoing course participation for FlexPath refers to the submission and/or completion of predetermined FlexPath engagement activities as defined in the courseroom.

School's Designee

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

PROCEDURES

- I. Registration for All Learners
 - A. Learners register for courses, including residencies, using Campus's online course registration process. Some courses require a more specific registration process, as follows:
 1. Preregistration/auto-registration
 - a. Learners work with appropriate Capella University staff to create an academic plan. During this process, learners may consent to be preregistered for their courses.

- b. Preregistration/auto-registration is the default registration process for some programs.
 - c. Once learners have been registered for their courses, they will be sent an automated email confirming their registration has been completed.
 - 2. Special Topics, Practicum, and Internship Registrations
 - a. Special topics course registration requires the consent of the appropriate school and may require a written course learning plan. Learners must submit their request for the special topics course through Academic Advising for school review.
 - b. Special topics courses may be repeated for credit with a different topic at the school's discretion.
 - c. Site-based learning registrations require the consent of the appropriate school and may require a written course learning plan or application. Learners must submit their request for site-based learning registrations through Academic Advising for school review.
 - d. Ongoing course registration for learners in programs with site-based learning may require the completion of prerequisite course and activities.
 - B. Upon course registration, learners agree to pay tuition and fees to Capella University as stated in university policy *4.03.01 Tuition and Fees*.
 - C. Learners should refer to the current academic calendar available on Campus for course registration dates and deadlines.
- II. Concurrent Course Registration for Comprehensive Examination and Dissertation Learners
- A. Doctoral learners registered for comprehensive examination and dissertation courses may only be registered for courses in the comprehensive examination and dissertation course sequence.
 - B. Doctoral learners registered for courses outside of the comprehensive examination and dissertation course sequence, with the exception of site-based learning, will be dropped from their other courses by school administrative staff. Learners will be informed of the administrative course drop via email.
 - C. Doctoral learners may request an exception from their school allowing them to take a course outside of the comprehensive examination and dissertation course sequence.
- III. Repeating Courses for All Learners
- A. Learners are allowed two opportunities to repeat each course they have completed with a grade or competency evaluation, including a failing grade or a competency evaluation below the minimum performance level for the course level. Before a learner is able to request to register for a third attempt, the learner must engage with a coach and complete a request form.
 - B. Learners receive credit toward their degree for only one iteration of the same course unless the *University Catalog* specifically identifies that course as repeatable for credit.
 - C. Courses from which learners withdraw and for which they receive a Withdrawal ("W") grade on their transcript are not considered completed courses; therefore, the two-repeat restriction does not apply.
 - D. If a learner fails a course three times or receives a final course evaluation below the minimum performance level three times and is thereby unable to complete the requirements of their academic program, they will be administratively withdrawn. The learner may appeal the administrative withdrawal decision pursuant to section II.E. of university policy *3.01.04 Academic Standing*.
 - E. Repeated Courses, Grade Point Average (GPA), and Financial Aid Satisfactory Academic Progress (FASAP)

1. When a learner retakes a course, the initial attempt will be removed from the GPA calculation upon completion of the repeated course. The repeat, as well as any subsequent attempts, will all factor into the learner’s GPA.
 2. Each attempt at the course appears on the transcript, and all attempts are used to evaluate the learner’s completion percentage for evaluation of financial aid satisfactory academic progress (FASAP).
- F. For a course to be considered a repeat of a previous course, the learner must complete the same course, as defined by the title and course number. If a new course has been designated by the school as the original course’s equivalent, it will be considered an identical course for purposes of this policy. If a course is retired, it will no longer be possible to repeat the course.
- G. The school may approve course substitutions in lieu of repeating a course to fulfill graduation requirements for the content area, but the credit and GPA calculations for both courses are included in the cumulative statistics.
- H. Special topics courses may not be repeated.
- I. Advanced doctoral courses and doctoral residency will not be subject to repeat course procedures. Program-specific requirements take precedence and may not be eligible for a third course attempt. See university policy *3.01.04 Academic Standing*.
- J. Dissertation courses will not be subject to repeat course procedures.

IV. Course Drop or Withdrawal

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

- A. Learners canceling, dropping, or withdrawing from their course(s) are encouraged to refer to university policy *4.03.02 Tuition and Fee Refunds* to determine the financial implications of their actions.
- B. Advanced Doctoral Learners
Advanced doctoral learners should refer to the Capella University *Doctoral Manual* for details pertaining to their programs.
- C. Course Drop
1. Learners may drop a course during the first 12 calendar days of the course or FlexPath session without academic penalty. A course drop during this time does not appear on the learner’s transcript and does not affect grade point average (GPA).

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

5. Learners receive confirmation of receipt of the course withdrawal request via Campus's Student Center or email. Learners are responsible for checking their course registration status in Campus's Student Center.
6. Learners who withdraw from a course after the course registration deadline will not be able to reverse the withdrawal.
7. The following consequences apply to a learner who withdraws from a course from the 13th calendar day of the course through the last day to withdraw:
 - a. The learner receives a Withdrawal ("W") grade for the course.
 - b. The grade of "W" appears on the learner's transcript.
 - c. The grade of "W" does not affect GPA, but course credits are included in attempted credits when monitoring financial aid satisfactory academic progress, as described in university policy *3.01.05 Financial Aid Satisfactory Academic Progress*.
8. Once the course has been in session past the official last day to withdraw from the course, this option is no longer available to learners. Should unforeseen extenuating circumstances arise after the deadline to withdraw from a course has passed, learners may refer to section V of this policy for recourse.

V. Late Course Withdrawal

- A. If unforeseen extenuating circumstances require learners to withdraw from their course(s) following the official last day to withdraw, learners may petition for a late course withdrawal to receive a Withdrawal ("W") grade on their academic record for the course(s) by providing proper documentation of the circumstance. Such requests must be submitted prior to the end of the course. If the extenuating circumstance does not allow the learner to submit the request by the deadline, third-party documentation demonstrating this fact must be provided.
- B. Learners are encouraged to discuss the situation with faculty 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 faculty) to complete their coursework in compliance with university policy *3.04.08 Incomplete Grades*. FlexPath learners must contact their academic coach to review available options.
- C. If it is determined that the learner needs to request a late course withdrawal, the learner should contact Academic Advising to initiate the request.
- D. Learners who receive financial aid should discuss the potential financial implications of a late course withdrawal, including the return of financial aid funds, with a financing coach.
- E. Extenuating circumstances may include but are not limited to the death of a family member, job-required relocation, or severe physical injury or illness. Documentation of the circumstance must be provided by parties other than the learner; for example, a death certificate, a letter from the learner's supervisor, or a letter from the learner's physician must accompany the request.
- F. To be considered for a late course withdrawal accommodation, learners must be able to demonstrate ongoing participation in the course(s) in question up to the time of their documented extenuating circumstance. The case is determined based on the documentation/evidence supplied by the learner.
- G. The school's designee will review and approve or deny the request. The decision and rationale will be forwarded to the Admissions & Records Operations department for validation.

- H. Academic Advising will contact learners to notify them of the denial decision. The Admissions & Records Operations department will email learners to notify them of the approval decision, copying faculty and academic coaches.
- I. Military learners called to active duty should refer to university policy *2.02.08 Leave of Absence*.
- J. University policy *4.03.02 Tuition and Fee Refunds* remains in effect and does not provide any financial accommodation for late course withdrawals.
- K. No grades can be changed to a “W” for any previous terms.

VI. Appealing a Denied Late Course Withdrawal

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

VII. National Emergency Accommodations for All Learners

- A. The U.S. Department of Education directs schools to provide educational and financial accommodations to learners affected by national emergencies, both at the time of the event and upon reintegration. Capella University is committed to providing appropriate educational and financial accommodations to learners impacted by a national emergency.
- B. Learners impacted by national emergencies are encouraged to contact Capella University as soon as possible. Learners may be given the option of withdrawing from their courses, resulting in a grade of Withdrawn (“W”) for each course, or requesting an Incomplete (“I”) grade for any GuidedPath course in which they were registered. FlexPath learners may be eligible for an “I” grade in first course only. Learners who request an “I” grade must get approval from their course faculty and be able to complete the required assignments independently, outside of the courseroom.

VIII. Additional GuidedPath Course Registration Procedures

- A. Course Load
 - 1. Learners may not register for more than three concurrent courses.
 - 2. Non-credit-bearing residency registration will not be included in a learner’s course load.
- B. Course Repeat Financial Aid Implications
 - 1. For learners in programs in the GuidedPath format, financial aid may be used to cover the cost of the first repeat of a course for which the learner received either a passing or failing grade. Learners approved to repeat a course beyond this may not use financial aid to cover the cost of the additional course repeats.
 - 2. Repeat course credits ineligible for financial aid are not included in course load calculations for financial aid purposes.
- C. Enrollment Status Based on Course Registration
 - 1. Undergraduate Learners
 - a. Undergraduate learners registered for 12 or more credits of Capella courses each quarter are considered to be enrolled on a full-time basis.
 - b. Undergraduate learners registered for six or more but fewer than 12 credits of Capella courses each quarter are considered to be enrolled on a half-time basis.

2. Graduate Learners
 - a. Graduate learners registered in six or more credits of Capella courses each quarter are considered to be enrolled on a full-time basis.
 - b. Graduate learners registered in three or more but fewer than six credits of Capella courses each quarter are considered to be enrolled on a half-time basis.
 - c. Doctoral learners registered in comprehensive examination and dissertation courses or doctoral capstone courses are certified as full time.
- D. Late Course Registration
 1. Learners must request and receive permission from the appropriate school to register for a course between the end of open course registration and the eighth calendar day of the course.
 2. Late Course Registration Process
 - a. Learners may request permission to register for a course between the end of open course registration and the eighth calendar day of the course by contacting Academic Advising.
 - b. The request is reviewed by the Admissions & Records Operations department and the school in which the learner requests the late course registration.
 - c. If approved, Capella registers the learner for the course, and the learner receives a course registration confirmation via email.
- E. GuidedPath Course Participation
 1. Initial Course Participation
 - a. Learners who submit and complete grade-eligible or other engagement activities as defined in the courseroom before the end of course census day have satisfied the requirement for initial course participation.
 - b. Learners who have satisfied the requirement for initial course participation agree to pay the applicable course tuition.
 - c. Learners who have satisfied the requirement for initial course participation but who wish to drop or withdraw from the course may initiate a request pursuant to section IV of this policy. Learners who have satisfied the requirement for initial course participation and who drop or withdraw from the course will be held to the refund schedule described in university policy *4.03.02 Tuition and Fee Refunds*.
 - d. Learners who do not satisfy the requirement for initial course participation will be dropped from the course.
 - e. A course drop due to failing to meet the requirement for initial course participation is not noted on the learner's transcript and does not affect the learner's grade point average (GPA).
 - f. Learners who are dropped from a course for failing to satisfy the requirement for initial course participation will be refunded 100 percent of the course tuition.
 - g. Learners who request a course drop or withdrawal as described in section IV of this policy and who have not satisfied the requirement for initial course participation will be refunded 100 percent of the course tuition.
 - h. Learners registered in non-credit-bearing residencies, practica, internships or laboratory, dissertation, or doctoral capstone courses will not be dropped from their course(s) for failing to satisfy the requirement for initial course participation, but they will be subject to any financial aid award disbursement participation requirements.
 2. Ongoing Course Participation
 - a. Learners who continuously submit and complete grade-eligible or other engagement activities as defined in the courseroom are satisfying the requirement for ongoing course

participation. Learners must continuously participate in their courses to successfully complete the course.

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

IX. Additional FlexPath Course Registration Procedures

A. Auto-Registration

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

B. Course Load

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

C. Repeating Courses

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

D. Enrollment Status.

1. FlexPath learners who began their program before October 2022 and have not had a change of catalog, academic program, or billing structure effective October 2022 or later
 - a. FlexPath learners who are registered in a course or courses are considered to be enrolled on a full-time basis.
2. FlexPath learners who started their program in October 2022 or later or who had a change of catalog, academic program, or billing structure that went into effect October 2022 or later
 - a. Undergraduate learners
 - i. Learners who take courses amounting to 0.5 to 4.4 program points total per billing session are considered to be enrolled on a half-time basis.
 - ii. Learners who take courses amounting to 4.5 or more program points total per billing session are considered to be enrolled on a full-time basis.

- iii. For courses spanning multiple billing sessions, the course's program point value is generally counted toward the session in which the course began but in some cases may, at the university's discretion, be used in the subsequent session to establish financial aid eligibility.
 - b. Graduate learners
 - i. Learners who take courses amounting to 0.5 to 2.24 program points total per billing session are considered to be enrolled on a half-time basis.
 - ii. Learners who take courses amounting to 2.25 or more program points total per billing session are considered to be enrolled on a full-time basis.
 - iii. For courses spanning multiple billing sessions, the course's program point value is generally counted toward the session in which the course began but in some cases may, at the university's discretion, be used in the subsequent session to establish financial aid eligibility.
 - c. FlexPath learners receiving federal financial aid will have additional requirements to receive half-time or full-time disbursement.
- E. FlexPath Participation
- 1. FlexPath Initial Course Participation
 - a. Learners who submit their target dates before the end of course census day have satisfied the requirement for FlexPath initial course participation.
 - b. Learners who have satisfied the requirement for FlexPath initial course participation and who drop or withdraw from the course will be held to the refund schedule described in university policy *4.03.02 Tuition and Fee Refunds*.
 - c. Learners who do not satisfy the requirement for FlexPath initial course participation will be dropped from the course.
 - d. A course drop due to failing to meet the requirement for FlexPath initial course participation is not noted on the learner's transcript.
 - 2. FlexPath Engagement
 - a. Learners who regularly submit and complete FlexPath engagement activities are satisfying the requirement for FlexPath engagement. Learners must regularly satisfy engagement requirements to successfully complete a FlexPath course.
 - b. Learners who do not complete FlexPath engagement activities for 14 or more consecutive days are not satisfying the requirement for FlexPath engagement and will be notified.
 - c. Learners who do not engage for 21 or more consecutive days may be contacted by academic advising.
 - d. Learners who do not resume engagement in their FlexPath course within 28 days will be withdrawn administratively from the course and may be responsible for tuition and fees as described in university policy *4.03.02 Tuition and Fee Refunds*.
 - e. Learners who are withdrawn administratively from a course for failing to meet the FlexPath engagement requirement will receive a competency evaluation of "Non-Performance" for the course. The competency evaluation will be noted on the learner's transcript.
- F. Course Extension Requests
- 1. Request process
 - To request a course extension, learners must complete and submit the FlexPath Course Extension Request form located in the University forms section of Campus. The request will be reviewed and a decision will be communicated.

2. Eligibility
 - a. Learners must have submitted their first attempt for at least one assessment.
 - b. Learners who have already met the minimum performance requirements to pass the course are not eligible for a course extension.
 - c. Learners are eligible for only one extension per course attempt.
3. Deadlines
 - a. Requests must be submitted at least two business days prior to the course end date.
 - b. If approved, the extension will allow the learner an additional 6 weeks (42 calendar days) to complete the course. Additional time beyond the 6 weeks cannot be approved.
4. Failure to complete course

If the course is not completed by 11:59 p.m. Central Time on the new course end date, the course will be locked from any further assessment submissions. All assessments submitted by the new course end date will be evaluated, and the course will close with the competency evaluations earned at that time.

POLICY OWNERS

Academic Owner: Provost

Operations Owner: Admissions & Records Operations

RELATED DOCUMENTS

University policy 2.02.07 Changing Academic Program

University policy 2.02.08 Leave of Absence

University policy 4.03.01 Tuition and Fees

University policy 4.03.02 Tuition and Fee Refunds

Late Course Registration form—Campus

REVISION HISTORY

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University Policy 3.01.01

Academic Integrity and Honesty

Policy Revision Approval Date: March 3, 2023

Policy Revision Effective Date: April 1, 2023

Procedure Approval Date: March 20, 2023

Procedure Effective Date: April 1, 2023

POLICY STATEMENT

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

Learners are expected to be the sole authors of their work and to acknowledge the authorship of others' work through proper citation and reference. Collaboration in the preparation or completion of academic work is prohibited unless explicitly permitted by the course faculty. Where such collaboration is permitted by the course faculty, learners must acknowledge any collaboration and its extent in all submitted academic work.

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

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

RATIONALE

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

DEFINITIONS

Academic Dishonesty

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

Plagiarism

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

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

Sanction

A sanction is a disciplinary consequence that may be issued by a university official due to a learner committing an act of academic dishonesty. Sanctions for violation of this policy may include, but are not limited to, non-acceptance of submitted coursework, failing grade on an assignment, lower grade in a course, failing grade in a course, written warning, suspension from the university or any university courseroom, removal from the program, administrative withdrawal or dismissal from the university, or cancellation of previously awarded course credits or credentials. Cancellation of previously conferred credentials requires review and action by the Capella University Board of Trustees.

PROCEDURES

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

- II. Application to Doctoral Learners
 - A. This policy and procedure applies to all allegations of academic dishonesty involving doctoral learners and dissertation or doctoral capstones prior to receipt of Institutional Review Board (IRB) approval or a “Not Human Subject Research Determination Letter” from the Capella University IRB.
 - B. All allegations of academic dishonesty involving a dissertation or doctoral capstone after receipt of IRB approval or a “Not Human Subject Research Determination Letter” will be processed according to the provisions in university policy *3.03.06 Research Misconduct*.

- III. Reporting Allegations of Academic Dishonesty
 - A. Anyone may report an allegation of academic dishonesty.
 - B. Allegations may be reported to any university official, who will ensure that the university official responsible for supervising the course or activity during which the allegation occurred is notified in writing.
 - C. A record of any sanction issued under this policy will become part of the learner’s official academic record.

- IV. Direct University Official Issued Sanctions
 - A. The university official directly associated with the course or activity during which the alleged academic dishonesty occurred may evaluate the alleged violation of this policy and issue sanctions under this section. In such instances, the university official directly associated with the course or activity will notify the learner of the alleged academic dishonesty in writing, and the learner will be given the opportunity to explain or refute the allegation.

- B. Where the university official determines that the allegation accurately identified an act of academic dishonesty, the university official may in their discretion issue a remedial learning opportunity or other sanction.
 - 1. Remedial Learning Opportunities
The university official may offer the learner an opportunity to demonstrate academic integrity, conduct teaching/learning experiences to improve academic integrity competencies and skills, and/or other remedial action. Such remedial learning opportunities, when issued in isolation, are generally reserved for minor and isolated instances of plagiarism arising from an apparent failure to appropriately cite a source that is otherwise appropriately utilized in academic work.
 - 2. Other Sanction
The university official may issue another sanction appropriate to the course or activity.
- C. Learners may appeal any decision under this section pursuant to section V. Such appeals must be submitted within 10 calendar days after notification of the decision for which the learner is making the appeal. The appeal request must include a request for review of the allegation and must provide evidence that a violation of this policy did not occur or that administered sanctions were inappropriate.

V. Review by Independent Review Panel

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

corrective/disciplinary action to be taken. The decision of the Capella University Board of Trustees is final.

J. The panel's decision may be appealed pursuant to section VII.

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

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

VII. Appeal Process

- A. A written appeal request must be submitted to the president's designee via email or a web form included in the decision letter within 10 calendar days of notification of the provost's designee or independent review panel's decision being sent.
- B. Upon receipt of the appeal request, the president's designee will acknowledge the request and inform all involved parties that an appeal has been initiated.
- C. Submissions of Evidence and Meeting
 1. Appeals under Section V Review by Independent Review Panel
Learners appealing the decision of an independent review panel (section V) shall not have an option to present their position to the panel via remote meeting or call. New evidence submitted by the appealing learner will only be considered to the extent such evidence did not exist or could not reasonably have been obtained by the learner at the time of learner's deadline for submission to the IRP.
 2. Appeals under Section VI University Provost Review for Academic Work or Submission by Third Party
Learners appealing the decision of the provost's designee (section VI) shall have the opportunity to submit any written argument and/or evidence in support of their appeal and shall have the opportunity to present their position to the president's designee via remote meeting or call.

- D. Except as provided above, the president's designee will review all prior evidence, records, and decisions or recommendation by university officials and/or an IRP associated with the academic dishonesty allegation.
- E. Following review, the president's designee will issue a decision and report it to all involved individuals. The decision may uphold the prior decision, reverse the prior decision, or alter the prior decision.
- F. The decision of the president's designee is final, with the exception of a sanction for revocation of a previously conferred credential, which decision shall be final upon Board of Trustees determination.
- G. Matters that have been reviewed and have received a final decision under this policy are not eligible for further review under another policy.

VIII. Academic Dishonesty Sanctions

- A. A single instance of academic dishonesty may result in severe sanctions, depending on the offense. Multiple instances of academic dishonesty may result in more severe sanctions.
- B. A failing course grade sanction can be issued during or after a learner's participation in a course. A learner who receives a failing grade as a sanction for a course is prohibited from dropping or withdrawing from that course.
- C. By direction of the provost or president, where a learner is alleged to have committed a violation of this policy deemed egregious by university leadership, the university may immediately suspend such learner's access to Capella courserooms and systems pending investigation and resolution of the alleged violation of this policy. This includes the university withholding transcripts while the investigation or any appeal process is pending.

IX. Recording a Final Decision

A record of any final decision and all related materials will become part of the learner's official academic record and, upon request or where otherwise deemed appropriate and allowable in the university's discretion, will be made available to Capella boards and appropriate regulatory bodies.

X. Copyright

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

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

POLICY OWNERS

Academic Owner: Provost

Operations Owner: Office of Academic Community Standards

RELATED DOCUMENTS

University policy 1.01.05 Policy Exceptions

University policy 2.02.10 Separation from the University

University policy 3.03.02 Publication of Dissertations and Doctoral Capstones

University policy 3.03.06 Research Misconduct

University policy 4.02.02 Learner Code of Conduct

University policy 4.02.03 Learner Grievance

REVISION HISTORY

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University Policy 3.01.04

Academic Standing

Policy Approval Date: May 10, 2010

Policy Effective Date: July 1, 2010

Procedure Approval Date: February 19, 2024

Procedure Effective Date: July 1, 2024

POLICY STATEMENT

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

Requirements

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

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

Cumulative GPA is calculated separately for undergraduate and graduate coursework.

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

RATIONALE

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

DEFINITIONS

Academic Program

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

Administrative Withdrawal

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

Dean's Designee

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

Dismissal

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

President's Designee

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

Program-Specific Requirements

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

Readmission

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

Suspension

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

PROCEDURES

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

- II. Program-Specific Requirements for Learners in GuidedPath or FlexPath Programs
 - A. Program-specific requirements include professional standards requirements and other requirements unique to individual programs, and are listed in the *University Catalog* and program-specific manual, if applicable.
 - B. Assessing Academic Standing and Program-Specific Requirements
 1. Academic standing is assessed at the end of each academic term.
 2. Academic standing is first assessed after the first full term of academic activity.
 3. Learners must meet the established criteria for each requirement.
 4. Learners who do not meet the established criteria for each requirement are no longer considered to be in good academic standing and may not be able to continue their program until they successfully complete each requirement.
 5. Learners who do not meet the established criteria for each requirement on their first attempt are given a second opportunity to successfully complete the requirements.
 6. Learners who do not meet the established criteria for each requirement after a second attempt may be administratively withdrawn from their program.
 7. Learners receive an email notification when they fail to complete their program-specific requirements on their first attempt. Learners receive an email notification of administrative withdrawal status when they fail to complete their program-specific requirements on their

second attempt. However, it is the learner's responsibility to know these standards, and failure to receive the notification does not nullify the learner's academic status.

8. Learners' current academic status remains on their official record until there is academic activity for evaluation.
 9. Learners return to the university at the same academic status as when they departed.
 10. Doctoral-level learners who have been administratively withdrawn from the university as a result of failing to meet program-specific requirements are not eligible for readmission to that program or for admission to any doctoral program at Capella University.
 11. Learners may appeal an administrative withdrawal decision pursuant to section II.E of this policy.
- C. Assessing Academic Standing and Professional Standards Requirements
1. Academic standing is assessed on an ongoing basis throughout the course of the learner's program.
 2. Learners must meet the established criteria for their program's professional standards requirements at all times.
- D. Review of Suspected Failure to Meet Program Professional Standards Requirements
1. Learners who are alleged to have failed to meet the established criteria for their program's professional standards requirements are sent notification of the allegation and provided the opportunity to refute or resolve the allegation. While review of the allegation is pending, the following may be restricted: access to courseroom(s) and course registration or modifications, participation in residencies or internships, and/or access to other Capella activities and resources.
 2. The matter will be referred to the School Designee. In the event an allegation of failing to meet the established criteria for professional standards requirements also involves an alleged violation of another university policy, the School Designee will review. Those allegations will be reviewed together with the professional standards review.
 3. The School Designee will provide the opportunity for all involved parties to state their respective case in writing.
 4. The School Designee will issue a decision, which may include a decision on any sanction deemed appropriate by the School Designee, which may include but is not limited to a reflection paper, remedial activity, course withdrawal, course retake, or administrative withdrawal. The School Designee may in their discretion refer the matter for further deliberation by a Faculty Review Panel. A record of the School Designee's decision and sanction will become part of the learner's official academic record.
 5. The School Designee will report their decision to the learner as soon as practicable. A record of the School Designee's decision and sanction will become part of the learner's official academic record.
 6. If referred to a Faculty Review Panel, the panel will provide the opportunity to hear from all involved parties and for each party to state their respective case in writing. Upon request, either party will be provided the opportunity to conference.
 7. The panel will determine the appropriate sanction, which may include but is not limited to a reflection paper, remedial activity, course withdrawal, course retake, or administrative withdrawal.
 8. The panel designee will report the panel's decision to the learner as soon as practicable. A record of the panel's decision and sanction will become part of the learner's official academic record.

9. Learners who are determined to have failed to meet established criteria for their program's professional standards requirements are no longer considered to be in good academic standing and may be administratively withdrawn from the university.

E. Administrative Withdrawal Appeals

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

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

- A. Undergraduate learners are required to maintain a cumulative GPA of 2.0 or higher. Graduate learners are required to maintain a cumulative GPA of 3.0 or higher.
- B. Grades Impacting Academic Standing
 - V. No Grade ("NG"), Withdrawal ("W"), Incomplete ("I"), In Progress ("IP"), Satisfactory ("S"), and Not Satisfactory ("NS") grades are included in the course completion ratio but do not impact the learner's cumulative GPA.
- C. Repeated Courses

When a learner retakes a course, the initial attempt will be removed from the GPA calculation upon completion of the repeated course. The repeat, as well as any subsequent attempts, will all factor into the learner's GPA. Each attempt will be used in evaluating the course completion ratio. Refer to university policies *2.01.02 Maximum Time to Degree Completion*, *2.02.02 Course Registration*, *3.01.05 Financial Aid Satisfactory Academic Progress*, *3.04.07 Grading*, and *3.04.08 Incomplete Grades* for more information.
- D. Graduate-Level Credit and Cumulative GPA
 1. Graduate-level credit completed as part of the requirements for an undergraduate degree program will be included in the learner's undergraduate cumulative GPA.
 2. Graduate-level credit completed as part of the requirements for an undergraduate degree program and subsequently applied to a graduate degree program will not be included in the learner's graduate cumulative GPA.
- E. Measuring Academic Standing for GPA
 1. Academic standing is measured at the end of each academic quarter.
 2. Academic standing is first measured after the first full quarter of academic activity.

Examples:

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

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

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

F. Probation Due to GPA

1. Criteria/Notification

- a. Learners are placed on probation status when they fail to meet the minimum cumulative GPA requirement for their undergraduate or graduate coursework.
- b. Learners receive an email notification when they have been placed on probation stages one, two, three, four, or five. A record of the notification will become part of the learner's official academic record.
- c. Probation status cannot be appealed.

2. Probation—stages one and two

- a. Learners placed on probation stages one or two will be directed to tools to use in developing a plan for their return to good academic standing and future academic success.
- b. Learners placed on probation stages one or two are encouraged to work with Academic Advising in developing their plan to return to good academic standing and future academic success.

3. Probation—stage three

- a. Learners placed on probation stage three will have future course registrations cancelled and a registration hold placed on their record.
- b. Learners placed on probation stage three must work with Academic Advising in developing a Learner Support Plan (LSP) for their return to good academic standing and future academic success.
 - i. Learners must complete and submit the LSP to Academic Advising.
- c. Learners placed on probation stage three will be required to have an Academic Advising-approved LSP before they are permitted to register for any future courses.

4. Academic standing and LSP extensions

- a. In some circumstances, learners may be granted an LSP extension beyond probation stage three to return to good academic standing.
- b. LSP extension criteria
 - i. Learners must show quarterly GPA improvement.
 - ii. Learners must meet the following minimum cumulative quarterly GPA standards:
 - 1) 2.0 cumulative quarterly GPA for undergraduate learners
 - 2) 3.0 cumulative quarterly GPA for graduate learners

- c. Learners must meet both criteria to be granted an LSP extension.
- 5. Reinstatement to good academic standing
 - a. Learners placed on probation status are removed from probation when their GPA meets the requirement for their undergraduate or graduate coursework.
 - b. Learners receive an email notification when they have been removed from probation status.
 - c. A record of the notification will become part of the learner's official academic record.

G. Dismissal

1. Criteria/Notification

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

2. Dismissal appeal

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

H. Dismissal Appeals

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

IV. FlexPath Academic Standing Requirements

- A. Learners who are enrolled in a FlexPath option are required to successfully complete every competency.
- B. Assessing Academic Standing for FlexPath learners who began their program before October 2022 and have not had a change of catalog, academic program, or billing structure effective October 2022 or later
 1. Academic standing is assessed at the end of each FlexPath course.
 2. FlexPath learners must meet the minimum performance level for the course level:
 - a. Learners whose performance is below "Basic" on one or more competencies in an undergraduate-level course will have failed to meet minimum requirements for good academic standing for that course.

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

6. The president's designee (and a dean's designee in cases involving professional standards requirements) reviews the appeal, makes a determination, and emails the learner to notify him or her of the decision.
7. The decision of the president's designee or dean's designee is final. Matters that have been reviewed and have received a final decision under this policy are not eligible for further review under another policy.

E. Repeating Courses

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

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

VI.

VII. Recording Academic Standing

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

POLICY OWNER

Academic Owner: Provost

Operations Owner: Academic Advising

RELATED DOCUMENTS

University policy 2.02.02 Course Registration

University policy 2.02.07 Changing Academic Program

University policy 3.01.05 Financial Aid Satisfactory Academic Progress

University policy 3.04.01 Academic Readiness

University policy 3.04.07 Grading

University policy 3.04.08 Incomplete Grades

REVISION HISTORY

Original Policy Approval Date: May 18, 2007

Effective Date: January 1, 2008

Revision Dates: 6-4-10; 4-28-10; 9-1-10; 6-6-13; 8-28-2013; 7-28-14; 10-31-14; 8-11-16; 10-18-17; 1-10-18; 7-8-20; 4-1-21; 9-1-21; 7-11-22; 7-1-24

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

Content previously contained in university policy 02.60 Satisfactory Academic Progress

University Policy 3.01.09

Degree and Certificate Conferral

Policy Approval Date: September 8, 2023

Policy Effective Date: October 1, 2023

Procedure Approval Date: June 26, 2023

Procedure Effective Date: July 1, 2023

POLICY STATEMENT

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

RATIONALE

Capella University requires all Capella graduates to have completed the requirements for their conferred degree or certificate. This policy ensures the integrity of degrees and certificates conferred by Capella University.

DEFINITIONS

Academic Program

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

Commencement

Commencement is a voluntary ceremony that recognizes the conferral of a learner's degree.

Conferral

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

Conferral Date

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

Credit Residence Requirement

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

Graduation

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

University Catalog

Capella's *University Catalog* is the official record of requirements for the university's academic offerings. Learners are assigned their initial catalog of record upon their admission to Capella University. Learners who begin their academic programs in the winter or spring quarters are assigned to the January catalog

and the April addendum, and learners who begin their academic programs in summer or fall quarters are assigned to the July catalog and the October addendum.

PROCEDURES

- I. Degree and Certificate Conferral Requirements for All Learners
 - A. Learners must complete all degree or certificate program requirements, including coursework, residencies, practica, internships, and any other components such as cumulative grade point average (GPA) and credit totals as described in their *University Catalog* of record.
 1. A single course may satisfy multiple requirements within a degree program, but the credits from that course may only be applied once toward the total credits needed for the degree.
 - a. Undergraduate general education requirements may fulfill either core or specialization requirements when the course is applicable to both categories.
 - b. A single course may not fulfill both a core and a specialization requirement in any program.
 2. Learners should refer to university policies *2.02.07 Changing Academic Program* and *4.01.04 University Catalog* for information about catalog and catalog changes.
 3. Learners are encouraged to contact Academic Advising should they have questions about their current catalog requirements.
 - B. Learners must also meet the minimum university credit residence requirements for their degree or certificate level. Any credits above the university minimum may be fulfilled by transfer and/or credit for prior learning (CPL).

Minimum University Credit Residence Requirements by Degree Level

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

Master's	33 quarter credits of total required credits. CPL may account for up to eight credits of this minimum residence requirement.	<p>Minimum quarter credits includes courses that cannot be fulfilled by transfer as stated in the course descriptions in Capella's <i>University Catalog</i>.</p> <p>Learners enrolled in master's degree programs in the FlexPath format must complete a minimum of 16.5 program points at Capella University.</p> <p>Learners enrolled in the Master of Education in Teaching and Learning degree program must complete a minimum of 26 quarter credits at Capella University.</p> <p>Learners enrolled in the Master of Education in Teaching and Learning FlexPath option must complete a minimum of 13 program points at Capella University.</p>
Education Specialist	36 quarter credits of total required credits.	<p>Minimum quarter credits includes courses that cannot be fulfilled by transfer as stated in the course descriptions in Capella's <i>University Catalog</i>.</p>
Professional Doctorate	52 quarter credits of total required credits.	<p>Minimum quarter credits includes courses that cannot be fulfilled by transfer as stated in the course descriptions in Capella's <i>University Catalog</i>.</p> <p>Learners enrolled in professional doctorate degree programs in the FlexPath format must complete a minimum of 26 program points at Capella University.</p>
PhD	60 quarter credits of total required credits.	<p>Minimum quarter credits includes courses that cannot be fulfilled by transfer as stated in the course descriptions in Capella's <i>University Catalog</i>.</p>
Graduate Certificate	4 quarter credits or at least 25% of total required credits, whichever is greater.	<p>Only full courses will be accepted toward the 25% minimum.</p> <p>Minimum quarter credits includes courses that cannot be fulfilled by transfer as stated in the course descriptions in Capella's <i>University Catalog</i>.</p>

* Individual academic programs may have additional/greater credit [residence requirements](#).

- C. To qualify for conferral in their degree or certificate program, learners must complete the following requirements.
1. Apply to each degree or certificate program and be admitted to that program.

2. Register for and complete a minimum of one Capella University course that will be applied to their academic program requirements after admission, change of academic program, change of catalog, or change of delivery method, GuidedPath or FlexPath.
3. Complete all credit for prior learning and transfer or ACE-recommended coursework prior to the start of their final course, which must be taken at Capella.

II. Degree and Certificate Conferral Process for All Learners

- A. Upon completion of the last program requirement, the Admissions & Records Operations department will conduct a degree audit of the learner's record.
- B. Upon confirmation that all degree or certificate program requirements have been met, the learner will be conferred their degree or certificate and will be notified of the conferral.
- C. Degrees and certificates are conferred on the last day of the month in which it is confirmed that the degree or certificate program requirements were met.
- D. Changes, including grade point average (GPA), quarter credit totals, or specializations, cannot be made to conferred degrees.

III. Commencement for All Learners

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

IV. Capella University Diplomas

- A. Capella University diplomas will identify a learner by the individual's official learner name of record, unless the learner requests otherwise and the request is approved. To request that an alternate name appear on a Capella University diploma, a learner must contact Admissions & Records Operations. Such requests will be reviewed and approved or denied on a case-by-case basis.
- B. Learners are granted one official diploma. Duplicate diplomas are available for a fee.

V. Capella University Transcripts

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

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

POLICY OWNERS

Academic Owner: Registrar

Operations Owner: Admissions & Records Operations

RELATED DOCUMENTS

University policy 2.01.01 Admission

University policy 2.01.02 Maximum Time to Degree Completion

University policy 2.02.07 Changing Academic Program

University policy 3.01.03 Academic Recognition

University policy 3.01.08 Academic Degree and Certificate Requirements

University policy 3.04.04 Application of Capella Credits

University policy 3.04.05 Attendance at Residencies

University policy 3.04.11 Transfer Credit and Credit for Prior Learning

University policy 4.01.04 University Catalog

University policy 4.01.06 Official Learner Name of Record

University policy 4.03.01 Tuition and Fees

University Catalog

[*Dissertation Manual*](#)

Campus commencement pages

REVISION HISTORY

Original Policy Approval Date: May 22, 2009

Revision Dates: 11-11-09; 7-1-11; 7-1-12; 10-8-12; 11-21-12; 8-21-13; 12-21-13; 5-8-15; 4-28-16; 8-11-16; 11-1-16; 12-20-16; 6-6-17; 11-16-17; 3-14-19; 3-31-20; 11-2-21; 6-26-23; 9-8-23

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

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

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

RATIONALE

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

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

DEFINITIONSAdministrative Withdrawal

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

Concurrent Course

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

First Course

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

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

At the time of admission, enrollment counselors register learners for their required first course and discuss with them the importance of its successful completion.

II. Successful Completion of First Course for All Learners

A. Undergraduate learners must receive a passing grade, or passing FlexPath competency evaluations, in first course, which requires successful completion of the writing and logical reasoning assessments.

- B. Learners who successfully complete first course may register for the next course(s) of their programs.

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

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

IV. Second First Course Attempt for GuidedPath Learners

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

- G. Learners who fail first course on their second attempt will be administratively withdrawn from the university.
- H. Undergraduate learners withdrawn from the university as a result of failing their second attempt at first course are not eligible for admission into any undergraduate degree or certificate program.
- I. Learners may appeal an administrative withdrawal pursuant to section VI.

V. Second First Course Attempt for FlexPath Learners

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

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

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

POLICY OWNERS

Academic Owner: Deans

Operations Owner: Academic Advising

RELATED DOCUMENTS

University policy 2.01.01 Admission

University policy 2.02.02 Course Registration

University policy 2.02.10 Separation from the University

University policy 3.01.04 Academic Standing

University policy 3.01.05 Financial Aid Satisfactory Academic Progress

University policy 3.04.08 Incomplete Grades

REVISION HISTORY

Original Policy Approval Date: January 1, 2006

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

Administrative edits as result of ongoing review: 11-17-09; 2-22-10; 7-29-13; 2-10-14; 12-14-16; 7-26-17; 4-1-18; 1-13-22; 7-1-23; 1-1-25

Formerly university policy 02.055 Academic Readiness

University Policy 3.04.07**Grading****Policy Revision Approval Date: December 19, 2006****Policy Revision Effective Date: April 1, 2007****Procedure Approval Date: July 8, 2020****Procedure Effective Date: September 1, 2020****POLICY STATEMENT**

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

RATIONALE

Capella University demonstrates its commitment to ethical, fair, and unbiased evaluation of learning by defining program learning in terms of course competencies and program learning outcomes.

Additionally, Capella University supports learner success by providing feedback on competency demonstrations throughout courses and programs. As such, Capella University uses a criterion-referenced grading scheme in which all grading criteria are aligned to specific course competency demonstrations.

DEFINITIONSCompetency

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

Course Grade

In the context of this policy, "course grade" may encompass both traditional letter grades assigned in the GuidedPath format and course competency ratings assigned in the FlexPath format that appear on the learner's transcript.

PROCEDURES**I. Matters Affecting Demonstration of Competencies for All Learners**

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

- A. Learners are expected to submit all assignments through the courseroom as instructed.
- B. Faculty are responsible for determining which matters affect demonstration of published competencies.
- C. Matters that affect demonstration of published competencies can be factored into the grade only to the extent that those matters inhibit or interfere with the demonstration of published competencies.

D. Matters that affect demonstration of published competencies include but are not limited to the following:

1. Deadlines
2. Spelling
3. Grammar
4. Style

E. Signature Assignments

Signature assignments, found in select doctoral courses, both fulfill competencies and affect the demonstration of other competencies specific to the completion of the doctoral capstone or dissertation. These assignments must be successfully completed for the learner to successfully complete the course. Failure on a signature assignment will result in failure of the course.

II. Letter Grades for Courses in Programs in the GuidedPath Format

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

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

deadline, the learner will receive a failing grade for the course. A grade of “I” may also be granted in cases of military leave of absence and national emergency leave of absence.

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

- **A grade of “PC” (Petition for Credit)** is assigned when a learner earns credit for prior learning assessment for competencies gained through previous work or educational experience. A grade of “PC” does not earn quality points and is not included in the learner’s GPA. It counts toward attempted credits and earned credits.
- **A grade of “CC” (Credential Credit)** is assigned for credit for prior learning awarded for select, externally recognized credentials as assessed by faculty. An externally recognized credential reflects learning and competencies gained by previous work or educational experience that has been evaluated by a Capella faculty subject matter expert. A grade of “CC” does not earn quality points and is not included in the learner’s GPA. It counts toward attempted and earned credits.
- **A grade of “T” (Transfer)** is assigned for courses that are taken at another institution and are accepted for credit at Capella University. A grade of “T” does not earn quality points and is not included in the learner’s GPA. It does not count toward attempted credits or earned credits and only affects the earned credits on the transcript.
- **A grade of “NR” (No Grade Report Received)** is assigned for courses for which Capella University has not received a grade report from the course faculty. A grade of “NR” does not earn quality points and is not included in the learner’s GPA. It counts toward attempted credits but not earned credits.

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

III. Course Values Summary for Programs in the GuidedPath Format

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

I		Y	N	N	F
S		Y	Y	N	
NS		Y	N	N	
IS		Y	N	N	NS
IP		Y	N	N	
R		Y	Y	N	
NG		Y	N	N	
W		Y	N	N	
MW		N	N	N	
PC		Y	Y	N	
CC		Y	Y	N	
T		N	N	N	
NR		Y	N	N	

IV. Requesting Satisfactory/Not Satisfactory (“S”/“NS”) Grading for Courses in Programs in a Credit-Based (GuidedPath) Format

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

V. Final Grade Submission for Programs in the GuidedPath Format

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

VI. Course Evaluation for Programs in the FlexPath Format

- A. Learners enrolled in programs in the FlexPath format receive competency evaluations in lieu of traditional letter grades. Competency evaluation performance is reflected on the learner’s official transcript.
- B. FlexPath learners may request a transcript which translates their evaluation into traditional letter grades and quarter credits.
- C. FlexPath Course Evaluation Process
 1. To complete a course prior to the course end date, all assessments must be completed and evaluated by the faculty.
 2. After all assessments are evaluated, the learner must check the box stating they have completed all assessments and click the “Complete this Course” button in order to receive a final course evaluation.
 3. When the course end date has been reached, all assessments will be evaluated and calculated into the final evaluation of the course as of 11:59 p.m. Central Time. Final evaluations are posted within five business days after completion of the course.
 4. Final course evaluations may not be revised after the course is closed
- D. Course Evaluations and Change of Program Requests
Learners requesting a change to their academic program must complete any active course(s) by clicking the “Complete this Course” button before the change is processed to ensure the course(s) is completed and evaluated before moving into the new program. The change process is described in university policy *2.02.07 Changing Academic Program*.
- E. All course evaluations are final after two calendar years.

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- VII. Course Values Summary for Programs in the FlexPath Format

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

POLICY OWNERS

Academic Owner: Deans

Operations Owner: Admissions & Records Operations

RELATED DOCUMENTS

University policy 3.01.01 Academic Integrity and Honesty
University policy 3.01.04 Academic Standing
University policy 3.01.05 Financial Aid Satisfactory Academic Progress
University policy 3.04.01 Academic Readiness
University policy 3.04.06 Access to Learning Resources
University policy 3.04.08 Incomplete Grades
University policy 3.04.09 Appealing a Grade
University policy 3.04.11 Transfer Credit and Credit for Prior Learning
University policy 4.02.01 Learner Disability Accommodations
University policy 4.02.04 Discrimination, Harassment, and Assault

REVISION HISTORY

Original Policy Approval Date: March 15, 2004

Revision Dates: 5-24-05; 9-11-07; 7-9-08; 6-21-12; 10-8-12; 11-8-12; 6-6-13; 10-31-13; 3-23-14; 8-11-16; 10-31-17; 10-15-18; 8-30-19; 7-8-20

Administrative edits as result of ongoing review: 5-1-09; 7-11-09; 4-20-10; 4-17-12; 11-22-13; 4-1-18; 3-26-21; 2-14-22; 7-1-23; 7-1-24; 1-1-25

University Policy 3.04.11

Transfer Credit and Credit for Prior Learning

Policy Approval Date: March 11, 2011

Policy Effective Date: July 1, 2011

Procedure Approval Date: October 24, 2022

Procedure Effective Date: November 1, 2022

POLICY STATEMENT

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

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

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

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

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

RATIONALE

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

DEFINITIONS

Competencies

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

Credit for Prior Learning (CPL)

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

PROCEDURES

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

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

- iv. Each course meets the criteria for transfer as articulated in this policy.
- b. Applicants who do not meet all of these criteria will receive a course-by-course transfer credit evaluation to determine credit that will fulfill their general education requirements, and may be required to complete additional general education coursework.

I. Graduate Learners

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

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

II. International Transfer Credit for All Learners

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

III. Transfer Credit Evaluation Process for All Learners

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

I.

IV. Appeal of Transfer Credit Evaluation for All Learners

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

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

B. The decision of the ARO department is final.

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

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

VI. External Learning Assessments for All Learners

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

1. Advanced Placement (AP) examinations
 - II. Transfer credit is awarded for the successful completion of AP examinations as outlined by the American Council on Education (ACE) recommendations. When applicable, these credits are counted toward the completion of general education requirements and/or electives. If there is no ACE recommendation for the examination, scores of 3 or higher will be awarded six quarter credits.
2. International Baccalaureate (IB) examinations

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

Transfer credit is awarded for the successful completion of CLEP examinations as outlined by ACE recommendations.
4. DANTES Subject Standardized Tests (DSST)

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

B. ACE-recommended credits

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

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

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

VIII. Additional Considerations for FlexPath Learners

- A. All transfer and prior learning credits must be completed prior to starting any program in the FlexPath format. Any professional certification or external courses taken concurrently with enrollment in a program in the FlexPath format cannot be recognized in the Capella degree program.
- B. FlexPath Transfer Credit Considerations
 1. FlexPath learners are only eligible to have courses evaluated and receive transfer credit within 12 weeks of starting their first FlexPath course.
 2. FlexPath learners requesting to apply transfer courses will have courses evaluated against the credit-bearing versions of the program and applied to the degree requirements as appropriate.
- C. FlexPath Credit for Prior Learning (CPL) Considerations

1. FlexPath learners are only eligible to submit certifications for CPL within 12 weeks of starting their first FlexPath course.
2. Learners may not gain credit by petition for FlexPath courses.

POLICY OWNERS

Academic Owner: Registrar

Operations Owner: Admissions & Records Operations

RELATED DOCUMENTS

University policy 2.01.01 Admission

REVISION HISTORY

Original Policy Approval Date: March 11, 2011

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

Administrative edits as result of ongoing review: 4-1-12; 4-24-13; 12-8-15; 8-11-16; 3-1-17; 4-1-18; 1-1-19; 5-23-19; 7-12-19; 4-1-20; 6-30-20; 11-4-20; 3-26-21; 2-14-22; 7-1-23; 10-31-23; 7-1-24

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

University Policy 4.01.02

Retention of Learner Records and Work Products

Policy Revision Approval Date: August 25, 2017
Policy Revision Effective Date: September 1, 2017
Procedure Approval Date: August 25, 2017
Procedure Effective Date: September 1, 2017

POLICY STATEMENT

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

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

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

RATIONALE

The purpose of this policy is to clearly state Capella University's policy and procedures governing the retention of learner records and work products.

DEFINITIONS

Grading Record

A grading record is a set of materials relating to computation of grades, including but not limited to the faculty grading roster and committee scoring rubrics.

Learner Work Products

Learner work products are documents or information pertinent to a learner's work in a course, such as assignments, instructions, course-related correspondences, academic work and records.

PROCEDURES

- I. Learner Work Product Retention
 - A. Learners are strongly encouraged to retain all course-related work and faculty correspondence related to final course grades in their own electronic files.
 - B. Advanced doctoral learners are required to retain dissertation or doctoral capstone research records according to Capella University's Research Integrity Standard Operating Procedures.
 - C. Faculty keep all learner work products in Capella courserooms and systems for the duration of the course.

D. Learners have access to courserooms for the duration of their course. Learners may also access their course for up to one additional quarter after course completion.

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

POLICY OWNERS

Academic Owner: Registrar, University General Counsel

Operations Owner: Admissions & Records Operations

RELATED DOCUMENTS

3.01.09 Degree and Certificate Conferral

3.03.01 Human Research Protections

REVISION HISTORY

Original Policy Approval Date: August 2, 2004

Revision Dates: 1-11-07; 8-25-17

Administrative edits as result of ongoing review: 1-30-07; 2-22-10; 4-17-12; 4-1-18; 7-1-18; 1-1-19; 3-26-21; 7-1-23; 7-1-24

Formerly university policy 04.03 Retention of Learner Records

University Policy 4.02.02

Learner Code of Conduct

Policy Revision Approval Date: September 23, 2011

Policy Revision Effective Date: October 1, 2011

Procedure Approval Date: June 6, 2022

Procedure Effective Date: July 1, 2022

POLICY STATEMENT

Capella University learners are expected to conduct themselves in a manner guided by respect, collegiality, honesty, and ethical behavior as part of their academic development. Learner conduct that infringes on the quality of such an educational experience is not acceptable. This policy describes the types of conduct that are deemed prohibited and unacceptable. This policy also serves as Capella's tool to combat impersonation, identity theft, text mining, and/or creation of fictitious identities in an effort to secure access to federal funds.

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

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

RATIONALE

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

DEFINITIONS

Complicity

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

Dishonesty

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

Dismissal

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

Disrespect

Disrespect is harassing, threatening, or embarrassing others. Learners may not post, transmit, communicate, promote, or distribute content that is racially, religiously, or ethnically offensive or is

harmful, abusive, vulgar, sexually explicit, or otherwise offensive or discriminatory. Learners are expected to behave in an appropriate manner and treat other learners and university faculty, staff, and administrators with respect at all times.

Disruptive Conduct

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

1. Threatening or belligerent language, posturing, physical acts, or gestures
2. Vulgar or offensive language or gestures
3. Bullying or cyber-bullying
4. Disturbance of public peace
5. Lewd or indecent language or behavior
6. Inciting others to engage in disruptive conduct
7. Any violation of Capella University's website Terms of Use as published on University websites, including but not limited to the sharing of login credentials.

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

Document Forgery

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

Illegal Activity

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

Impersonation

Impersonation is assuming the identity of another.

Operations Owner

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

Prohibited Conduct

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

Sanction

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

Summary Suspension

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

Suspension

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

Text Mining

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

Theft

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

Written Warning

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

PROCEDURES

- I. Reporting and Initial Review of Suspected Prohibited Conduct

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

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

- II. Leadership Level Resolution Process

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

 - A. The operations owner will contact the learner to notify them of the alleged prohibited conduct and provide access to any relevant university policies.

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

III. Code of Conduct Review

K. Review by Independent Panel

- 1. The university convenes independent panels for three distinct purposes under this policy:
 - a. Of its own accord and without prompting from faculty or a learner, the university may elect to review reports of prohibited conduct through an independent university panel that will convene to review evidence related to the report of prohibited conduct beyond a single course; and
 - b. Upon a thorough review of the referral form by school official or university leadership, the learner's alleged prohibited conduct may be referred to the panel for further review; and
 - c. Upon a learner's appeal from a decision described in sections II.F or V.C of this policy, a university panel will convene to consider the appeal. The procedures for this appeal are described in section III.B of this policy.
- 2. Regardless of whether the panel is convened under section III.A.1.a, III.A.1.b, or III.A.1.c of this policy, the panel will do the following:
 - a. Undertake a full investigation and review of the learner's alleged prohibited conduct, which may include their history and prior conduct. In all cases, and even in the event of a proceeding under section III.A.1.c of this policy, the panel shall not be limited to the specific conduct at issue in any decision to sanction; and
 - b. Maintain the right to determine the appropriate sanction, if any. In all cases, and even in the event of a proceeding under section III.A.1.c of this policy, a panel's sanction may be more or less severe than any prior sanction assessed to the learner, at the panel's discretion.
- 3. Upon initiation of the code of conduct review described in section III.A.1.a, III.A.1.b, or III.A.1.c of this policy, the operations owner will acknowledge receipt of the request and inform all involved parties that a review by an independent panel has been initiated.
- B. Within 10 calendar days of being sent notification that a formal resolution process has been initiated, all involved parties must submit information regarding the matter to the operations owner. This information must include the following:
 - 1. The individual(s) against whom the alleged prohibited conduct is directed.
 - 2. A brief description of the alleged prohibited conduct, including the date(s), time(s), and place(s).
 - 3. Any efforts to resolve the matter during the initial resolution process.
 - 4. The corrective action that the referring party is seeking, or the learner is appealing.

- C. Following referral of the matter, the panel will convene to review the materials and issue a decision as soon as practicable.
 - 1. The panel will investigate all evidence supporting and/or refuting the alleged prohibited conduct, the learner's complete academic record, any further issues surrounding the alleged prohibited conduct, and the school or university's response.
 - 2. The panel will provide adequate opportunity to hear from all involved parties and for each party to state their respective case in writing. Upon request, involved parties will be provided the opportunity to respond to the panel.
 - 3. Upon evaluation of the evidence and hearing from all involved parties, the panel will issue a decision and deliver the resolution for implementation.
 - 4. In cases of policy violation, the panel will determine the appropriate sanction, which may include but is not limited to a written warning, suspension, or dismissal from the university.
 - 5. The panel designee will report the panel's decision to all involved parties as soon as practicable. A record of the panel's decision and sanction will become part of the learner's official academic record.
 - 6. All involved parties have the right to appeal the panel's decision, as described in section IV.

IV. Formal Appeal Process

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

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

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

V. Summary Suspension

- A. In cases of an allegation of an egregious act of prohibited conduct; or in the case of prohibited conduct that suggests a threat of danger to any Capella faculty, staff, employee, contractor, or learner; a learner may be immediately suspended through this summary suspension process if it appears that the allegation of prohibited conduct is substantiated. The Capella employee or their direct leader has the discretion to determine, consistent with this section, when summary suspension is appropriate.
- B. If a summary suspension is issued, the Capella employee or their direct leader should promptly notify the learner of their summary suspension and their right to be heard by submitting a written response via email within seven calendar days from the date said notification is issued.
- C. The Capella employee or their direct leader will complete the procedures described in section II of this policy within 10 calendar days of issuing the notification of summary suspension.
- D. The learner may submit a written request via email for extension of time beyond the seven calendar day deadline described in section V.B of this policy. These extensions will automatically be granted for up to a maximum of 30 calendar days. However, in the event the learner exercises their right to an extension, the deadline for the Capella employee or their direct leader decision described in section V.C of this policy will be extended for the same duration as the learner’s extension, with the summary suspension remaining in effect the entire time.
- E. Outcome
 - 1. In the event that the Capella employee or their direct leader determines that prohibited conduct occurred, the process continues as described in section II of this policy, with the suspension remaining in place unless a review panel or the president’s designee overturns the suspension as described in sections III and IV of this policy.
 - 2. In the event that the Capella employee or their direct leader finds no prohibited conduct the summary suspension will expire and the learner will return to their status previous to the summary suspension.
 - a. In this instance, the learner will have an opportunity to complete the missed coursework within 10 calendar days of returning to the courseroom without penalty.
 - b. If the learner was in the last two weeks of the course, they have the option of receiving an Incomplete (“I”) grade; in that case, the coursework must be completed and submitted no later than two weeks after the course ends; or
 - c. The learner may choose to withdraw from the course and retake the course without financial penalty or any penalty for reusing work previously submitted to fulfill assignments for that specific course.

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

POLICY OWNERS

Academic Owner: President

Operations Owner: Office of Academic and Community Standards

RELATED DOCUMENTS

University policy 2.02.10 Separation from the University

University policy 3.01.01 Academic Integrity and Honesty

University policy 3.03.01 Human Research Protections

University policy 3.03.06 Research Misconduct

University policy 4.02.03 Learner Grievance

University policy 4.02.04 Discrimination, Harassment, and Assault

University policy 4.02.05 Drugs and Alcohol

University policy 4.02.09 Sexual Harassment

REVISION HISTORY

Original Policy Approval Date: February 28, 2005

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

Administrative edits as result of ongoing review: 2-22-10; 4-17-12; 8-6-12; 10-18-12; 4-24-13; 11-1-16; 12-14-16; 4-1-18; 4-1-20; 3-26-21; 7-13-21; 4-25-22; 9-26-22; 7-1-23

University Policy 4.02.03**Learner Grievance****Policy Revision Approval Date: July 24, 2009****Policy Revision Effective Date: August 1, 2009****Procedure Approval Date: August 11, 2016****Procedure Effective Date: September 1, 2016****POLICY STATEMENT**

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

RATIONALE

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

DEFINITIONSFaculty

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

Grievance

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

Grievance Review Panel (GRP)

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

Learner

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

President's Designee

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

Staff

Staff members are any university employees other than faculty.

PROCEDURES

I. Policy Scope

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

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

II. Initial Resolution Process

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

III. Formal Resolution Process

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

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

4. The GRP designee will report the GRP's decision to all involved parties as soon as practicable. A record of the GRP's decision will become part of the learner's official academic record.
5. Both parties have the right to appeal the GRP's decision, as described in section IV.

IV. Formal Appeal Process

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

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

V. External Resolution Process

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

complaint must be submitted via the Commission's online complaint form in accordance with their Student Complaint Procedures: <https://gnpec.georgia.gov/student-complaints>.

E. For Tennessee Learners

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

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

POLICY OWNERS

Academic Owner: President

Operations Owner: Office of Academic and Community Standards

RELATED DOCUMENTS

University policy 2.01.02 Maximum Time to Degree Completion

University policy 2.02.02 Course Registration

University policy 2.02.10 Separation from the University

University policy 3.01.01 Academic Integrity and Honesty

University policy 3.01.04 Academic Standing

University policy 3.03.06 Research Misconduct

University policy 3.04.09 Appealing a Grade

University policy 4.02.02 Learner Code of Conduct

University policy 4.02.04 Discrimination, Harassment, and Assault

University policy 4.02.05 Drugs and Alcohol

REVISION HISTORY

Original Policy Approval Date: July 27, 2002

Original Policy Effective Date: November 3, 2003

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

Administrative edits as result of ongoing review: 2-17-10; 5-17-11; 8-4-11; 4-17-12; 7-6-12; 8-6-12; 9-26-12; 7-31-13; 8-21-13; 10-23-13; 2-5-15; 3-23-15; 4-15-15; 6-12-15; 9-28-15; 5-4-16; 11-1-16; 12-14-16; 4-1-18; 1-1-19; 7-1-19; 4-1-20; 4-27-20; 3-26-21; 12-3-21; 4-18-22; 7-1-23; 7-1-24

University Policy 4.03.01**Tuition and Fees****Policy Revision Approval Date: January 11, 2007****Policy Revision Effective Date: April 1, 2007****Procedure Approval Date: April 1, 2024****Procedure Effective Date: April 24, 2024****POLICY STATEMENT**

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

RATIONALE

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

DEFINITIONS

None

PROCEDURES**I. Tuition Structure****A. Course Tuition**

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

B. Residency Tuition**1. Residency tuition and fees**

- a. Learners pay tuition for each residency they attend.
- b. Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with residencies.

2. Residency cancellation fee

- a. Learners canceling their non-credit-bearing residency registration may be charged a cancellation fee for the full tuition of the residency, depending on when the cancellation is made. See the Residencies section of [Campus](#) for details on registration and cancellation fees.
- b. Learners canceling their credit-bearing residency registration, as described in section IV of university policy *2.02.02 Course Registration*, should refer to university policy *4.03.02 Tuition and Fee Refunds* to determine the financial implications of their actions.

C. Acceptable Payment Types for Tuition and Fees and Payment Due Dates

1. American Express, Discover, MasterCard, Visa, wire transfer, paper check, and e-check payments are accepted.

2. For GuidedPath learners, tuition charges are due prior to the start of the quarter or prior to the start of the course or residency for those courses or residencies beginning mid-quarter.
3. For FlexPath Model A learners, tuition charges are due the first day of their billing session. For FlexPath Model B learners, tuition charges are due the first day of the billing session if the learner is enrolled in a course. If the learner is not enrolled in a course at the start of a new billing session, tuition charges are due when the learner enrolls in a course.
4. Some due dates may be affected by separate deferral agreements or employer partner agreements.
5. Payments received will be counted toward learners' current and outstanding tuition and fees. Non-financial aid refunds will only be issued to learners whose accounts do not have current and outstanding tuition and fee balances.

II. Other Fees

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

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

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

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

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

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

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

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

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

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

III. Reimbursements and Discounts

A. Employer Reimbursements

1. Learners receiving employer tuition assistance must arrange for payment to Capella prior to the start of their course(s).

2. This policy does not affect learners receiving veterans or vocational rehabilitation assistance, active armed forces learners, or learners whose employers arrange to receive an invoice directly from Capella.

B. Direct Bills

1. Direct bills and tuition assistance vouchers are only an option when no specific grade is required by the learner's employer or third party as a condition of reimbursement. Learners must complete and submit direct bills or tuition assistance vouchers prior to the start of the course.
2. Direct bill invoices are created and sent after census.
3. The learner will be responsible for paying any amount remaining from refusal or inability of employer or third party to pay.

C. Employer, Military, or Educational Institution Affiliation Discounts

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

IV. Capella University Scholarships

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

V. Special Business Office Hold (SBOH)

- A. All learners with an outstanding balance may be placed on SBOH.
- B. FlexPath learners who are removed from their course(s) for SBOH after the last day to drop will be assigned a Withdrawal ("W") grade.
- C. While on SBOH, learners are not granted access to university activities or academic personnel or services, including advisors, mentors, courses, or the library.
- D. Access to the courseroom may be regained upon resolution of the account balance within the time lines communicated to affected learners.

- E. Learners who do not pay their outstanding account balance while on SBOH may be administratively withdrawn from the university.
 - F. Learners who are administratively withdrawn for SBOH will be sent to a third party collection agency and/or reported to a credit bureau.
- VI. Three-Day Cancellation
Learners providing written notice of cancellation within three days (excluding Saturday, Sunday, and federal and state holidays) of paying any fee will receive a 100 percent refund.
- VII. Collection Agency/Credit Reporting
Learners who refuse or are unable to pay an outstanding past-due balance may have their account sent to a collection agency and/or reported to a credit bureau.
- VIII. Resources for Communicating Tuition and Fees Information
- A. Tuition and fees are posted in Capella's *University Catalog* and on Campus.
 - B. Tuition and fees are subject to change.
 - C. Tuition and fees schedule can be found at:
http://www.capella.edu/content/dam/capella/PDF/tuition_chart.pdf
- IX. All procedures with this policy apply to learners in programs in GuidedPath and FlexPath formats.

POLICY OWNERS

Academic Owner: University Finance Leader

Operations Owner: University Finance Leader

RELATED DOCUMENTS

University policy 2.02.02 Course Registration

University policy 4.03.02 Tuition and Fee Refunds

REVISION HISTORY

Original Policy Approval Date: January 31, 2005

Revision Dates: 6-12-07; 6-21-12; 6-6-13; 5-13-14; 10-31-14; 5-4-15; 8-11-16; 6-7-17; 7-25-17; 4-1-24

Administrative edits as result of ongoing review: 12-20-07; 10-1-08; 1-20-09; 5-27-09; 7-29-09; 11-19-09; 1-13-10; 5-13-10; 7-27-10; 8-11-10; 12-20-10; 2-14-11; 7-28-14; 11-19-15; 12-11-15; 4-11-16; 11-1-16; 12-14-16; 12-15-17; 4-1-18; 6-1-18; 7-1-18; 3-26-21; 1-4-22; 2-14-22; 3-29-22; 4-08-22; 7-1-23; 11-13-23

University Policy 4.03.02

Tuition and Fee Refunds

Policy Revision Approval Date: January 30, 2007

Policy Revision Effective Date: April 1, 2007

Procedure Approval Date: July 2, 2015

Procedure Effective Date: July 1, 2015

POLICY STATEMENT

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

RATIONALE

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

DEFINITIONS

Course Census Day

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

Initial Course Participation

Initial course participation for GuidedPath refers to the submission and/or completion of grade-eligible or other engagement activities as defined in the courseroom before the end of course census day. Initial course participation for FlexPath refers to setting target dates before the end of course census day.

Ongoing Course Participation

Ongoing course participation for GuidedPath refers to the submission and/or completion of grade-eligible or other engagement activities as defined in the courseroom. Ongoing course participation for FlexPath refers to the submission and/or completion of predetermined FlexPath engagement activities as defined in the courseroom.

PROCEDURES

I. Tuition Structure and Fees for All Learners

A. Course Tuition

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

B. Fees

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

- b. For FlexPath courses that have a resource kit fee or a technology fee, the fee will be refundable during the 100-percent-refund period for the FlexPath session.

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

II. Credit-Bearing Tuition Refund Schedule

A. Initial Course Participation

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

B. Ongoing Course Participation

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

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

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

III. FlexPath Tuition Refund Schedule

A. FlexPath Participation and Engagement

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

B. FlexPath Refund Schedule

FlexPath learners will adhere to the following refund schedule.

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

C. Program Changes in FlexPath

FlexPath learners making a change to their program may be eligible for a prorated tuition refund based on the date of the change of academic program. Learners should contact an academic coach

to discuss available options and the Financing Support Team to determine whether they are eligible for a prorated tuition refund.

POLICY OWNERS

Academic Owner: University Finance Leader

Operations Owner: University Finance Leader

RELATED DOCUMENTS

University policy 2.02.02 Course Registration

University policy 4.03.01 Tuition and Fees

REVISION HISTORY

Original Policy Approval Date: January 31, 2005

Revision Dates: 4-1-05; 6-12-07; 6-21-12; 10-24-12; 6-6-13; 12-17-13; 6-6-14; 7-10-23

Administrative edits as result of ongoing review: 12-20-07; 10-1-08; 1-20-09; 5-27-09; 9-24-09; 11-19-09; 1-13-10; 5-13-10; 8-11-10; 7-1-11; 10-25-11; 1-1-15; 7-8-15; 9-28-15; 11-13-15; 2-01-16; 4-11-16; 8-11-16; 11-1-16; 12-14-16; 4-1-18; 6-1-18; 7-1-18; 4-1-20; 7-1-23

Formerly university policy 04.46 Tuition Refunds

Academic Calendars

2025 Holiday Schedule

Capella will observe the following holiday schedule in 2025.

The office switchboard will be closed on the following dates:

New Year's Day Wednesday, January 1, 2025

Martin Luther King Jr. Day Monday, January 20, 2025

Memorial Day Monday, May 26, 2025

Juneteenth Thursday, June 19, 2025

Independence Day Friday, July 4, 2025

Labor Day Monday, September 1, 2025

Thanksgiving Day Thursday, November 27, 2025

Day after Thanksgiving Friday, November 28, 2025

Christmas Day Thursday, December 25, 2025

Academic Calendar Winter and Spring 2025

Winter Quarter 2025					
Registration Dates		January	February	Mid-February	March
Registration begins (1:00 am CST)		10-29-24	10-29-24	10-29-24	10-29-24
Registration ends (11:59 pm CST)		01-08-25	02-05-25	02-12-25	03-05-25
Course Dates		January	February	Mid-February	March
Access to courses (by 5:00 pm CST)		01-03-25	01-31-25	02-07-25	02-28-25
Courses begin (8:00 am CST)		01-06-25	02-03-25	02-10-25	03-03-25
Last day to drop with 100% refund (by 11:59 pm CST)		01-10-25	02-07-25	02-14-25	03-07-25
Last day to drop with 75% refund (by 11:59 pm CST)		01-17-25	02-14-25	02-21-25	03-14-25
Last day to drop without a grade (by 11:59 pm CST)		01-17-25	02-14-25	02-21-25	03-14-25
Last day to drop with a "W" grade (by 11:59 pm CST)	10-Week Courses	02-24-25	03-24-25		04-21-25
	5-Week Courses	01-30-25		03-06-25	
Courses end (by 11:59 pm CST)	10-Week Courses	03-14-25	04-11-25		05-09-25
	5-Week Courses	02-07-25		03-14-25	
Grading		January	February	Mid-February	March
Online Grading opens	10-Week Courses	03-15-25	04-12-25		05-10-25
	5-Week Courses	02-08-25		03-15-25	
Online Grading ends	10-Week Courses	03-23-25	04-20-25		05-18-25
	5-Week Courses	02-16-25		03-23-25	

Spring Quarter 2025					
Registration Dates		April	May	Mid-May	June
Registration begins (1:00 am CST)		01-28-25	01-28-25	01-28-25	01-28-25
Registration ends (11:59 pm CST)		04-09-25	05-07-25	05-14-25	06-04-25
Course Dates		April	May	Mid-May	June
Access to courses (by 5:00 pm CST)		04-04-25	05-02-25	05-09-25	05-30-25
Courses begin (8:00 am CST)		04-07-25	05-05-25	05-12-25	06-02-25
Last day to drop with 100% refund (by 11:59 pm CST)		04-11-25	05-09-25	05-16-25	06-06-25
Last day to drop with 75% refund (by 11:59 pm CST)		04-18-25	05-16-25	05-23-25	06-13-25
Last day to drop without a grade (by 11:59 pm CST)		04-18-25	05-16-25	05-23-25	06-13-25
Last day to drop with a "W" grade (by 11:59 pm CST)	10-Week Courses	05-26-25	06-23-25		07-21-25
	5-Week Courses	05-01-25		06-05-25	
Courses end (by 11:59 pm CST)	10-Week Courses	06-13-25	07-11-25		08-08-25
	5-Week Courses	05-09-25		06-13-25	
Grading		April	May	Mid-May	June
Online Grading opens	10-Week Courses	06-14-25	07-12-25		08-09-25
	5-Week Courses	05-10-25		06-14-25	
Online Grading closes	10-Week Courses	06-22-25	07-20-25		08-17-25
	5-Week Courses	05-18-25		06-22-25	

Academic Calendar Summer and Fall 2024

Summer Quarter 2024					
Registration Dates		July	August	Mid-August	September
Registration begins (1:00 am CST)		04-30-24	04-30-24	04-30-24	04-30-24
Registration ends (11:59 pm CST)		07-10-24	08-07-24	08-14-24	09-11-24
Course Dates		July	August	Mid-August	September
Access to courses (by 5:00 pm CST)		07-05-24	08-02-24	08-09-24	09-06-24
Courses begin (8:00 am CST)		07-08-24	08-05-24	08-12-24	09-09-24
Last day to drop with 100% refund (by 11:59 pm CST)		07-12-24	08-09-24	08-16-24	09-13-24
Last day to drop with 75% refund (by 11:59 pm CST)		07-19-24	08-16-24	08-23-24	09-20-24
Last day to drop without a grade (by 11:59 pm CST)		07-19-24	08-16-24	08-23-24	09-20-24
Last day to drop with a "W" grade (by 11:59 pm CST)	10-Week Courses	08-26-24	09-23-24		10-28-24
	5-Week Courses	08-01-24		09-05-24	
Courses end (by 11:59 pm CST)	10-Week Courses	09-13-24	10-11-24		11-15-24
	5-Week Courses	08-09-24		09-13-24	
Grading		July	August	Mid-August	September
Online Grading opens	10-Week Courses	09-14-24	10-12-24		11-16-24
	5-Week Courses	08-10-24		09-14-24	
Online Grading ends	10-Week Courses	09-22-24	10-20-24		11-24-24
	5-Week Courses	08-18-24		09-22-24	

Fall Quarter 2024					
Registration Dates		October	November	Mid-November	December
Registration begins (1:00 am CST)		07-30-24	07-30-24	07-30-24	07-30-24
Registration ends (11:59 pm CST)		10-09-24	11-06-24	11-13-24	12-4-24
Course Dates		October	November	Mid-November	December
Access to courses (by 5:00 pm CST)		10-04-24	11-01-24	11-08-24	11-29-24
Courses begin (8:00 am CST)		10-07-24	11-04-24	11-11-24	12-02-24
Last day to drop with 100% refund (by 11:59 pm CST)		10-11-24	11-08-24	11-15-24	12-06-24
Last day to drop with 75% refund (by 11:59 pm CST)		10-18-24	11-15-24	11-22-24	12-13-24
Last day to drop without a grade (by 11:59 pm CST)		10-18-24	11-15-24	11-22-24	12-13-24
Last day to drop with a "W" grade (by 11:59 pm CST)	10-Week Courses	11-25-24	12-23-24		01-20-25
	5-Week Courses	10-31-24		12-05-24	
Courses end (by 11:59 pm CST)	10-Week Courses	12-13-24	01-10-25		02-07-25
	5-Week Courses	11-08-24		12-13-24	
Grading		October	November	Mid-November	December
Online Grading opens	10-Week Courses	12-14-24	01-11-25		02-08-25
	5-Week Courses	11-09-24		12-14-24	
Online Grading closes	10-Week Courses	12-22-24	01-19-25		02-16-25
	5-Week Courses	11-17-24		12-22-24	

FlexPath Academic Calendar

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

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

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

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

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

FlexPath Academic Calendar Winter and Spring 2025

	January 2025	February 2025	March 2025	April 2025	May 2025	June 2025
Monthly Start Dates and Deadlines	Jan 6	Feb 3	Mar 3	April 7	May 5	June 2
Courses Begin (8:00 am Central Time)	01-06-25	02-03-25	03-03-25	04-07-25	05-05-25	06-02-25
Last Day to Drop Without a Transcript Record of the Course (by 11:59 pm Central Time)	01-17-25	02-14-25	03-14-25	04-18-25	05-16-25	06-13-25
Last Day to Drop With a "W" (by 11:59 pm Central Time)	03-07-25	04-04-25	05-02-25	06-06-25	07-04-25	08-01-25
Course End Date (last date to submit assessment(s)) (by 5:00 pm Central Time)	03-30-25	04-27-25	05-25-25	06-29-25	07-27-25	08-24-25
Competency Scores Posted Date (when a learner hasn't used the course completion button to end the course)	04-04-25	05-02-25	05-30-25	07-04-25	08-01-25	08-29-25

FlexPath Academic Calendar Summer and Fall 2024

	July 2024	August 2024	September 2024	October 2024	November 2024	December 2024
Monthly Start Dates and Deadlines	Jul 08	Aug 05	Sept 09	Oct 07	Nov 04	Dec 02
Courses Begin (8:00 am Central Time)	07-08-24	08-05-24	09-09-24	10-07-24	11-04-24	12-02-24
Last Day to Drop Without a Transcript Record of the Course (by 11:59 pm Central Time)	07-19-24	08-16-24	09-20-24	10-18-24	11-15-24	12-13-24
Last Day to Drop With a "W" (by 11:59 pm Central Time)	09-06-24	10-04-24	11-08-24	12-06-24	01-03-25	01-31-25
Course End Date (last date to submit assessment(s)) (by 5:00 pm Central Time)	09-29-24	10-27-24	12-01-24	12-29-24	01-26-25	02-23-25
Competency Scores Posted Date (when a learner hasn't used the course completion button to end the course)	10-04-24	11-01-24	12-06-24	01-03-25	01-31-25	02-28-25

Tuition and Fees

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

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

Additional fees for notary services may be required in the identity verification process.

School of Business, Technology, and Health Care Administration

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

Graduate Certificate in Human Resource Management*	\$745	\$150				
Doctor of Philosophy (PhD) in Information Technology	\$985	\$175			\$985/\$1,970/\$2,955/\$3,940/\$4,925/\$5,000†	
Master of Science (MS) in Information Assurance and Security	\$715	\$175				
Master of Science (MS) in Information Assurance and Cybersecurity	\$715	\$175				
Master of Science (MS) in Information Technology	\$715	\$175				
Bachelor of Science (BS) in Health Care Administration		\$125	\$388	\$365		
Doctor of Health Administration (DHA)	\$780	\$175				\$48,000 [§]
Master of Health Administration (MHA)	\$550	\$125				
	Tuition (Per 12-Week Session)	Resource Kit (Per 12-Week Session)				
Bachelor of Science (BS) in Business, FlexPath option	\$2,500	\$125				

Bachelor of Science (BS) in Computer Science, FlexPath option	\$2,500	\$125				
Bachelor of Science (BS) in Information Technology, FlexPath option	\$2,500	\$125				
Doctor of Business Administration (DBA), FlexPath option	\$3,265	\$175				\$45,000 ^s
Master of Business Administration (MBA), FlexPath option	\$2,900	\$175				
Master of Science (MS) in Human Resource Management, FlexPath option	\$2,645	\$175				
Bachelor of Science (BS) in Health Care Administration, FlexPath option	\$2,500	\$125				
Master of Health Administration (MHA), FlexPath option	\$2,535	\$125				

Additional background check and/or employment verification fees may apply.

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

† The quarterly capped tuition rates are as follows for learners enrolled in the PhD in Information Technology degree programs: \$985 for learners registered in 1 quarter credit; \$1,970 for learners registered in 2 quarter credits; \$2,955 for learners registered in 3 quarter credits; \$3,940 for learners registered in 4 quarter credits; \$4,925 for learners registered in 5 quarter credits; and \$5,000 for learners registered in 6 or more quarter credits.

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

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

School of Nursing and Health Sciences

	Tuition (Per Credit)	Resource Kit (Per Quarter)	Tuition (Per Upper-Division Credit)	Tuition (Per Lower-Division Credit)	Program Tuition Cap
Bachelor of Science in Nursing (BSN)		\$125	\$388	\$365	
Bachelor of Science (BS) in Public Health		\$125	\$388	\$365	
Doctor of Public Health (DrPH)	\$780	\$175			\$48,000 [†]
Master of Public Health (MPH)	\$515	\$125			
Graduate Certificate in Public Health*	\$515	\$125			
Doctor of Nursing Practice (DNP)	\$825	\$175			\$32,000 [†]
Master of Science in Nursing (MSN)	\$450	\$125			
Master of Science in Nursing (MSN), Adult-Gerontology Primary Care Nurse Practitioner	\$580	\$200			
Master of Science in Nursing (MSN), Family Nurse Practitioner	\$580	\$200			
Graduate Certificate in Care Coordination*	\$450	\$125			
Graduate Certificate in Nursing Informatics*	\$450	\$125			
Graduate Certificate in Nursing Leadership*	\$450	\$125			
Post-Master's Certificate in Adult-Gerontology Primary Care Nurse Practitioner	\$580	\$200			

Post-Master’s Certificate in Family Nurse Practitioner	\$580	\$200		
	Tuition (Per 12-Week Session)	Resource Kit (Per 12-Week Session)	Program Tuition Cap	
Bachelor of Science in Nursing (BSN), FlexPath option	\$3,370	\$50		
Master of Science in Nursing (MSN), FlexPath option	\$2,850	\$125		
Doctor of Nursing Practice (DNP), FlexPath option	\$3,340	\$175	\$32,000 [†]	

Additional background check and/or employment verification fees may apply.

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

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

School of Public Service and Education

	Tuition (Per Credit)	Resource Kit (Per Quarter)	Tuition (Per Upper- Division Credit)	Tuition (Per Lower- Division Credit)	Quarterly Capped Price	Program Tuition Cap
Bachelor of Science (BS) in Criminal Justice		\$150	\$415	\$365		
Doctor of Emergency Management (DEM)	\$715	\$175				
Doctor of Philosophy (PhD) in Criminal Justice	\$710	\$175				
Master of Science (MS) in Criminal Justice	\$540	\$150				
Doctor of Public Administration (DPA)	\$715	\$175				
Master of Public Administration (MPA)	\$545	\$150				
Bachelor of Social Work (BSW)	\$350	\$125			\$350/\$700/\$1,050/ \$1,400/\$1,750/\$2,100/ \$2,450/\$2,500 [†]	\$30,000 [§]
Doctor of Social Work (DSW)	\$995	\$175			\$995/\$1,990/\$2,985/ \$3,980/\$4,385 [‡]	\$45,000 [§]
Master of Social Work (MSW)— Advanced Standing	\$540	\$150				
Master of Social Work (MSW)	\$540	\$150				
Doctor of Education (EdD)	\$765	\$175				\$32,000 [§]
Master of Science (MS) in Education	\$470	\$150				\$12,000 [§]

	Tuition (Per Credit)	Resource Kit (Per Quarter)	Quarterly Tuition (Comprehensive Examination and Dissertation)
Doctor of Philosophy (PhD) in Human Services	\$700	\$175	\$2,780
Doctor of Philosophy (PhD) in Emergency Management	\$710	\$175	

	Tuition (Per 12-Week Session)	Resource Kit (Per 12-Week Session)	Program Tuition Cap
Doctor of Education (EdD), FlexPath option	\$3,265	\$175	\$32,000 [§]

Additional background check and/or employment verification fees may apply.

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

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

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

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

School of Social and Behavior Sciences

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

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

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

	Tuition (Per Credit)	Resource Kit (Per Quarter)	Quarterly Tuition (Comprehensive Examination and Dissertation)
Doctor of Philosophy (PhD) in Behavior Analysis [†]	\$555	\$175	\$2,780
Doctor of Philosophy (PhD) in Psychology [†]	\$555	\$175	\$2,780
Doctor of Psychology (PsyD) in Clinical Psychology [†]	\$555	\$175	\$2,780
Doctor of Psychology (PsyD) in School Psychology [†]	\$555	\$175	\$2,780
Education Specialist (EdS) in School Psychology [†]	\$510	\$175	
Master of Science (MS) in Applied Behavior Analysis	\$510	\$160	
Master of Science (MS) in Clinical Psychology [†]	\$495	\$160	
Master of Science (MS) in Psychology	\$510	\$160	
Master of Science (MS) in School Psychology [†]	\$510	\$160	
Graduate Certificate in Applied Behavior Analysis*	\$510	\$160	
Graduate Certificate in Psychology*	\$510	\$160	

	Tuition (Per 12-Week Session)	Resource Kit (Per 12-Week Session)
Master of Science (MS) in Psychology, FlexPath option	\$2,950	\$160

Additional background check and/or employment verification fees may apply.

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

[†] Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with

residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus.

‡ The quarterly capped tuition rates are as follows for learners enrolled in the Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior program: \$975 for learners registered in 1 quarter credit; \$1,950 for learners registered in 2 quarter credits; \$2,925 for learners registered in 3 quarter credits; \$3,900 for learners registered in 4 quarter credits; \$4,875 for learners registered in 5 quarter credits; and \$4,900 for learners registered in 6 quarter credits.

Undergraduate and Graduate Programs

School of Business, Technology, and Health Care Administration (p. 144)

School of Nursing and Health Sciences (p. 213)

School of Public Service and Education (p. 261)

School of Social and Behavioral Sciences (p. 290)

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

Technology			
Degree Program	Specializations	Honors Pathway	Multiple Specializations <i>(must be within the same degree program)</i>
Bachelor of Science (BS) in Computer Science		✓	
Bachelor of Science (BS) in Computer Science, FlexPath option			
Bachelor of Science (BS) in Information Technology	General Information Technology	✓	
	General Information Technology, FlexPath option		
	Data Analytics and Artificial Intelligence	✓	✓
	Information Assurance and Cybersecurity	✓	✓
	Information Assurance and Cybersecurity, FlexPath option		
	Network and Cloud Computing	✓	✓
	Software Development in an Internet of Things Space	✓	✓

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

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

Health Care Administration
Degree Programs
Doctor of Health Administration (DHA)
Master of Health Administration (MHA)
Master of Health Administration (MHA), FlexPath option

Technology		
Degree Programs	Specializations	Multiple Specializations <i>(must be within the same degree program)</i>
Doctor of Information Technology (DIT)		
Master of Science (MS) in Analytics		
Master of Science (MS) in Information Assurance and Cybersecurity	Digital Forensics	✓
	Health Care Security	✓
	Network Defense	✓
Master of Science (MS) in Information Technology	General Information Technology	
	Analytics	✓
	Cybersecurity	✓
	Enterprise Networks and Cloud Computing	✓
	Project Management	✓

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



Maja Zelihic, PhD

Dean of Business, Technology, and Health Care Administration

Welcome to the School of Business, Technology, and Health Care Administration at Capella University. It is my great pleasure to introduce you to the programs within our school. We offer doctoral, master's, and bachelor's degrees, as well as certificate programs. Each of our programs offer a range of in-demand profession-relevant curricula to provide you with opportunities to build knowledge and expand your skills.

We prepare learners to become innovative professionals and leaders in the field of their choice to meet the challenges of a rapidly changing society. Whether it is business or technology, human resources or health care administration, learners graduate with a breadth and depth of knowledge that allows them to lead in a variety of roles and professions. The School of Business, Technology and Health Care Administration assists you in gaining and maintaining the competencies and skills that will keep you relevant throughout your career, life-long learning journey.

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

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

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

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

Maja Zelihic, PhD

Dean of the School of Business, Technology, and Health Care Administration

School Mission Statement

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

Visit the School of Business, Technology, and Health Care Administration **tuition and fees** (p. 131) and **admission component** (p. 47) pages for more information.

Undergraduate-Business Academic Offerings

Bachelor of Science (BS) in Business

School of Business, Technology, and Health Care Administration

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

Specializations

Accounting (p. 149)

Accounting, FlexPath option (p. 150)

Business Administration (p. 152)

Business Administration, FlexPath option (p. 153)

Finance (p. 154)

Health Care Management (p. 155)

Health Care Management, FlexPath option (p. 157)

Human Resource Management (p. 158)

Human Resource Management, FlexPath option (p. 159)

Management and Leadership (p. 160)

Management and Leadership, FlexPath option (p. 161)

Marketing (p. 162)

Project Management (p. 164)

Project Management, FlexPath option (p. 165)

BS in Business, Accounting

School of Business, Technology, Health Care Administration

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

specialization demonstrate the interpersonal and communication skills required to present information to both internal and external clients, influencing organizational effectiveness at all levels of their organization. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).

Required courses

MAT2001	Statistical Reasoning	6
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Additional Program Requirements[†]

ACS1003	Building Skills for Academic Success	6
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Core courses[‡]

At least 42 quarter credits

BUS2003	Introduction to Business Perspectives	6
	Or	
BUS2007	Introduction to Business Perspectives	6
BUS1011	Management Fundamentals	3
BUS2012	Leadership Fundamentals	3
BUS2021	Business Law Fundamentals	3
BUS2030	Marketing and Sales Fundamentals	6
BUS2061	Accounting Fundamentals	3
BUS2062	Finance Fundamentals	3
BUS3022	Fundamentals of Supply Chain Management	3
BUS3040	Fundamentals of Human Resource Management	6
BUS3050	Fundamentals of Organizational Communication	6

Specialization courses

At least 48 quarter credits

BUS4060	Financial Accounting Principles	6
BUS4061	Managerial Accounting Principles	6

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

Elective courses

At least 39⁶ quarter credits
Choose any undergraduate courses.

Capstone course

At least 6 quarter credits
Taken during the learner’s final quarter.

BUS4993	Business Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

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

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

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

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

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

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

Eligible Concentrations

- Finance (p. 268)
- Health Care Management (p. 268)
- Human Resource Management (p. 268)
- Management and Leadership (p. 269)
- Marketing (p. 269)
- Project Management (p. 269)

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

BS in Business, Accounting, FlexPath option

School of Business, Technology, and Health Care Administration

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

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

General Education Requirements

Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 265).[†]

Required courses

MAT-FPX2001	Statistical Reasoning	3
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Additional Program Requirements

Core courses

At least 21 program points

BUS-FPX2007	Introduction to Business Perspectives	3
BUS-FPX1011	Management Fundamentals	1.5
BUS-FPX2012	Leadership Fundamentals	1.5
BUS-FPX2021	Business Law Fundamentals	1.5
BUS-FPX2030	Marketing and Sales Fundamentals	3
BUS-FPX2061	Accounting Fundamentals	1.5
BUS-FPX2062	Finance Fundamentals	1.5
BUS-FPX3022	Fundamentals of Supply Chain Management	1.5
BUS-FPX3040	Fundamentals of Human Resource Management	3
BUS-FPX3050	Fundamentals of Organizational Communication	3

Specialization courses

At least 24 program points

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

Elective courses

At least 19.5 program points

Choose courses to fulfill total program points.[†]

Capstone course

At least 3 program points

Taken during the learner's final quarter.

BUS-FPX4993	Business Capstone Project	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000-level and above

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

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

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

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

BS in Business, Business Administration

School of Business, Technology, and Health Care Administration

The BS in Business, Business Administration specialization provides learners with opportunities to develop and demonstrate the business, interpersonal, and professional knowledge, skills, and abilities needed to contribute to organizational effectiveness across all functional levels in manufacturing, service, professional, and government arenas. Learners select elective courses based on their individual professional needs.

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).

Additional Program Requirements†

ACS1003	Building Skills for Academic Success	6
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Core courses‡

At least 42 quarter credits

BUS2003	Introduction to Business Perspectives	6
	Or	
BUS2007	Introduction to Business Perspectives	6
BUS1011	Management Fundamentals	3
BUS2012	Leadership Fundamentals	3
BUS2021	Business Law Fundamentals	3
BUS2030	Marketing and Sales Fundamentals	6
BUS2061	Accounting Fundamentals	3
BUS2062	Finance Fundamentals	3
BUS3022	Fundamentals of Supply Chain Management	3
BUS3040	Fundamentals of Human Resource Management	6
BUS3050	Fundamentals of Organizational Communication	6

Specialization courses

At least 36 quarter credits

Required course

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

Elective courses

At least 51^s quarter credits

Choose 51 quarter credits of additional undergraduate courses.

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter.

BUS4993	Business Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

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

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

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

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

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

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

Eligible Concentrations

Accounting (p. 267)

Finance (p. 268)

Health Care Management (p. 268)

Human Resource Management (p. 268)

Management and Leadership (p. 269)

Marketing (p. 269)

Project Management (p. 269)

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

BS in Business, Business Administration, FlexPath option

School of Business, Technology, Health Care Administration

The BS in Business, Business Administration specialization provides learners with opportunities to develop and demonstrate the business, interpersonal, and professional knowledge, skills, and abilities needed to contribute to organizational effectiveness across all functional levels in manufacturing, service, professional, and government arenas. Learners select elective courses based on their individual professional needs. Learners who pursue this specialization through the FlexPath option earn a BS in Business through self-paced demonstrations of competencies.

General Education Requirements

Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 265).†

Additional Program Requirements

Core courses

At least 21 program points

BUS-FPX2007	Introduction to Business Perspectives	3
BUS-FPX1011	Management Fundamentals	1.5
BUS-FPX2012	Leadership Fundamentals	1.5
BUS-FPX2021	Business Law Fundamentals	1.5
BUS-FPX2030	Marketing and Sales Fundamentals	3
BUS-FPX2061	Accounting Fundamentals	1.5
BUS-FPX2062	Finance Fundamentals	1.5
BUS-FPX3022	Fundamentals of Supply Chain Management	1.5
BUS-FPX3040	Fundamentals of Human Resource Management	3
BUS-FPX3050	Fundamentals of Organizational Communication	3

Specialization courses

At least 18 program points

Required course

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

Elective courses

At least 25.5 program points

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

Capstone course

At least 3 program points

Taken during the learner's final quarter.

BUS-FPX4993	Business Capstone Project	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000-level and above

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

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

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

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

BS in Business, Finance

School of Business, Technology, and Health Care Administration

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

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).

Required course

MAT2001	Statistical Reasoning	6
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Additional Program Requirements†

ACS1003	Building Skills for Academic Success	6
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Core courses‡

At least 42 quarter credits

BUS2003	Introduction to Business Perspectives	6
	Or	
BUS2007	Introduction to Business Perspectives	6
BUS1011	Management Fundamentals	3
BUS2012	Leadership Fundamentals	3
BUS2021	Business Law Fundamentals	3
BUS2030	Marketing and Sales Fundamentals	6
BUS2061	Accounting Fundamentals	3
BUS2062	Finance Fundamentals	3
BUS3022	Fundamentals of Supply Chain Management	3
BUS3040	Fundamentals of Human Resource Management	6
BUS3050	Fundamentals of Organizational Communication	6

Specialization courses

At least 48 quarter credits

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

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

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

Elective courses

At least 39 quarter credits
Choose 39 quarter credits of additional undergraduate courses.[§]

Capstone course

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

BUS4993	Business Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

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

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

[†] Learners who are determined to need additional support developing academic and professional writing

and reading skills based on academic assessment must take ACS1003 during their first quarter.

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

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

Eligible Concentrations

- Accounting (p. 267)
- Health Care Management (p. 268)
- Human Resource Management (p. 268)
- Management and Leadership (p. 269)
- Marketing (p. 269)
- Project Management (p. 269)

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

BS in Business, Health Care Management

School of Business, Technology, and Health Care Administration

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

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).

Additional Program Requirements

Core courses

At least 42 quarter credits

BHA3001	Essentials of the Healthcare System	6
BHA2002	Evolution of Healthcare Delivery in the United States	3

BHA2003	Current Trends and Future Directions in Healthcare Management	3
BUS1011	Management Fundamentals	3
BUS2012	Leadership Fundamentals	3
BUS2030	Marketing and Sales Fundamentals	6
BUS2061	Accounting Fundamentals	3
BUS2062	Finance Fundamentals	3
BUS3040	Fundamentals of Human Resource Management	6
BUS3050	Fundamentals of Organizational Communication	6

Specialization courses

At least 48 quarter credits

BHA2006	Healthcare Regulation and Regulatory Affairs	6
BHA2102	Leadership and Communication in Healthcare Management	6
BHA2106	Health Information Management in Healthcare Organizations	6
BHA3004	Ensuring Patient Safety and Quality Improvement in Healthcare	6
BHA3008	Financial Management for Healthcare Organizations	3
BHA3009	Healthcare Financing and Reimbursement Models	3
BHA3010	Introduction to Healthcare Research Methods	6
BHA4104	Strategic Leadership and Workforce Planning in Healthcare	6
BUS3121	Healthcare Management Ethics	6

Elective courses

At least 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses.

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter.

BUS4993	Business Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

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

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

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

Eligible Concentrations

Accounting (p. 267)

Finance (p. 268)

Human Resource Management (p. 268)

Management and Leadership (p. 269)

Marketing (p. 269)

Project Management (p. 269)

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

BS in Business, Health Care Management, FlexPath option

School of Business, Technology, and Health Care Administration

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

General Education Requirements

Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 265).[†]

Additional Program Requirements

Core courses

At least 21 program points

BHA-FPX3001	Essentials of the Healthcare System	3
BHA-FPX2002	Evolution of Healthcare Delivery in the United States	1.5
BHA-FPX2003	Current Trends and Future Directions in Healthcare Management	1.5
BUS-FPX1011	Management Fundamentals	1.5
BUS-FPX2012	Leadership Fundamentals	1.5
BUS-FPX2030	Marketing and Sales Fundamentals	3
BUS-FPX2061	Accounting Fundamentals	1.5
BUS-FPX2062	Finance Fundamentals	1.5

BUS-FPX3040	Fundamentals of Human Resource Management	3
BUS-FPX3050	Fundamentals of Organizational Communication	3

Specialization courses

At least 24 program points

BHA-FPX2006	Healthcare Regulation and Regulatory Affairs	3
BHA-FPX2102	Leadership and Communication in Healthcare Management	3
BHA-FPX2106	Health Information Management in Healthcare Organizations	3
BHA-FPX3004	Ensuring Patient Safety and Quality Improvement in Healthcare	3
BHA-FPX3008	Financial Management for Healthcare Organizations	1.5
BHA-FPX3009	Healthcare Financing and Reimbursement Models	1.5
BHA-FPX3010	Introduction to Healthcare Research Methods	3
BHA-FPX4104	Strategic Leadership and Workforce Planning in Healthcare	3
BUS-FPX3121	Healthcare Management Ethics	3

Elective courses

At least 19.5 program points

Choose courses to fulfill total program points.[†]

Capstone course

At least 3 program points

Taken during the learner's final quarter.

BUS-FPX4993	Business Capstone Project	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000-level and above

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

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

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

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

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

BS in Business, Human Resource Management

School of Business, Technology, and Health Care Administration

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

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).

Additional Program Requirements†

ACS1003	Building Skills for Academic Success	6
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Core courses‡

At least 42 quarter credits

BUS2003	Introduction to Business Perspectives	6
	Or	
BUS2007	Introduction to Business Perspectives	6
BUS1011	Management Fundamentals	3
BUS2012	Leadership Fundamentals	3
BUS2021	Business Law Fundamentals	3

BUS2030	Marketing and Sales Fundamentals	6
BUS2061	Accounting Fundamentals	3
BUS2062	Finance Fundamentals	3
BUS3022	Fundamentals of Supply Chain Management	3
BUS3040	Fundamentals of Human Resource Management	6
BUS3050	Fundamentals of Organizational Communication	6

Specialization courses

At least 48 quarter credits

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

Elective courses

At least 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses.⁵

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter.

BUS4993	Business Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

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

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

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

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

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

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

Eligible Concentrations

Accounting (p. 267)

Finance (p. 268)

Health Care Management (p. 268)

Management and Leadership (p. 269)

Marketing (p. 269)

Project Management (p. 269)

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

BS in Business, Human Resource Management, FlexPath option

School of Business, Technology, and Health Care Administration

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

General Education Requirements

Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 265).[†]

Additional Program Requirements

Core courses

At least 21 program points

BUS-FPX2007	Introduction to Business Perspectives	3
BUS-FPX1011	Management Fundamentals	1.5
BUS-FPX2012	Leadership Fundamentals	1.5
BUS-FPX2021	Business Law Fundamentals	1.5
BUS-FPX2030	Marketing and Sales Fundamentals	3
BUS-FPX2061	Accounting Fundamentals	1.5
BUS-FPX2062	Finance Fundamentals	1.5
BUS-FPX3022	Fundamentals of Supply Chain Management	1.5

BUS-FPX3040	Fundamentals of Human Resource Management	3
BUS-FPX3050	Fundamentals of Organizational Communication	3

Specialization courses

At least 24 program points

BUS-FPX4043	Compensation and Benefits Management	3
BUS-FPX4044	Legal Issues in Human Resource Management	3
BUS-FPX4045	Recruiting, Retention, and Development	3
BUS-FPX4046	Employee and Labor Relations	3
BUS-FPX4047	Employee Training and Development	3
BUS-FPX4048	International HR Management Issues	3
BUS-FPX4801	Ethics and Enterprise	3
BUS-FPX4802	Change Management	3

Elective courses

At least 19.5 program points

Choose courses to fulfill total program points.†

Capstone course

At least 3 program points

Taken during the learner's final quarter.

BUS-FPX4993	Business Capstone Project	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000-level and above

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

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

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

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

BS in Business, Management and Leadership

School of Business, Technology, and Health Care Administration

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

General Education Requirements

*Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).*

Additional Program Requirements†

ACS1003	Building Skills for Academic Success	6
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Core courses‡

At least 42 quarter credits

BUS2003	Introduction to Business Perspectives	6
	Or	
BUS2007	Introduction to Business Perspectives	6
BUS1011	Management Fundamentals	3
BUS2012	Leadership Fundamentals	3
BUS2021	Business Law Fundamentals	3
BUS2030	Marketing and Sales Fundamentals	6
BUS2061	Accounting Fundamentals	3
BUS2062	Finance Fundamentals	3
BUS3022	Fundamentals of Supply Chain Management	3

BUS3040	Fundamentals of Human Resource Management	6
BUS3050	Fundamentals of Organizational Communication	6

Specialization courses

At least 48 quarter credits

BUS4011	Virtual Team Collaboration	6
BUS4012	Leadership in Organizations	6
BUS4013	Organizational Structure, Learning, and Performance	6
BUS4014	Operations Management for Competitive Advantage	6
BUS4015	Strategic Planning and Implementation	6
BUS4016	Global Business Relationships	6
BUS4801	Ethics and Enterprise	6
BUS4802	Change Management	6

Elective courses

At least 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses.[§]

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter.

BUS4993	Business Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

SOC-H3005	Honors Professional Seminar	6
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These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

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

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

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

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

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

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

Eligible Concentrations

Accounting (p. 267)

Finance (p. 268)

Health Care Management (p. 268)

Human Resource Management (p. 268)

Marketing (p. 269)

Project Management (p. 269)

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

BS in Business, Management and Leadership, FlexPath option

School of Business, Technology, and Health Care Administration

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

General Education Requirements

Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 265).[†]

Additional Program Requirements

Core courses

At least 21 program points

BUS-FPX2007	Introduction to Business Perspectives	3
BUS-FPX1011	Management Fundamentals	1.5
BUS-FPX2012	Leadership Fundamentals	1.5
BUS-FPX2021	Business Law Fundamentals	1.5
BUS-FPX2030	Marketing and Sales Fundamentals	3
BUS-FPX2061	Accounting Fundamentals	1.5
BUS-FPX2062	Finance Fundamentals	1.5
BUS-FPX3022	Fundamentals of Supply Chain Management	1.5
BUS-FPX3040	Fundamentals of Human Resource Management	3
BUS-FPX3050	Fundamentals of Organizational Communication	3

Specialization courses

At least 24 program points

BUS-FPX4011	Virtual Team Collaboration	3
BUS-FPX4012	Leadership in Organizations	3

BUS-FPX4013	Organizational Structure, Learning, and Performance	3
BUS-FPX4014	Operations Management for Competitive Advantage	3
BUS-FPX4015	Strategic Planning and Implementation	3
BUS-FPX4016	Global Business Relationships	3
BUS-FPX4801	Ethics and Enterprise	3
BUS-FPX4802	Change Management	3

Elective courses

At least 19.5 program points

Choose courses to fulfill total program points.[†]

Capstone course

At least 3 program points

Taken during the learner's final quarter.

BUS-FPX4993	Business Capstone Project	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000-level and above

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

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

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

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

BS in Business, Marketing

School of Business, Technology, and Health Care Administration

The undergraduate Marketing specialization provides learners with fundamental business knowledge and

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

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).

Required course

MAT2001	Statistical Reasoning	6
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Additional Program Requirements[†]

ACS1003	Building Skills for Academic Success	6
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Core courses[‡]

At least 42 quarter credits

BUS2003	Introduction to Business Perspectives	6
	Or	
BUS2007	Introduction to Business Perspectives	6
BUS1011	Management Fundamentals	3
BUS2012	Leadership Fundamentals	3
BUS2021	Business Law Fundamentals	3
BUS2030	Marketing and Sales Fundamentals	6
BUS2061	Accounting Fundamentals	3
BUS2062	Finance Fundamentals	3
BUS3022	Fundamentals of Supply Chain Management	3
BUS3040	Fundamentals of Human Resource Management	6
BUS3050	Fundamentals of Organizational Communication	6

Specialization courses

At least 48 quarter credits

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

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

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

Elective courses

At least 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses.[§]

Capstone course

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

BUS4993	Business Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

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

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

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

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

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

Eligible Concentrations

Accounting (p. 267)

Finance (p. 268)

Health Care Management (p. 268)

Human Resource Management (p. 268)

Management and Leadership (p. 269)

Project Management (p. 269)

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

BS in Business, Project Management

School of Business, Technology, and Health Care Administration

The Project Management specialization provides undergraduate business learners with a foundational education in the processes, procedures, tools, and techniques of coordinating and managing projects in an organizational setting. The curriculum integrates practice and theory, and focuses on the basics of project management and ten knowledge areas of

practice, including but not limited to resource allocation, risk assessment, and stakeholder management. Learners examine the role of project manager as a change agent working with others to create value for an organization. The curriculum focuses on development of project management technical skills, professional behavior, and strategic awareness that is required to make informed decisions. Successful graduates of this specialization are prepared to pursue careers as project coordinators, project managers, business analysts, and program managers.

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).

Required course

MAT2001	Statistical Reasoning	6
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Additional Program Requirements[†]

ACS1003	Building Skills for Academic Success	6
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Core courses[‡]

At least 42 quarter credits

BUS2003	Introduction to Business Perspectives	6
	Or	
BUS2007	Introduction to Business Perspectives	6
BUS1011	Management Fundamentals	3
BUS2012	Leadership Fundamentals	3
BUS2030	Marketing and Sales Fundamentals	6
BUS2061	Accounting Fundamentals	3
BUS2062	Finance Fundamentals	3
BUS3022	Fundamentals of Supply Chain Management	3
BUS3040	Fundamentals of Human Resource Management	6
BUS3050	Fundamentals of Organizational Communication	6
PM1000	Project Management Principles	3

Specialization courses

At least 48 quarter credits

PM4000	Foundations of Project Management Domains	6
PM4020	Integration and Scope Management	6
PM4030	Scheduling, Cost, and Quality Management	6
PM4040	Human Resources and Motivation Management	6
PM4050	Communication and Stakeholder Management	6
PM4060	Risk Management in Project Management	6
PM4070	Procurement Management in Project Management	6
PM4080	Agile Project Management	6

Elective courses

At least 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses.[§]

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter.

BUS4993	Business Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

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

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

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

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

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

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

Eligible Concentrations

Accounting (p. 267)

Finance (p. 268)

Health Care Management (p. 268)

Human Resource Management (p. 268)

Management and Leadership (p. 269)

Marketing (p. 269)

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

BS in Business, Project Management, FlexPath option

School of Business, Technology, and Health Care Administration

The Project Management specialization provides undergraduate business learners with a foundational

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

General Education Requirements

Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 265).[†]

Required courses

MAT-FPX2001	Statistical Reasoning	3
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Additional Program Requirements

Core courses

At least 21 program points

BUS-FPX2007	Introduction to Business Perspectives	3
BUS-FPX1011	Management Fundamentals	1.5
BUS-FPX2012	Leadership Fundamentals	1.5
BUS-FPX2030	Marketing and Sales Fundamentals	3
BUS-FPX2061	Accounting Fundamentals	1.5
BUS-FPX2062	Finance Fundamentals	1.5
BUS-FPX3022	Fundamentals of Supply Chain Management	1.5
BUS-FPX3040	Fundamentals of Human Resource Management	3

BUS-FPX3050	Fundamentals of Organizational Communication	3
PM-FPX1000	Project Management Principles	1.5

Specialization courses

At least 24 program points

PM-FPX4000	Foundations of Project Management Domains	3
PM-FPX4020	Integration and Scope Management	3
PM-FPX4030	Scheduling, Cost, and Quality Management	3
PM-FPX4040	Human Resources and Motivation Management	3
PM-FPX4050	Communication and Stakeholder Management	3
PM-FPX4060	Risk Management in Project Management	3
PM-FPX4070	Procurement Management in Project Management	3
PM-FPX4080	Agile Project Management	3

Elective courses

At least 19.5 program points

Choose courses to fulfill total program points.[†]

Capstone course

At least 3 program points

Taken during the learner's final quarter.

BUS-FPX4993	Business Capstone Project	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000-level and above

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

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

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

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

Graduate-Business Academic Offerings

Doctor of Business Administration (DBA)

School of Business, Technology, and Health Care Administration

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

Learners develop a professional brand to assist them with exceeding their economic, career, and personal goals. Graduates complete a capstone project, demonstrating their high-level of expertise, confidence, and strategic thinking to drive progress and change within a specific business or industry.

Specializations

General Management (p. 167)

General Management, FlexPath option (p. 168)

Organizational Leadership and Development (p. 169)

Organizational Leadership and Development, FlexPath option (p. 170)

Strategy and Innovation (p. 170)

Strategy and Innovation, FlexPath option (p. 171)

DBA in General Management

School of Business, Technology, and Health Care Administration

The DBA General Management specialization examines the scholarly and practitioner literature and emerging trends in the field of management. Learners design projects which address the challenges and opportunities for improving ways to manage, organize, and structure organizations. The specialization allows learners to analyze various aspects of management by

selecting a composite of specialization courses in strategy and innovation, and organizational leadership before moving into more specific topic development. Learners gain an understanding of decision-making using relevant data and methods; deciding how to incorporate supply chains into organizational planning; consideration of how mergers, acquisitions, or competition may assist organizational success; or rethinking the types of management styles or processes that are used to establish successful business operations. Current and relevant topics surrounding management will be central to the work done in the specialization.

Core courses

DB8400	Your DBA Journey	6
DB8405	Effective Organizational Leadership	6
DB8410	Addressing Problems in Human Resources and Compliance	6
DB8415	Strategic Decision Making	6
DB8420	Teaching Business in Higher Education	6
RSCH7860	Survey of Research Methods	4
RSCH7864	Quantitative Design and Analysis	4
RSCH7868	Qualitative Design and Analysis	4

Specialization courses

DB8610	Leadership Theory and Practice	4
	Or	
DB8710	Strategy and Innovation: Theorizing, Crafting, Executing	4
DB8620	High Performance Leadership	4
	Or	
DB8720	Strategic Digital Transformation	4
DB8630	Catalysts for Change	4
	Or	
DB8730	Managing Innovation, Design, and Creativity	4

DB8840	Seminar: General Management Topic Development	6
DB8850	Seminar: General Management Literature Review	6

Upon completion of all required core and specialization coursework

DB9801	Proposal Writing	6
DB9802	Data Analysis Practice and IRB Approval	6
DB9803	Project Results	6
DB9804	Final Reviews and Presentation	6

Total

At least 90 quarter credits

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

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

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

DBA in General Management, FlexPath option

School of Business, Technology, and Health Care Administration

The DBA General Management specialization examines the scholarly and practitioner literature and emerging trends in the field of management. Learners design projects which address the challenges and opportunities for improving ways to manage, organize, and structure organizations. The specialization allows learners to analyze various aspects of management by selecting a composite of specialization courses in strategy and innovation, and organizational leadership before moving into more specific topic development. Learners gain an understanding of decision-making using relevant data and methods; deciding how to incorporate supply chains into organizational planning; consideration of how mergers, acquisitions, or

coopetition may assist organizational success; or rethinking the types of management styles or processes that are used to establish successful business operations. Current and relevant topics surrounding management will be central to the work done in the specialization. Learners who pursue this specialization through the FlexPath option earn a DBA through self-paced demonstrations of competencies.

Core courses

DB-FPX8400	Your DBA Journey	3
DB-FPX8405	Effective Organizational Leadership	3
DB-FPX8410	Addressing Problems in Human Resources and Compliance	3
DB-FPX8415	Strategic Decision Making	3
DB-FPX8420	Teaching Business in Higher Education	3
RSCH-FPX7860	Survey of Research Methods	2
RSCH-FPX7864	Quantitative Design and Analysis	2
RSCH-FPX7868	Qualitative Design and Analysis	2

Specialization courses

DB-FPX8610	Leadership Theory and Practice	2
	Or	
DB-FPX8710	Strategy and Innovation: Theorizing, Crafting, Executing	2
DB-FPX8620	High Performance Leadership	2
	Or	
DB-FPX8720	Strategic Digital Transformation	2
DB-FPX8630	Catalysts for Change	2
	Or	
DB-FPX8730	Managing Innovation, Design, and Creativity	2
DB-FPX8840	Seminar: General Management Topic Development	3
DB-FPX8850	Seminar: General Management Literature Review	3

Upon completion of all required core and specialization coursework

DB-FPX9801	Proposal Writing	3
DB-FPX9802	Data Analysis Practice and IRB Approval	3
DB-FPX9803	Project Results	3
DB-FPX9804	Final Reviews and Presentation	3

Total

At least 45 program points

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

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

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

DBA in Organizational Leadership and Development

School of Business, Technology, and Health Care Administration

The DBA Organizational Leadership and Development specialization analyzes the scholarly and practitioner literature and emerging trends in the leadership and human resources fields. Learners design projects which address the challenges and opportunities for improving organizational effectiveness. The specialization helps learners create their own leadership style using self-management techniques; cultivate skills to inspire, motivate, and mobilize their workplaces; and acquire the skills and knowledge to lead change and transform their organizations. Current and relevant topics surrounding leaders and human resources will be central to the work done in the specialization, including leadership theory and practices, high performance leadership, and positive change models.

Core courses

DB8400	Your DBA Journey	6
DB8405	Effective Organizational Leadership	6
DB8410	Addressing Problems in Human Resources and Compliance	6
DB8415	Strategic Decision Making	6
DB8420	Teaching Business in Higher Education	6
RSCH7860	Survey of Research Methods	4
RSCH7864	Quantitative Design and Analysis	4
RSCH7868	Qualitative Design and Analysis	4

Specialization courses

DB8610	Leadership Theory and Practice	4
DB8620	High Performance Leadership	4
DB8630	Catalysts for Change	4
DB8640	Seminar: Leadership Topic Development	6
DB8650	Seminar: Leadership Literature Review	6

Upon completion of all required core and specialization coursework

DB9801	Proposal Writing	6
DB9802	Data Analysis Practice and IRB Approval	6
DB9803	Project Results	6
DB9804	Final Reviews and Presentation	6

Total

At least 90 quarter credits

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

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

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

DBA in Organizational Leadership and Development, FlexPath option

School of Business, Technology, and Health Care Administration

The DBA Organizational Leadership and Development specialization analyzes the scholarly and practitioner literature and emerging trends in the leadership and human resources fields. Learners design projects which address the challenges and opportunities for improving organizational effectiveness. The specialization helps learners create their own leadership style using self-management techniques; cultivate skills to inspire, motivate, and mobilize their workplaces; and acquire the skills and knowledge to lead change and transform their organizations. Current and relevant topics surrounding leaders and human resources will be central to the work done in the specialization, including leadership theory and practices, high performance leadership, and positive change models. Learners who pursue this specialization through the FlexPath option earn a DBA through self-paced demonstrations of competencies.

Core courses

DB-FPX8400	Your DBA Journey	3
DB-FPX8405	Effective Organizational Leadership	3
DB-FPX8410	Addressing Problems in Human Resources and Compliance	3
DB-FPX8415	Strategic Decision Making	3
DB-FPX8420	Teaching Business in Higher Education	3
RSCH-FPX7860	Survey of Research Methods	2
RSCH-FPX7864	Quantitative Design and Analysis	2
RSCH-FPX7868	Qualitative Design and Analysis	2

Specialization courses

DB-FPX8610	Leadership Theory and Practice	2
DB-FPX8620	High Performance Leadership	2
DB-FPX8630	Catalysts for Change	2

DB-FPX8640	Seminar: Leadership Topic Development	3
DB-FPX8650	Seminar: Leadership Literature Review	3

Upon completion of all required core and specialization coursework

DB-FPX9801	Proposal Writing	3
DB-FPX9802	Data Analysis Practice and IRB Approval	3
DB-FPX9803	Project Results	3
DB-FPX9804	Final Reviews and Presentation	3

Total

At least 45 program points

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

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

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

DBA in Strategy and Innovation

School of Business, Technology, and Health Care Administration

The DBA Strategy and Innovation specialization analyzes the scholarly and practitioner literature and emerging trends in the fields of strategy and innovation. Learners design projects which consider how visionary leaders use strategic and innovative methods to transform their organizational landscapes. The specialization helps learners critically examine how company leaders increase their organizational agility, adaptability, identification of opportunities, and competitive advantages. Current and relevant topics surrounding strategy and innovation will be central to the work done in the specialization, including theorizing, crafting, and executing strategy and innovation; strategic digital transformation; and managing innovation, design, and creativity.

Core courses

DB8400	Your DBA Journey	6
DB8405	Effective Organizational Leadership	6
DB8410	Addressing Problems in Human Resources and Compliance	6
DB8415	Strategic Decision Making	6
DB8420	Teaching Business in Higher Education	6
RSCH7860	Survey of Research Methods	4
RSCH7864	Quantitative Design and Analysis	4
RSCH7868	Qualitative Design and Analysis	4

Specialization courses

DB8710	Strategy and Innovation: Theorizing, Crafting, Executing	4
DB8720	Strategic Digital Transformation	4
DB8730	Managing Innovation, Design, and Creativity	4
DB8740	Seminar: Strategy and Innovation Topic Development	6
DB8750	Seminar: Strategy and Innovation Literature Review	6

Upon completion of all required core and specialization coursework

DB9801	Proposal Writing	6
DB9802	Data Analysis Practice and IRB Approval	6
DB9803	Project Results	6
DB9804	Final Reviews and Presentation	6

Total**At least 90 quarter credits**

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

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with

any additional or repeat coursework necessary for successful completion of program requirements.

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

DBA in Strategy and Innovation, FlexPath option**School of Business, Technology, and Health Care Administration**

The DBA Strategy and Innovation specialization analyzes the scholarly and practitioner literature and emerging trends in the fields of strategy and innovation. Learners design projects which consider how visionary leaders use strategic and innovative methods to transform their organizational landscapes. The specialization helps learners critically examine how company leaders increase their organizational agility, adaptability, identification of opportunities, and competitive advantages. Current and relevant topics surrounding strategy and innovation will be central to the work done in the specialization, including theorizing, crafting, and executing strategy and innovation; strategic digital transformation; and managing innovation, design, and creativity. Learners who pursue this specialization through the FlexPath option earn a DBA through self-paced demonstrations of competencies.

Core courses

DB-FPX8400	Your DBA Journey	3
DB-FPX8405	Effective Organizational Leadership	3
DB-FPX8410	Addressing Problems in Human Resources and Compliance	3
DB-FPX8415	Strategic Decision Making	3
DB-FPX8420	Teaching Business in Higher Education	3
RSCH-FPX7860	Survey of Research Methods	2
RSCH-FPX7864	Quantitative Design and Analysis	2
RSCH-FPX7868	Qualitative Design and Analysis	2

Specialization courses

DB-FPX8710	Strategy and Innovation: Theorizing, Crafting, Executing	2
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DB-FPX8720	Strategic Digital Transformation	2
DB-FPX8730	Managing Innovation, Design, and Creativity	2
DB-FPX8740	Seminar: Strategy and Innovation Topic Development	3
DB-FPX8750	Seminar: Strategy and Innovation Literature Review	3

Upon completion of all required core and specialization coursework

DB-FPX9801	Proposal Writing	3
DB-FPX9802	Data Analysis Practice and IRB Approval	3
DB-FPX9803	Project Results	3
DB-FPX9804	Final Reviews and Presentation	3

Total

At least 45 program points

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

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

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

Master of Business Administration (MBA)

School of Business, Technology, and Health Care Administration

The Master of Business Administration (MBA) degree program is designed to provide working professionals with the knowledge and skills necessary for achieving their professional and personal goals and advancing their careers. It provides broad exposure to core business disciplines and the opportunity to increase the depth of competency in areas of specialization. Learners engage in a curriculum that presents practical

and relevant content integrated across functional business areas and emphasizes business analytics and leadership as key elements required by MBA graduates to be successful in the workplace. Upon successful completion of this degree program, learners have gained knowledge and skills in foundational business areas, integration across disciplines, the abilities to lead and collaborate in complex environments, and the ability to use data and evidence-based decision making in the workplace. Graduates are prepared to pursue advanced business careers managing today's complex, global organizations.

Specializations

Self-Designed (p. 172)

Self-Designed, FlexPath option (p. 173)

Health Care Management (p. 174)

Health Care Management, FlexPath option (p. 174)

Human Resource Management (p. 175)

Human Resource Management, FlexPath option (p. 176)

Project Management (p. 176)

Project Management, FlexPath option (p. 177)

MBA in Self-Designed

School of Business, Technology, and Health Care Administration

The MBA Self-Designed specialization provides an introduction to foundational business disciplines including leadership, accounting, finance, marketing, operations, strategy, and business analytics. Learners in this specialization are able to incorporate courses in a variety of disciplines to meet individual interests and needs.

MBA5002	MBA Leadership	4
MBA5006	Business Strategy	4
MBA5008	Applied Business Analytics	4
MBA5010	Accounting Methods for Leaders	4
MBA5012	Marketing Management	4
MBA5014	Applied Managerial Finance	4
MBA5016	Operations Management for Leaders	4

Taken during the learner's final quarter.

MBA5910	MBA Capstone Experience	5
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Elective Courses

At least 12 quarter credits

Choose three from the following recommended electives.

ENTR5412	New Ventures and Entrepreneurship	4
HCM5310	Decision-Making in the Health Care System	4
HCM5312	Analyzing the Health Care Environment	4
HRM5090	Retaining and Engaging Employees for the Modern Workforce	4
HRM5310	Strategic Human Resource Management	4
LEAD5220	Leader as Change Agent	4
PM5018	Project Management Foundations	4

Or

Choose at least three graduate-level courses totaling a minimum of 12 quarter credits.

Total

At least 45 quarter credits

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

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

MBA in Self-Designed, FlexPath option

School of Business, Technology, and Health Care Administration

The MBA Self-Designed specialization provides an introduction to foundational business disciplines including leadership, accounting, finance, marketing, operations, strategy, and business analytics. Learners in this specialization are able to incorporate courses in a variety of disciplines to meet individual interests and needs. Learners who pursue this specialization through the FlexPath option earn an MBA through self-paced demonstrations of competencies.

MBA-FPX5002	MBA Leadership	2
MBA-FPX5006	Business Strategy	2
MBA-FPX5008	Applied Business Analytics	2
MBA-FPX5010	Accounting Methods for Leaders	2
MBA-FPX5012	Marketing Management	2
MBA-FPX5014	Applied Managerial Finance	2
MBA-FPX5016	Operations Management for Leaders	2
Taken during the learner's final quarter.		
MBA-FPX5910	MBA Capstone Experience	2.5

Three Elective Courses

At least 6 program points

Choose three from the following recommended electives.

ENTR-FPX5412	New Ventures and Entrepreneurship	2
HCM-FPX5310	Decision-Making in the Health Care System	2
HCM-FPX5312	Analyzing the Health Care Environment	2
HRM-FPX5090	Retaining and Engaging Employees for the Modern Workforce	2
HRM-FPX5310	Strategic Human Resource Management	2
LEAD-FPX5220	Leader as Change Agent	2
PM-FPX5018	Project Management Foundations	2

Or

Choose at least three graduate-level courses totaling a minimum of 6 program points.[†]

Total

At least 22.5 program points

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

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

† Learners in this degree program choose electives from the FlexPath (-FPX) course list.

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

MBA in Health Care Management

School of Business, Technology, and Health Care Administration

The MBA Health Care Management specialization focuses on the application of business and management knowledge, skills, and abilities learners need within the complex and dynamic health care industry. Learners gain a thorough understanding of the health care system; government influence; and law, ethics, policy, and organizational strategy. Learners use evidence-based decision making that drives quality management, operations, and financial management practices based on organizational strategy and goals. Upon successful completion of this specialization, learners will have developed the knowledge and skills needed to pursue middle- or senior-level positions within health care organizations or organizations that serve the health care industry.

Core courses

MBA5002	MBA Leadership	4
MBA5006	Business Strategy	4
MBA5008	Applied Business Analytics	4
MBA5010	Accounting Methods for Leaders	4
MBA5012	Marketing Management	4
MBA5014	Applied Managerial Finance	4
MBA5016	Operations Management for Leaders	4

Specialization courses

HCM5310	Decision-Making in the Health Care System	4
HCM5312	Analyzing the Health Care Environment	4

HCM5314	Driving Health Care Results	4
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Taken during the learner's final quarter.

MBA5910	MBA Capstone Experience	5
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Total

At least 45 quarter credits

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

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

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

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

MBA in Health Care Management, FlexPath option

School of Business, Technology, and Health Care Administration

The MBA Health Care Management specialization focuses on the application of business and management knowledge, skills, and abilities learners need within the complex and dynamic health care industry. Learners gain a thorough understanding of the health care system; government influence; and law, ethics, policy, and organizational strategy. Learners use evidence-based decision making that drives quality management, operations, and financial management practices based on organizational strategy and goals. Upon successful completion of this specialization, learners will have developed the knowledge and skills needed to pursue middle- or senior-level positions within health care organizations or organizations that serve the health care industry. Learners who pursue this specialization through the FlexPath option earn an MBA through self-paced demonstrations of competencies.

Core courses

MBA-FPX5002	MBA Leadership	2
MBA-FPX5006	Business Strategy	2
MBA-FPX5008	Applied Business Analytics	2
MBA-FPX5010	Accounting Methods for Leaders	2
MBA-FPX5012	Marketing Management	2
MBA-FPX5014	Applied Managerial Finance	2
MBA-FPX5016	Operations Management for Leaders	2

Specialization courses

HCM-FPX5310	Decision-Making in the Health Care System	2
HCM-FPX5312	Analyzing the Health Care Environment	2
HCM-FPX5314	Driving Health Care Results	2

Taken during the learner's final quarter.

MBA-FPX5910	MBA Capstone Experience	2.5
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Total**At least 22.5 program points**

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

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

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

MBA in Human Resource Management**School of Business, Technology, and Health Care Administration**

The MBA Human Resource Management (HRM) specialization focuses on the application of knowledge, competencies, and skills necessary to integrate business and human resource functions in organizations. Learners focus on communicating clearly to stakeholders and developing data-informed recommendations in support of organizational goals and strategy. Upon successful completion of this specialization, learners are prepared to make informed, practitioner-based decisions resulting in increased professional development, organizational growth, and enterprise sustainability. Upon successful completion of this specialization, learners have gained relevant knowledge, competencies, and skills enabling them to enter or advance in HRM-related careers and to make appropriate decisions about human capital.

Core courses

MBA5002	MBA Leadership	4
MBA5006	Business Strategy	4
MBA5008	Applied Business Analytics	4
MBA5010	Accounting Methods for Leaders	4
MBA5012	Marketing Management	4
MBA5014	Applied Managerial Finance	4
MBA5016	Operations Management for Leaders	4

Specialization courses

HRM5060	Sourcing and Managing Talent in the Workplace	4
HRM5090	Retaining and Engaging Employees for the Modern Workforce	4
HRM5310	Strategic Human Resource Management	4

Taken during the learner's final quarter.

MBA5910	MBA Capstone Experience	5
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Total**At least 45 quarter credits**

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

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with

any additional or repeat coursework necessary for successful completion of program requirements.

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

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

MBA in Human Resource Management, FlexPath option

School of Business, Technology, and Health Care Administration

The MBA Human Resource Management (HRM) specialization focuses on the application of knowledge, competencies, and skills necessary to integrate business and human resource functions in organizations. Learners focus on communicating clearly to stakeholders and developing data-informed recommendations in support of organizational goals and strategy. Upon successful completion of this specialization, learners are prepared to make informed, practitioner-based decisions resulting in increased professional development, organizational growth, and enterprise sustainability. Upon successful completion of this specialization, learners have gained relevant knowledge, competencies, and skills enabling them to enter or advance in HRM-related careers and to make appropriate decisions about human capital. Learners who pursue this specialization through the FlexPath option earn an MBA through self-paced demonstrations of competencies.

Core courses

MBA-FPX5002	MBA Leadership	2
MBA-FPX5006	Business Strategy	2
MBA-FPX5008	Applied Business Analytics	2
MBA-FPX5010	Accounting Methods for Leaders	2
MBA-FPX5012	Marketing Management	2
MBA-FPX5014	Applied Managerial Finance	2
MBA-FPX5016	Operations Management for Leaders	2

Specialization courses

HRM-FPX5060	Sourcing and Managing Talent in the Workplace	2
HRM-FPX5090	Retaining and Engaging Employees for the Modern Workforce	2
HRM-FPX5310	Strategic Human Resource Management	2

Taken during the learner's final quarter.

MBA-FPX5910	MBA Capstone Experience	2.5
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Total

At least 22.5 program points

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

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

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

MBA in Project Management

School of Business, Technology, and Health Care Administration

The MBA Project Management specialization aligns with the Project Management Institute's (PMI®) global standards. This specialization introduces learners to fundamental project management theories, processes, and strategies and provides learners with the knowledge, skills, and experience to ensure project success. Learners focus on developing decision-making skills and the ability to reflect on the impact of their judgment in dynamic project situations. Upon successful completion of this specialization, learners are prepared to pursue advanced project management positions in global enterprises or entrepreneurial start-ups.

Core courses

MBA5002	MBA Leadership	4
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MBA5006	Business Strategy	4
MBA5008	Applied Business Analytics	4
MBA5010	Accounting Methods for Leaders	4
MBA5014	Applied Managerial Finance	4
MBA5016	Operations Management for Leaders	4
PM5018	Project Management Foundations	4

Specialization courses

PM5332	Project Management Planning, Execution, and Control	4
PM5333	Project Budgeting, Procurement, and Quality	4
PM5334	Project Risk Assessment and Control	4

Taken during the learner's final quarter.

MBA5910	MBA Capstone Experience	5
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Total

At least 45 quarter credits

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

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

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

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

MBA in Project Management, FlexPath option

School of Business, Technology, and Health Care Administration

The MBA Project Management specialization aligns with the Project Management Institute's (PMI®) global standards. This specialization introduces learners to

fundamental project management theories, processes, and strategies and provides learners with the knowledge, skills, and experience to ensure project success. Learners focus on developing decision-making skills and the ability to reflect on the impact of their judgment in dynamic project situations. Upon successful completion of this specialization, learners are prepared to pursue advanced project management positions in global enterprises or entrepreneurial start-ups. Learners who pursue this specialization through the FlexPath option earn an MBA through self-paced demonstrations of competencies.

Core courses

MBA-FPX5002	MBA Leadership	2
MBA-FPX5006	Business Strategy	2
MBA-FPX5008	Applied Business Analytics	2
MBA-FPX5010	Accounting Methods for Leaders	2
MBA-FPX5014	Applied Managerial Finance	2
MBA-FPX5016	Operations Management for Leaders	2
PM-FPX5018	Project Management Foundations	2

Specialization courses

PM-FPX5332	Project Management Planning, Execution, and Control	2
PM-FPX5333	Project Budgeting, Procurement, and Quality	2
PM-FPX5334	Project Risk Assessment and Control	2

Taken during the learner's final quarter.

MBA-FPX5910	MBA Capstone Experience	2.5
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Total

At least 22.5 program points

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

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional

quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

Master of Science (MS) in Human Resource Management

School of Business, Technology, and Health Care Administration

The Master of Science in Human Resource Management degree program provides learners with the knowledge and skills to lead and manage strategic and operational human resources management (HRM) functions in organizations. The curriculum introduces behavioral competencies to help learners develop leadership and influencing skills in the practice of human resource management and their ability to effectively address real-world HRM challenges to deliver business results. Learners also apply evidenced-based decision making to align strategy and practice and partner with organizational leadership.

Specializations

- General Human Resource Management (p. 178)
- General Human Resource Management, FlexPath option (p. 179)
- Health Care (p. 179)
- Health Care, FlexPath option (p. 180)

MS in Human Resource Management, General Human Resource Management

School of Business, Technology, and Health Care Administration

The General Human Resource Management specialization provides learners with the knowledge and skills to lead and manage strategic and operational human resources management (HRM) functions in organizations. Learners select courses based on their individual professional needs to gain knowledge of specific areas in the discipline and profession of HRM and develop their ability to effectively address real-world HRM challenges to deliver business results.

HRM5002	Survey of Human Resource Management in Practice	4
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HRM5055	Comprehensive Reward Systems	4
HRM5060	Sourcing and Managing Talent in the Workplace	4
HRM5065	Employment Law in the Successful Workplace	4
HRM5070	Workplace Learning Strategies for the HR Professional	4
HRM5080	Evidence-Based Decision Making for HR Professionals	4
HRM5090	Retaining and Engaging Employees for the Modern Workforce	4

In addition, choose three from the following courses AND the capstone course.

ED7631	Introduction to Training and Performance Systems	4
HRM5075	Leading and Influencing for the Human Resource Practitioner	4
HRM5100	HRM Professional Internship	4
HRM5112	Certification Examination Preparation for the aPHR, PHR and SPHR	4
HRM5115	Certification Examination Preparation for the SHRM-CP and SHRM-SCP	4
HRM5118	Human Resource Legal Challenges and Solutions	4
HRM5120	Global Human Resource Practice	4
HRM5401	The Legal, Ethical, and Regulatory Environment of Health Care	4
HRM5402	Planning, Sourcing, and Developing Talent in Healthcare Organizations	4
HRM5403	Transforming the Employee Experience in Health Care	4
LEAD5210	Leading Globally	4
LEAD5220	Leader as Change Agent	4
PM5018	Project Management Foundations	4
PSY6710	Principles of Industrial/Organizational Psychology	5

Taken during the learner's final quarter.

HRM5960	HRM Capstone: Improving and Transforming HR Practice	5
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Total

At least 45 quarter credits

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

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

MS in Human Resource Management, General Human Resource Management, FlexPath option

School of Business, Technology, and Health Care Administration

The General Human Resource Management specialization provides learners with the knowledge and skills to lead and manage strategic and operational human resources management (HRM) functions in organizations. Learners select courses based on their individual professional needs to gain knowledge of specific areas in the discipline and profession of HRM and develop their ability to effectively address real-world HRM challenges to deliver business results. Learners who pursue this specialization through the FlexPath option earn a MS in Human resource Management through self-paced demonstrations of competencies.

HRM-FPX5002	Survey of Human Resource Management in Practice	2
HRM-FPX5055	Comprehensive Reward Systems	2
HRM-FPX5060	Sourcing and Managing Talent in the Workplace	2
HRM-FPX5065	Employment Law in the Successful Workplace	2
HRM-FPX5070	Workplace Learning Strategies for the HR Professional	2
HRM-FPX5080	Evidence-Based Decision Making for HR Professionals	2

HRM-FPX5090	Retaining and Engaging Employees for the Modern Workforce	2
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In addition, choose three from the following courses AND the capstone course.

HRM-FPX5075	Leading and Influencing for the Human Resource Practitioner	2
HRM-FPX5118	Human Resource Legal Challenges and Solutions	2
HRM-FPX5120	Global Human Resource Practice	2
HRM-FPX5401	The Legal, Ethical, and Regulatory Environment of Health Care	2
HRM-FPX5402	Planning, Sourcing, and Developing Talent in Healthcare Organizations	2
LEAD-FPX5210	Leading Globally	2
LEAD-FPX5220	Leader as Change Agent	2
PM-FPX5018	Project Management Foundations	2

Taken during the learner's final quarter.

HRM-FPX5960	HRM Capstone: Improving and Transforming HR Practice	2.5
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Total

At least 22.5 program points

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

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

MS in Human Resource Management, Health Care

School of Business, Technology, and Health Care Administration

The Health Care specialization provides learners with the knowledge and skills to lead and manage strategic human resources management (HRM) functions in a health care organization's legal and regulatory environment. Learners develop competencies in how to help manage the health care employee experience which include workforce planning, talent utilization and development, a high-performance culture, and employee wellness.

Core courses

HRM5002	Survey of Human Resource Management in Practice	4
HRM5055	Comprehensive Reward Systems	4
HRM5060	Sourcing and Managing Talent in the Workplace	4
HRM5065	Employment Law in the Successful Workplace	4
HRM5070	Workplace Learning Strategies for the HR Professional	4
HRM5080	Evidence-Based Decision Making for HR Professionals	4
HRM5090	Retaining and Engaging Employees for the Modern Workforce	4

Specialization courses

HRM5401	The Legal, Ethical, and Regulatory Environment of Health Care	4
HRM5402	Planning, Sourcing, and Developing Talent in Healthcare Organizations	4
HRM5403	Transforming the Employee Experience in Health Care	4

Taken during the learner's final quarter.

HRM5960	HRM Capstone: Improving and Transforming HR Practice	5
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Total

At least 45 quarter credits

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

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

MS in Human Resource Management, Health Care, FlexPath option

School of Business, Technology, and Health Care Administration

The Health Care specialization provides learners with the knowledge and skills to lead and manage strategic human resources management (HRM) functions in a health care organization's legal and regulatory environment. Learners develop competencies in how to help manage the health care employee experience which include workforce planning, talent utilization and development, a high-performance culture, and employee wellness. Learners who pursue this specialization through the FlexPath option earn an MS in Human Resource Management through self-demonstration of competencies.

Core courses

HRM-FPX5002	Survey of Human Resource Management in Practice	2
HRM-FPX5055	Comprehensive Reward Systems	2
HRM-FPX5060	Sourcing and Managing Talent in the Workplace	2
HRM-FPX5065	Employment Law in the Successful Workplace	2
HRM-FPX5070	Workplace Learning Strategies for the HR Professional	2
HRM-FPX5080	Evidence-Based Decision Making for HR Professionals	2
HRM-FPX5090	Retaining and Engaging Employees for the Modern Workforce	2

Specialization courses

HRM-FPX5401	The Legal, Ethical, and Regulatory Environment of Health Care	2
HRM-FPX5402	Planning, Sourcing, and Developing Talent in Healthcare Organizations	2

HRM-FPX5403	Transforming the Employee Experience in Health Care	2
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Taken during the learner's final quarter.

HRM-FPX5960	HRM Capstone: Improving and Transforming HR Practice	2.5
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Total

At least 22.5 program points

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

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

Business Graduate Certificate Programs

Graduate Certificate in Human Resource Management

School of Business, Technology, and Health Care Administration

The Human Resource Management graduate certificate provides learners with the principles and practices of the human resource management function. Learners in this graduate certificate have the opportunity to enhance skills, knowledge, and abilities through the development of HR competencies.

HRM5002	Survey of Human Resource Management in Practice	4
HRM5060	Sourcing and Managing Talent in the Workplace	4
HRM5090	Retaining and Engaging Employees for the Modern Workforce	4

In addition, choose one from the following courses.

HRM5055	Comprehensive Reward Systems	4
HRM5065	Employment Law in the Successful Workplace	4

HRM5070	Workplace Learning Strategies for the HR Professional	4
HRM5075	Leading and Influencing for the Human Resource Practitioner	4
HRM5112	Certification Examination Preparation for the aPHR, PHR and SPHR	4
HRM5115	Certification Examination Preparation for the SHRM-CP and SHRM-SCP	4

Total

At least 16 quarter credits

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

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

Undergraduate-Health Care Administration Academic Offerings

Bachelor of Science (BS) in Health Care Administration

School of Business, Technology, and Health Care Administration

The Bachelor of Science in Health Care Administration degree program prepares learners to pursue roles as health care professionals who meet the industry's need for entry-level to mid-career-management talent. The curriculum includes focused, practical explorations of the United States health care system, including population/community health; organizational development and behavior theory; operations assessment and improvement; management of human resources; health care finance; economics and decision making; strategic health care planning; health care marketing; quality management; statistical analysis; and research methodology. Throughout the program, learners engage in collaborative group experiences that help them

develop and strengthen the communication, collaboration, problem solving, and decision-making skills needed to influence health care professionals and organizational processes, lead performance management, ensure the implementation of initiatives, and optimize the effectiveness of health care organizations.

Specializations

Health Information Management (p. 182)

Health Information Management, FlexPath option (p. 185)

Leadership (p. 187)

Leadership, FlexPath option (p. 190)

Accelerated Master's Pathways

BS in Health Care Administration/MHA option, Health Information Management (p. 183)

BS in Health Care Administration/MHA option, Health Information Management, FlexPath option (p. 186)

BS in Health Care Administration/MHA option, Leadership (p. 188) (p. 191)

BS in Health Care Administration/MHA option, Leadership, FlexPath option (p. 191)

BS in Health Care Administration, Health Information Management

School of Business, Technology, and Health Care Administration

In the Bachelor of Science in Health Care Administration, Health Information Management specialization, learners gain an understanding of medical terminology, electronic health records and health information systems, data management, quality management, statistical analysis, data governance, and information security. Upon successful completion of this specialization, learners are prepared to pursue entry-level positions as health information support specialists, health information systems support specialists, patient registrars, health information abstractors, and physician office specialists.

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).

Additional Program Requirements

Core courses

At least 42 quarter credits

BHA3001	Essentials of the Healthcare System	6
BHA2002	Evolution of Healthcare Delivery in the United States	3
BHA2003	Current Trends and Future Directions in Healthcare Management	3
BHA2006	Healthcare Regulation and Regulatory Affairs	6
BHA3004	Ensuring Patient Safety and Quality Improvement in Healthcare	6
BHA3008	Financial Management for Healthcare Organizations	3
BHA3009	Healthcare Financing and Reimbursement Models	3
BHA3010	Introduction to Healthcare Research Methods	6
BUS3121	Healthcare Management Ethics	6

Specialization courses

At least 54 quarter credits

BHA2102	Leadership and Communication in Healthcare Management	6
BHA2106	Health Information Management in Healthcare Organizations	6
HIM1610	Introduction to Medical Terminology	6
HIM2660	Ethics and Compliance in Healthcare Data Management	6
HIM2670	Strategic Management of Health Information Systems	6
HIM3620	Foundations of Health Information Management	6
HIM3640	Managing Electronic Health Records Systems	6
HIM4630	Statistical Analysis for Health Information Management	6

HIM4650	Decision Support and Quality Management in Health Information Management	6
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Elective courses

At least 33 quarter credits
Choose 33 quarter credits of additional undergraduate courses.

Capstone course

At least 6 quarter credits

BHA4020	Health Care Administration Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

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

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional

quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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

Accelerated Master's Pathways

Accelerated Master's Pathway, BS in Health Care Administration/MHA option, Health Information Management (p. 183)

Accelerated Master's Pathway, BS in Health Care Administration/MHA Option, Health Information Management

School of Business, Technology, and Health Care Administration

In the Bachelor of Science in Health Care Administration, Health Information Management specialization, learners gain an understanding of medical terminology, electronic health records and health information systems, data management, quality management, statistical analysis, data governance, and information security. Upon successful completion of this specialization, learners are prepared to pursue entry-level positions as health information support specialists, health information systems support specialists, patient registrars, health information abstractors, and physician office specialists.

For more information see the Accelerated Master's Pathway Options section on the **Offering Information page** (p. 25).

Master's-Level Courses

At least 12 quarter credits

MHA5010	Strategic Healthcare Planning	4
MHA5012	Organizational Leadership and Governance	4
NHS6004	Healthcare Law and Policy	4

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).

Additional Program Requirements

Core courses

At least 36 quarter credits

BHA3001	Essentials of the Healthcare System	6
BHA2002	Evolution of Healthcare Delivery in the United States	3
BHA2003	Current Trends and Future Directions in Healthcare Management	3
BHA3004	Ensuring Patient Safety and Quality Improvement in Healthcare	6
BHA3008	Financial Management for Healthcare Organizations	3
BHA3009	Healthcare Financing and Reimbursement Models	3
BHA3010	Introduction to Healthcare Research Methods	6
BUS3121	Healthcare Management Ethics	6

Specialization courses

At least 48 quarter credits

BHA2106	Health Information Management in Healthcare Organizations	6
HIM1610	Introduction to Medical Terminology	6
HIM2660	Ethics and Compliance in Healthcare Data Management	6
HIM2670	Strategic Management of Health Information Systems	6
HIM3620	Foundations of Health Information Management	6
HIM3640	Managing Electronic Health Records Systems	6
HIM4630	Statistical Analysis for Health Information Management	6
HIM4650	Decision Support and Quality Management in Health Information Management	6

Elective courses

*At least 33 quarter credits**Choose 33 quarter credits of additional undergraduate courses.*

Capstone course

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

BHA4020	Health Care Administration Capstone Project	6
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Total**At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above****Honors Pathway***Learners enrolled in the honors pathway complete the following general education courses.*

Honors courses

At least 15 quarter credits

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

*These courses are applied toward the general education requirement and taken in addition to the remaining required courses.***Total****At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above**

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

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

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

BS in Health Care Administration, Health Information Management, FlexPath option

School of Business, Technology, and Health Care Administration

In the Bachelor of Science in Health Care Administration, Health Information Management specialization, learners gain an understanding of medical terminology, electronic health records and health information systems, data management, quality management, statistical analysis, data governance, and information security. Upon successful completion of this specialization, learners are prepared to pursue entry-level positions as health information support specialists, health information systems support specialists, patient registrars, health information abstractors, and physician office specialists. Learners who pursue this specialization through the FlexPath option earn a BS in Health Care Administration through self-paced demonstrations of competencies.

General Education Requirements

Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 265).[†]

Additional Program Requirements

Core courses

At least 21 program points

BHA-FPX3001	Essentials of the Healthcare System	3
BHA-FPX2002	Evolution of Healthcare Delivery in the United States	1.5
BHA-FPX2003	Current Trends and Future Directions in Healthcare Management	1.5
BHA-FPX2006	Healthcare Regulation and Regulatory Affairs	3
BHA-FPX3004	Ensuring Patient Safety and Quality Improvement in Healthcare	3
BHA-FPX3008	Financial Management for Healthcare Organizations	1.5

BHA-FPX3009	Healthcare Financing and Reimbursement Models	1.5
BHA-FPX3010	Introduction to Healthcare Research Methods	3
BUS-FPX3121	Healthcare Management Ethics	3

Specialization courses

At least 27 program points

BHA-FPX2102	Leadership and Communication in Healthcare Management	3
BHA-FPX2106	Health Information Management in Healthcare Organizations	3
HIM-FPX1610	Introduction to Medical Terminology	3
HIM-FPX2660	Ethics and Compliance in Healthcare Data Management	3
HIM-FPX2670	Strategic Management of Health Information Systems	3
HIM-FPX3620	Foundations of Health Information Management	3
HIM-FPX3640	Managing Electronic Health Records Systems	3
HIM-FPX4630	Statistical Analysis for Health Information Management	3
HIM-FPX4650	Decision Support and Quality Management in Health Information Management	3

Elective courses

At least 16.5 program points

Choose 16.5 program points of additional undergraduate courses.[†]

Capstone course

At least 3 program points

Taken during the learner's final quarter.

BHA-FPX4020	Health Care Administration Capstone Project	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000-level and above

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

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

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

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

Accelerated Master's Pathways

Accelerated Master's Pathway, BS in Health Care Administration/MHA option, Health Information Management, FlexPath option (p. 186)

Accelerated Master's Pathway, BS in Health Care Administration/MHA Option, Health Information Management, FlexPath option

School of Business, Technology, and Health Care Administration

In the Bachelor of Science in Health Care Administration, Health Information Management specialization, learners gain an understanding of medical terminology, electronic health records and health information systems, data management, quality management, statistical analysis, data governance, and information security. Upon successful completion of this specialization, learners are prepared to pursue entry-level positions as health information support specialists, health information systems support specialists, patient registrars, health information abstractors, and physician office specialists. Learners who pursue this specialization through the FlexPath option earn a BS in Health Care Administration through self-paced demonstrations of competencies.

For more information see the Accelerated Master's Pathway Options section on the **Offering Information page** (p. 25).

Master's-Level Courses

At least 6 program points

MHA-FPX5010	Strategic Healthcare Planning	2
MHA-FPX5012	Organizational Leadership and Governance	2
NHS-FPX6004	Healthcare Law and Policy	2

General Education Requirements

*Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 265).†*

Additional Program Requirements

Core courses

At least 18 program points

BHA-FPX3001	Essentials of the Healthcare System	3
BHA-FPX2002	Evolution of Healthcare Delivery in the United States	1.5
BHA-FPX2003	Current Trends and Future Directions in Healthcare Management	1.5
BHA-FPX3008	Financial Management for Healthcare Organizations	1.5
BHA-FPX3009	Healthcare Financing and Reimbursement Models	1.5
BHA-FPX3010	Introduction to Healthcare Research Methods	3
BUS-FPX3121	Healthcare Management Ethics	3

Specialization courses

At least 24 program points

BHA-FPX2106	Health Information Management in Healthcare Organizations	3
HIM-FPX1610	Introduction to Medical Terminology	3
HIM-FPX2660	Ethics and Compliance in Healthcare Data Management	3
HIM-FPX2670	Strategic Management of Health Information Systems	3
HIM-FPX3620	Foundations of Health Information Management	3

HIM-FPX3640	Managing Electronic Health Records Systems	3
HIM-FPX4630	Statistical Analysis for Health Information Management	3
HIM-FPX4650	Decision Support and Quality Management in Health Information Management	3

Elective courses

At least 16.5 program points

Choose 16.5 program points of additional undergraduate courses.[†]

Capstone course

At least 3 program points

Taken during the learner's final quarter.

BHA-FPX4020	Health Care Administration Capstone Project	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000-level and above

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

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

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

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

BS in Health Care Administration, Leadership

School of Business, Technology, and Health Care Administration

The Bachelor of Science in Health Care Administration specialization in Leadership focuses on providing a foundation upon which learners can build their

professional skills surrounding effective change management and the leadership of high-performance teams in a variety of complex, dynamic health care environments. The specialization curriculum emphasizes evidence-based best practices for change leadership, planning and marketing, patient safety and quality improvement, health care economics, wellness promotion, team collaboration, and professional development that build a continuous learning system for sustainable health care delivery. Upon successful completion of this specialization, learners are prepared to pursue department-level management positions in a wide range of health care settings.

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).

Additional Program Requirements

Core courses

At least 42 quarter credits

BHA3001	Essentials of the Healthcare System	6
BHA2002	Evolution of Healthcare Delivery in the United States	3
BHA2003	Current Trends and Future Directions in Healthcare Management	3
BHA2006	Healthcare Regulation and Regulatory Affairs	6
BHA3004	Ensuring Patient Safety and Quality Improvement in Healthcare	6
BHA3008	Financial Management for Healthcare Organizations	3
BHA3009	Healthcare Financing and Reimbursement Models	3
BHA3010	Introduction to Healthcare Research Methods	6
BUS3121	Healthcare Management Ethics	6

Specialization courses

At least 36 quarter credits

BHA2102	Leadership and Communication in Healthcare Management	6
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BHA2106	Health Information Management in Healthcare Organizations	6
BHA2110	Healthcare Operations and Process Improvement	6
BHA3108	Population Health Management Strategies	6
BHA3112	Introduction to Healthcare Economics	6
BHA4104	Strategic Leadership and Workforce Planning in Healthcare	6

Elective courses

At least 51 quarter credits

Choose 51 quarter credits of additional undergraduate courses.

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter.

BHA4020	Health Care Administration Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of

54 quarter credits from the 3000-level and above

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

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

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

Accelerated Master's Pathways

Accelerated Master's Pathway, BS in Health Care Administration/MHA option, Leadership (p. 188)

Accelerated Master's Pathway, BS in Health Care Administration/MHA Option, Leadership

School of Business, Technology, and Health Care Administration

The Bachelor of Science in Health Care Administration specialization in Leadership focuses on providing a foundation upon which learners can build their professional skills surrounding effective change management and the leadership of high-performance teams in a variety of complex, dynamic health care environments. The specialization curriculum emphasizes evidence-based best practices for change leadership, planning and marketing, patient safety and quality improvement, health care economics, wellness promotion, team collaboration, and professional development that build a continuous learning system for sustainable health care delivery. Upon successful completion of this specialization, learners are prepared to pursue department-level management positions in a wide range of health care settings.

For more information see the Accelerated Master's Pathway Options section on the **Offering Information page** (p. 25).

Master's-Level Courses

At least 12 quarter credits

MHA5010	Strategic Healthcare Planning	4
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MHA5012	Organizational Leadership and Governance	4
NHS6004	Healthcare Law and Policy	4

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).

Additional Program Requirements

Core courses

At least 36 quarter credits

BHA3001	Essentials of the Healthcare System	6
BHA2002	Evolution of Healthcare Delivery in the United States	3
BHA2003	Current Trends and Future Directions in Healthcare Management	3
BHA3004	Ensuring Patient Safety and Quality Improvement in Healthcare	6
BHA3008	Financial Management for Healthcare Organizations	3
BHA3009	Healthcare Financing and Reimbursement Models	3
BHA3010	Introduction to Healthcare Research Methods	6
BUS3121	Healthcare Management Ethics	6

Specialization courses

At least 30 quarter credits

BHA2106	Health Information Management in Healthcare Organizations	6
BHA2110	Healthcare Operations and Process Improvement	6
BHA3108	Population Health Management Strategies	6
BHA3112	Introduction to Healthcare Economics	6
BHA4104	Strategic Leadership and Workforce Planning in Healthcare	6

Elective courses

At least 51 quarter credits

Choose 51 quarter credits of additional undergraduate courses.

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter.

BHA4020	Health Care Administration Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

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

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

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

BS in Health Care Administration, Leadership, FlexPath option

School of Business, Technology, and Health Care Administration

The Bachelor of Science in Health Care Administration specialization in Leadership focuses on providing a foundation upon which learners can build their professional skills surrounding effective change management and the leadership of high-performance teams in a variety of complex, dynamic health care environments. The specialization curriculum emphasizes evidence-based best practices for change leadership, planning and marketing, patient safety and quality improvement, health care economics, wellness promotion, team collaboration, and professional development that build a continuous learning system for sustainable health care delivery. Upon successful completion of this specialization, learners are prepared to pursue department-level management positions in a wide range of health care settings. Learners who pursue this specialization through the FlexPath option earn a BS in Health Care Administration through self-paced demonstrations of competencies.

General Education Requirements

Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 265).[†]

Additional Program Requirements

Core courses

At least 21 program points

BHA-FPX3001	Essentials of the Healthcare System	3
BHA-FPX2002	Evolution of Healthcare Delivery in the United States	1.5
BHA-FPX2003	Current Trends and Future Directions in Healthcare Management	1.5
BHA-FPX2006	Healthcare Regulation and Regulatory Affairs	3

BHA-FPX3004	Ensuring Patient Safety and Quality Improvement in Healthcare	3
BHA-FPX3008	Financial Management for Healthcare Organizations	1.5
BHA-FPX3009	Healthcare Financing and Reimbursement Models	1.5
BHA-FPX3010	Introduction to Healthcare Research Methods	3
BUS-FPX3121	Healthcare Management Ethics	3

Specialization courses

At least 18 program points

BHA-FPX2102	Leadership and Communication in Healthcare Management	3
BHA-FPX2106	Health Information Management in Healthcare Organizations	3
BHA-FPX2110	Healthcare Operations and Process Improvement	3
BHA-FPX3108	Population Health Management Strategies	3
BHA-FPX3112	Introduction to Healthcare Economics	3
BHA-FPX4104	Strategic Leadership and Workforce Planning in Healthcare	3

Elective courses

At least 25.5 program points

Choose 22.5 program points of additional undergraduate courses.[†]

Capstone course

At least 3 program points

Taken during the learner's final quarter.

BHA-FPX4020	Health Care Administration Capstone Project	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000-level and above

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

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

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

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

Accelerated Master's Pathway

Accelerated Master's Pathway, BS in Health Care Administration/MHA option, Leadership, FlexPath option (p. 191)

Accelerated Master's Pathway, Bachelor of Science (BS) in Health Care Administration/MHA Option, Leadership, FlexPath option

School of Business, Technology, and Health Care Administration

The Bachelor of Science in Health Care Administration specialization in Leadership focuses on providing a foundation upon which learners can build their professional skills surrounding effective change management and the leadership of high-performance teams in a variety of complex, dynamic health care environments. The specialization curriculum emphasizes evidence-based best practices for change leadership, planning and marketing, patient safety and quality improvement, health care economics, wellness promotion, team collaboration, and professional development that build a continuous learning system for sustainable health care delivery. Upon successful completion of this specialization, learners are prepared to pursue department-level management positions in a wide range of health care settings. Learners who pursue this specialization through the FlexPath option earn a BS in Health Care Administration through self-paced demonstrations of competencies.

For more information see the Accelerated Master's Pathway Options section on the **Offering Information page** (p. 25).

Master's-Level Courses

At least 6 program points

MHA-FPX5010	Strategic Healthcare Planning	2
MHA-FPX5012	Organizational Leadership and Governance	2
NHS-FPX6004	Healthcare Law and Policy	2

General Education Requirements

*Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 265).†*

Additional Program Requirements

Core courses

At least 18 program points

BHA-FPX3001	Essentials of the Healthcare System	3
BHA-FPX2002	Evolution of Healthcare Delivery in the United States	1.5
BHA-FPX2003	Current Trends and Future Directions in Healthcare Management	1.5
BHA-FPX3004	Ensuring Patient Safety and Quality Improvement in Healthcare	3
BHA-FPX3008	Financial Management for Healthcare Organizations	1.5
BHA-FPX3009	Healthcare Financing and Reimbursement Models	1.5
BHA-FPX3010	Introduction to Healthcare Research Methods	3
BUS-FPX3121	Healthcare Management Ethics	3

Specialization courses

At least 15 program points

BHA-FPX2106	Health Information Management in Healthcare Organizations	3
BHA-FPX2110	Healthcare Operations and Process Improvement	3
BHA-FPX3108	Population Health Management Strategies	3
BHA-FPX3112	Introduction to Healthcare Economics	3

BHA-FPX4104	Strategic Leadership and Workforce Planning in Healthcare	3
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Elective courses

At least 25.5 program points
 Choose 25.5 program points of additional undergraduate courses.†

Capstone course

At least 3 program points
 Taken during the learner's final quarter.

BHA-FPX4020	Health Care Administration Capstone Project	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000-level and above

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

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

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

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

Graduate-Health Care Administration Academic Offerings

Doctor of Health Administration (DHA)

School of Business, Technology, and Health Care Administration

The Doctor of Health Administration (DHA) degree program is designed to develop and strengthen the knowledge, skills, and attitudes health care administrators need to lead in today's complex and

dynamic health care delivery environment. Learners develop a strategic orientation to approaching health administration problems and issues, innovative thinking skills that produce effective solutions, and a results-oriented leadership style that is grounded in performance measurement and management. Throughout the program, learners apply evidence-based leadership and management strategies, analyze the challenges and opportunities associated with health policy development and implementation, and evaluate emerging trends and innovations in health administration. Building on these skills, learners conduct a research project that is designed to improve the performance of a health care delivery system or solve a problem experienced by health care organizations, to contribute new information to the field. Upon successful completion of this degree program, learners are prepared to pursue advanced health administration leadership roles in academic, organizational, consulting, or policy making settings.

DHA8001	Foundations of Healthcare Administration for Doctoral Learners	4
DHA8004	Innovative Business Practices in Health Care	6
DHA8007	Strategic Financial Management in Health Care	6
DHA8008	Health Care Policy Processes	6
RSCH7860	Survey of Research Methods	4
RSCH7864	Quantitative Design and Analysis	4
RSCH7868	Qualitative Design and Analysis	4
DHA-V8925	Doctoral Project Development - Topic Ideation	3
DHA-V8926	Doctoral Project Development Topic Development	3
DHA8026	Regulatory Compliance for Health Care Leaders	6
DHA8032	Strategic Vision and Planning in Health Care	6

Choose two from the following courses.

BMGT8412	Creating Adaptive, Innovative Workplaces	4
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BMGT8614	Leading the Organizational System	4
DB8610	Leadership Theory and Practice	4
DB8710	Strategy and Innovation: Theorizing, Crafting, Executing	4

Learners must register for DHA9971 a minimum of four times to fulfill their program requirements.

DHA9971	Doctoral Capstone	4
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Total

At least 76 quarter credits

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

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

Master of Health Administration (MHA)

School of Business, Technology, and Health Care Administration

The Master of Health Administration (MHA) degree program prepares learners to assume roles as healthcare administrators or managers who meet the industry's need for master's-prepared healthcare administrators. The curriculum includes practice-based explorations of healthcare systems and technology; policy and law; healthcare finance; economics and decision making; strategic healthcare planning; organizational leadership and governance; quality, risk, and regulatory compliance; healthcare information systems and informatics; research methodology; and ethical and professional standards of practice. Throughout the program, learners engage in collaborative group experiences that help them develop and strengthen the communication, collaboration, problem-solving, and decision-making skills needed to lead and manage complex healthcare organizations. Successful graduates of this degree program are prepared to apply culturally competent, evidence-based professional healthcare

administration practices across national and global environments.

Core courses

MHA5001	Foundations of Master's Studies in Healthcare Administration	4
MHA5006	Healthcare Finance and Reimbursement	4
MHA5010	Strategic Healthcare Planning	4
MHA5012	Organizational Leadership and Governance	4
MHA5014	Healthcare Quality, Risk, and Regulatory Compliance	4
MHA5016	Introduction to Health Information Systems	4
MHA5017	Data Analysis for Healthcare Decisions	4
MHA5020	Health Administration Capstone	4
NHS6004	Healthcare Law and Policy	4
NHS6008	Economics and Decision Making in Healthcare	4

Choose two from the following courses.

MHA5028	Comparative Models of Global Health Systems	4
MHA5040	Healthcare Administration Change Leadership	4
MHA5042	Team Development and Personal Leadership in Health Care Settings	4
MHA5064	Health Information Systems Analysis and Design for Administrators	4
MHA5068	Leadership, Management, and Meaningful Use of Healthcare Technology	4
PM5018	Project Management Foundations	4

Total

At least 48 quarter credits

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

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

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

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

Master of Health Administration (MHA), FlexPath Option

School of Business, Technology, and Health Care Administration

The Master of Health Administration (MHA) degree program prepares learners to assume roles as healthcare administrators or managers who meet the industry’s need for master’s-prepared healthcare administrators. The curriculum includes practice-based explorations of healthcare systems and technology; policy and law; healthcare finance; economics and decision making; strategic healthcare planning; organizational leadership and governance; quality, risk, and regulatory compliance; healthcare information systems and informatics; research methodology; and ethical and professional standards of practice. Throughout the program, learners engage in collaborative group experiences that help them develop and strengthen the communication, collaboration, problem-solving, and decision-making skills needed to lead and manage complex healthcare organizations. Successful graduates of this degree program are prepared to apply culturally competent, evidence-based professional healthcare administration practices across national and global environments. Learners who pursue this degree program through the FlexPath option earn the MHA through self-paced demonstrations of competencies.

Core courses

MHA-FPX5001	Foundations of Master’s Studies in Healthcare Administration	2
MHA-FPX5006	Healthcare Finance and Reimbursement	2
MHA-FPX5010	Strategic Healthcare Planning	2
MHA-FPX5012	Organizational Leadership and Governance	2
MHA-FPX5014	Healthcare Quality, Risk, and Regulatory Compliance	2

MHA-FPX5016	Introduction to Health Information Systems	2
MHA-FPX5017	Data Analysis for Healthcare Decisions	2
MHA-FPX5020	Health Administration Capstone	2
NHS-FPX6004	Healthcare Law and Policy	2
NHS-FPX6008	Economics and Decision Making in Healthcare	2

Choose two from the following courses.

MHA-FPX5028	Comparative Models of Global Health Systems	2
MHA-FPX5040	Healthcare Administration Change Leadership	2
MHA-FPX5042	Team Development and Personal Leadership in Health Care Settings	2
MHA-FPX5064	Health Information Systems Analysis and Design for Administrators	2
MHA-FPX5068	Leadership, Management, and Meaningful Use of Healthcare Technology	2
PM-FPX5018	Project Management Foundations	2

Total

At least 24 program points

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

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

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

Undergraduate-Technology Academic Offerings

Bachelor of Science (BS) in Computer Science

School of Business, Technology, and Health Care Administration

The Bachelor of Science in Computer Science degree program integrates computational theory, practices, and techniques with hands-on experience using industry recognized tools, packages, and frameworks. The curriculum focuses on the study and application of software engineering, data science, artificial intelligence, and computer vision to produce solutions for modern computing problems. Learners develop a foundational understanding of programming languages, along with practical approaches to algorithm design and implementation, while receiving instruction through fundamental and ethically responsible application of machine learning and object recognition. Learners will be prepared to assume professional responsibilities to function effectively and ethically as team members or leaders.

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).

Required courses

MAT1050	College Algebra	6
MAT1200	Pre-Calculus	6
MAT2051	Discrete Mathematics	6
MAT2200	Calculus	6

Recommended courses

HUM1150	Cultural Understanding in a Global World	6
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Additional Program Requirements

Core courses

At least 51 quarter credits

IT1006	Information Technology Concepts and Practices	6
IT1170	Goals and Ethics for the IT Professional	6

IT2180	Operating System and Hardware Infrastructure	6
IT2230	Introduction to Database Systems	3
IT2249	Introduction to Programming with Java	6
IT2280	Network Technology and Architecture	6
IT3240	Web Development and JavaScript	6
IT3249	Software Architecture and User Experience Design	6
IT4803	System Assurance Security	6

Specialization courses

At least 36 quarter credits

CSC4010	Principles of Programming Languages	6
CSC4020	Algorithms and Data Structures	6
CSC4030	Introduction to Machine Learning	6
CSC4040	Computer Vision	6
IT4527	Java Application Development	6
IT4535	Introduction to Artificial Intelligence	6

Elective courses

At least 36 quarter credits

Choose 36 quarter credits of additional undergraduate courses.

Recommended courses

IT3180	Pathways to Certificate-Based Professional Development	6
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Capstone courses

At least 12 quarter credits

Taken during the learner's final two quarters.

CSC4900	Computer Science Capstone 1	6
CSC4902	Computer Science Capstone 2	6

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

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

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

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

Bachelor of Science (BS) in Computer Science, FlexPath option

School of Business, Technology, and Health Care Administration

The Bachelor of Science in Computer Science degree program integrates computational theory, practices, and techniques with hands-on experience using industry recognized tools, packages, and frameworks. The curriculum focuses on the study and application of software engineering, data science, artificial intelligence, and computer vision to produce solutions

for modern computing problems. Learners develop a foundational understanding of programming languages, along with practical approaches to algorithm design and implementation, while receiving instruction through fundamental and ethically responsible application of machine learning and object recognition. Learners will be prepared to assume professional responsibilities to function effectively and ethically as team members or leaders. Learners who pursue this degree program through the FlexPath option earn a BS in Computer Science through self-paced demonstrations of competencies.

General Education Requirements

Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 266)†.

Required courses

MAT-FPX1050	College Algebra	3
MAT-FPX1200	Pre-Calculus	3
MAT-FPX2051	Discrete Mathematics	3
MAT-FPX2200	Calculus	3

Recommended courses

HUM-FPX1150	Cultural Understanding in a Global World	3
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Additional Program Requirements

Core courses

At least 25.5 program points

IT-FPX1006	Information Technology Concepts and Practices	3
IT-FPX1170	Goals and Ethics for the IT Professional	3
IT-FPX2180	Operating System and Hardware Infrastructure	3
IT-FPX2230	Introduction to Database Systems	1.5
IT-FPX2249	Introduction to Programming with Java	3
IT-FPX2280	Network Technology and Architecture	3
IT-FPX3240	Web Development and JavaScript	3
IT-FPX3249	Software Architecture and User Experience Design	3

IT-FPX4803	System Assurance Security	3
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Specialization courses

At least 18 program points

CSC-FPX4010	Principles of Programming Languages	3
CSC-FPX4020	Algorithms and Data Structures	3
CSC-FPX4030	Introduction to Machine Learning	3
CSC-FPX4040	Computer Vision	3
IT-FPX4527	Java Application Development	3
IT-FPX4535	Introduction to Artificial Intelligence	3

Elective courses

At least 18 program points

Choose 18 program points of additional undergraduate courses.[†]

Recommended courses

IT-FPX3180	Pathways to Certificate-Based Professional Development	3
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Capstone courses

At least 6 program points

Taken during the learner's final two quarters.

CSC-FPX4900	Computer Science Capstone 1	3
CSC-FPX4902	Computer Science Capstone 2	3

Total

At least 90 program points, including a minimum of 27 program points from the 3000-level and above

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

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

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

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

Bachelor of Science (BS) in Information Technology

School of Business, Technology, and Health Care Administration

The Bachelor of Science in Information Technology degree program integrates technology skill development with the business enterprise knowledge needed in today's rapidly changing, global workplace. The curriculum focuses on key elements of the IT lifecycle, including requirements analysis, architecture, software construction, and support and maintenance. Learners develop a fundamental understanding of software, hardware, networks, databases, human-computer interaction, project management, and security and gain knowledge of both theory and practice that are required of today's IT professional. Building on all of these concepts and skills, learners then specialize in fields that prepare them for specific IT careers.

Specializations

General Information Technology (p. 197)

General Information Technology, FlexPath option (p. 199)

Data Analytics and Artificial Intelligence (p. 199)

Information Assurance and Cybersecurity (p. 201)

Information Assurance and Cybersecurity, FlexPath option (p. 202)

Network and Cloud Computing (p. 203)

Software Development in an Internet of Things Space (p. 204)

BS in Information Technology, General Information Technology

School of Business, Technology, and Health Care Administration

In the General Information Technology specialization, undergraduate learners develop their knowledge and skills in courses that cover the fundamental IT domains of networking, database, web development, systems analysis and design, and project management. Learners

may also select more advanced IT courses that allow them to develop deeper and broader knowledge and skills in IT topics including web development, networking, project management, and graphics and multimedia.

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).

Required courses

MAT1050	College Algebra	6
MAT2051	Discrete Mathematics	6

Additional Program Requirements

Core courses

At least 54 quarter credits

IT1006	Information Technology Concepts and Practices	6
IT1170	Goals and Ethics for the IT Professional	6
IT2180	Operating System and Hardware Infrastructure	6
IT2230	Introduction to Database Systems	3
IT2249	Introduction to Programming with Java	6
IT2280	Network Technology and Architecture	6
IT3240	Web Development and JavaScript	6
IT3249	Software Architecture and User Experience Design	6
IT4803	System Assurance Security	6
PM1000	Project Management Principles	3

Specialization courses

At least 30 quarter credits

Choose 30 quarter credits of upper division health information management, information technology, or project management courses.

Elective courses

At least 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses.

Capstone courses

At least 12 quarter credits

Taken during the learner's final two quarters.

IT4997	Information Technology Capstone 1	6
IT4998	Information Technology Capstone 2	6

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

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

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

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

BS in Information Technology, General Information Technology, FlexPath option

School of Business, Technology, and Health Care Administration

In the General Information Technology specialization, undergraduate learners develop their knowledge and skills in courses that cover the fundamental IT domains of networking, database, web development, systems analysis and design, and project management. Learners may also select more advanced IT courses that allow them to develop deeper and broader knowledge and skills in IT topics including web development, networking, project management, and graphics and multimedia. Learners who pursue this specialization through the FlexPath option earn a BS in IT through self-paced demonstrations of competencies.

General Education Requirements

Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 265).[†]

Additional Program Requirements

Core courses

At least 27 program points

IT-FPX1006	Information Technology Concepts and Practices	3
IT-FPX1170	Goals and Ethics for the IT Professional	3
IT-FPX2180	Operating System and Hardware Infrastructure	3
IT-FPX2230	Introduction to Database Systems	1.5
IT-FPX2249	Introduction to Programming with Java	3
IT-FPX2280	Network Technology and Architecture	3
IT-FPX3240	Web Development and JavaScript	3
IT-FPX3249	Software Architecture and User Experience Design	3
IT-FPX4803	System Assurance Security	3
PM-FPX1000	Project Management Principles	1.5

Specialization courses

At least 15 program points

In addition, 15 program points of upper division health information management, information technology, or project management courses.[†]

Elective courses

At least 19.5 program points

Complete at least 19.5 program points of additional undergraduate courses.[†]

Capstone course

At least 6 program points

Taken during the learner's final two quarters.

IT-FPX4997	Information Technology Capstone 1	3
IT-FPX4998	Information Technology Capstone 2	3

Total

At least 90 program points, including a minimum of 27 program points from the 3000-level and above

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

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

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

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

BS in Information Technology, Data Analytics and Artificial Intelligence

School of Business, Technology, and Health Care Administration

The Data Analytics and Artificial Intelligence specialization is designed to provide learners with the knowledge, skills and abilities necessary to support the work of data analytics in a variety of applications and settings. The curriculum addresses the range of

process and workflow concepts and activities that make up the work of data analytics within distributed and cloud-based IT environments. Specific topics include data identification and collection, data cleansing, and quality measurement. These topics are applied to data mining and analytics projects involving data transformation, manipulation, analysis, and presentation. Learners examine fundamental theories and applications of artificial intelligence (AI), including evaluation of opportunities for AI. Learners are prepared to successfully solve IT problems using a variety of data analytics tools and techniques. Learners integrate an understanding of the role of data governance and management as factors that impact data analytics with data preparation, transformation, and manipulation to prepare datasets for business analysts as well as to create business solutions specific to the IT environment.

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).

Required courses

MAT1050	College Algebra	6
MAT2051	Discrete Mathematics	6

Additional Program Requirements

Core courses

At least 51 quarter credits

IT1006	Information Technology Concepts and Practices	6
IT1170	Goals and Ethics for the IT Professional	6
IT2180	Operating System and Hardware Infrastructure	6
IT2230	Introduction to Database Systems	3
IT2240	Introduction to Programming	3
IT2280	Network Technology and Architecture	6
IT3240	Web Development and JavaScript	6
IT3249	Software Architecture and User Experience Design	6
IT4803	System Assurance Security	6
PM1000	Project Management Principles	3

Specialization courses

At least 30 quarter credits

IT4345	Data Modeling and Statistical Analysis	6
IT4535	Introduction to Artificial Intelligence	6
IT4537	Enterprise Data Storage and Data Management	6
IT4737	Database Development	6
IT4738	Tools and Techniques for Data Science with Python	6

Elective courses

At least 42 quarter credits

Choose 42 quarter credits of additional undergraduate courses.

Capstone courses

At least 12 quarter credits

Taken during the learner's final two quarters.

IT4997	Information Technology Capstone 1	6
IT4998	Information Technology Capstone 2	6

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

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

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

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

BS in Information Technology, Information Assurance and Cybersecurity

School of Business, Technology, and Health Care Administration

In the Information Assurance and Cybersecurity specialization, learners acquire and apply various processes, tools, technologies, and methods of securing an enterprise. In particular, learners evaluate security policies, social engineering, access control, authentication, perimeter security, disaster recovery and business continuity, risk management, incident response, viruses, malware, spam, encryption, and other infrastructure security techniques. In addition to information assurance and cybersecurity expertise, learners in this specialization demonstrate the business, interpersonal, and communication skills required to influence internal decision making and overall organizational effectiveness.

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).

Required courses

MAT1050	College Algebra	6
MAT2051	Discrete Mathematics	6

Additional Program Requirements

Core courses

At least 48 quarter credits

IT1006	Information Technology Concepts and Practices	6
IT1170	Goals and Ethics for the IT Professional	6
IT2180	Operating System and Hardware Infrastructure	6
IT2230	Introduction to Database Systems	3
IT2249	Introduction to Programming with Java	6
IT2280	Network Technology and Architecture	6
IT3240	Web Development and JavaScript	6
IT3249	Software Architecture and User Experience Design	6
PM1000	Project Management Principles	3

Specialization courses

At least 48 quarter credits

IT4070	Cyber Defense and Countermeasures	6
IT4071	Cyber Attacks and Ethical Hacking	6
IT4073	Organizational Security	6
IT4075	Computer Forensics	6
IT4076	Security Management and Policies	6
IT4079	Python Scripting	6
IT4080	Operating Systems and Application Security	6
IT4803	System Assurance Security	6

Elective courses

At least 33 quarter credits

Choose 33 quarter credits of additional undergraduate courses.

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter.

IT4993	Cybersecurity Capstone	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

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

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

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

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

BS in Information Technology, Information Assurance and Cybersecurity, FlexPath option

School of Business, Technology, and Health Care Administration

In the Information Assurance and Cybersecurity specialization, learners acquire and apply various processes, tools, technologies, and methods of securing an enterprise. In particular, learners evaluate security policies, social engineering, access control, authentication, perimeter security, disaster recovery

and business continuity, risk management, incident response, viruses, malware, spam, encryption, and other infrastructure security techniques. In addition to information assurance and cybersecurity expertise, learners in this specialization demonstrate the business, interpersonal, and communication skills required to influence internal decision making and overall organizational effectiveness. Learners who pursue this specialization through the FlexPath option earn a BS in IT through self-paced demonstrations of competencies.

General Education Requirements

Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 265).[†]

Additional Program Requirements

Core courses

At least 24 program points

IT-FPX1006	Information Technology Concepts and Practices	3
IT-FPX1170	Goals and Ethics for the IT Professional	3
IT-FPX2180	Operating System and Hardware Infrastructure	3
IT-FPX2230	Introduction to Database Systems	1.5
IT-FPX2249	Introduction to Programming with Java	3
IT-FPX2280	Network Technology and Architecture	3
IT-FPX3240	Web Development and JavaScript	3
IT-FPX3249	Software Architecture and User Experience Design	3
PM-FPX1000	Project Management Principles	1.5

Specialization courses

At least 24 program points

IT-FPX4070	Cyber Defense and Countermeasures	3
IT-FPX4071	Cyber Attacks and Ethical Hacking	3
IT-FPX4073	Organizational Security	3
IT-FPX4075	Computer Forensics	3
IT-FPX4076	Security Management and Policies	3
IT-FPX4079	Python Scripting	3

IT-FPX4080	Operating Systems and Application Security	3
IT-FPX4803	System Assurance Security	3

Elective courses

At least 16.5 program points

Complete at least 16.5 program points of additional undergraduate courses.[†]

Capstone course

At least 3 program points

Taken during the learner's final quarter.

IT-FPX4993	Cybersecurity Capstone	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000-level and above

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

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

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

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

BS in Information Technology, Network and Cloud Computing

School of Business, Technology, and Health Care Administration

The Network and Cloud Computing specialization is designed to provide learners with the knowledge and skills needed to administer networks in a variety of environments. The curriculum addresses planning, designing, configuring, and troubleshooting networks in environments ranging from small, local networks to enterprise-wide integrated cloud infrastructures. Specific topics include cloud migration, cloud and server administration, internetworking architecture

design, Linux administration, artificial intelligence and machine learning, and system assurance and security. Upon successful completion of this specialization, learners are prepared to pursue careers as cloud administrator, cloud engineer, cloud architect, network analyst, network administrator, and network engineer.

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).

Required courses

MAT1050	College Algebra	6
MAT2051	Discrete Mathematics	6

Additional Program Requirements

Core courses

At least 54 quarter credits

IT1006	Information Technology Concepts and Practices	6
IT1170	Goals and Ethics for the IT Professional	6
IT2180	Operating System and Hardware Infrastructure	6
IT2230	Introduction to Database Systems	3
IT2249	Introduction to Programming with Java	6
IT2280	Network Technology and Architecture	6
IT3240	Web Development and JavaScript	6
IT3249	Software Architecture and User Experience Design	6
IT4803	System Assurance Security	6
PM1000	Project Management Principles	3

Specialization courses

At least 30 quarter credits

IT4157	Internetworking Architectures	6
IT4525	Cloud Computing Fundamentals	6
IT4535	Introduction to Artificial Intelligence	6

IT4545	Cloud Concepts, Architecture and Management	6
IT4575	Linux Operating Systems	6

Elective courses

At least 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses.

Capstone courses

At least 12 quarter credits

Taken during the learner's final two quarters,

IT4997	Information Technology Capstone 1	6
IT4998	Information Technology Capstone 2	6

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

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

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

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

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

BS in Information Technology, Software Development in an Internet of Things Space

School of Business, Technology, and Health Care Administration

The Software Development in an Internet of Things (IoT) Space specialization helps learners to develop increasingly complex computer programs and end-user applications using Agile methods as well as theories, concepts, and practices supported by the Software Engineering Body of Knowledge (SWEBOK). In addition, learners obtain skills in developing database, web, mobile, and cloud applications and build the knowledge to combine devices, sensors, cloud services, network and data science to create and deploy IoT solutions. Successful graduates of this specialization are prepared to pursue careers as software developers, software engineers, application analysts, or to seek associated software development industry certifications.

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).

Required courses

MAT1050	College Algebra	6
MAT2051	Discrete Mathematics	6

Additional Program Requirements

Core courses

At least 54 quarter credits

IT1006	Information Technology Concepts and Practices	6
IT1170	Goals and Ethics for the IT Professional	6
IT2180	Operating System and Hardware Infrastructure	6
IT2230	Introduction to Database Systems	3
IT2249	Introduction to Programming with Java	6

IT2280	Network Technology and Architecture	6
IT3240	Web Development and JavaScript	6
IT3249	Software Architecture and User Experience Design	6
IT4803	System Assurance Security	6
PM1000	Project Management Principles	3

Specialization courses

At least 36 quarter credits

IT4527	Java Application Development	6
IT4535	Introduction to Artificial Intelligence	6
IT4737	Database Development	6
IT4775	Internet of Things Fundamentals	6
IT4780	Mobile Application Design and Development	6
IT4792	Website Application Development and Design	6

Elective courses

At least 33 quarter credits

Choose 33 quarter credits of additional undergraduate courses.

Capstone courses

At least 12 quarter credits

Taken during the learner's final two quarters.

IT4997	Information Technology Capstone 1	6
IT4998	Information Technology Capstone 2	6

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

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

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

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

Graduate-Technology Academic Offerings

Doctor of Information Technology (DIT)

School of Business, Technology, and Health Care Administration

The Doctor of Information Technology (DIT) degree program is designed for experienced professionals seeking to advance in their careers as senior technology managers, consultants, researchers, or teachers. Throughout the program, learners integrate information technology and research with practice, and develop expertise in IT, cybersecurity, and managing IT projects. Successful completion of this

degree program prepares learners to apply the knowledge in the research literature related to their selected capstone topic to make better decisions involving Information Technology.

This program is designed to be completed in a recommended sequence. Learners should consult the DIT Campus page for sequence information.

DIT8004	Research and Practice in Information Technology	6
BMGT8432	Projects as Complex Adaptive Systems	4
BMGT8434	Advanced Risk Management Systems and Research	4
DIT-V8925	Doctoral Project Development - Topic Ideation	3
DIT-V8926	Doctoral Project Development - Topic Development	3
DIT8210	Information Technology Leaders as Partners in Organizational Strategic Planning	6
DIT8214	Guiding the Implementation of Information Technology Policies and Processes	6
DIT8216	Innovating Information Technology Life Cycle Management Processes in a Changing Environment	6
DIT8940	Information Technology Consulting Practice Seminar	6
DIT8950	Teaching Practice Seminar in Information Technology Education	6
RSCH7860	Survey of Research Methods	4
RSCH7864	Quantitative Design and Analysis	4
RSCH7868	Qualitative Design and Analysis	4
TS8535	System and Application Security Advances	4
TS8537	Assurance Controls and Compliance Management	4

Learners must register for DIT9971 a minimum of three times to fulfill their program requirements.

DIT9971 | Doctoral Capstone | 4

Total

At least 82 quarter credits

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

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

Master of Science (MS) in Analytics

School of Business, Technology, and Health Care Administration

The Master of Science in Analytics degree program prepares data analytics professionals to work with, understand, and transform data to develop solutions that resolve applied problems while effectively providing insights and communicating results to the organization. Throughout the program, learners develop skills in data sources, statistics, data mining, applied analytics and modeling, leadership, reporting, forecasting, and visualization in order to solve problems within a variety of industry domains. Additionally, learners strengthen their collaboration, communication, presentation, and negotiation skills. Upon successful completion of this degree program, learners are prepared to pursue careers in the field of data analytics.

ANLT5002	Basic Applications of Analytics	4
ANLT5010	Foundations in Analytics	4
ANLT5020	Data Sources for Analytics	4
ANLT5030	Statistical Methods in Analytics	4
ANLT5040	Leadership for Analytics	4
ANLT5050	Concepts of Data Mining	4
ANLT5060	Applied Forecasting	4
ANLT5070	Text Mining	4
ANLT5080	Advanced Analytics and Modeling	4
ANLT5090	Reporting Solutions with Analytics	4

ANLT5100	Visual Analytics		4
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Taken during the learner's final quarter.

ANLT5900	Capstone in Analytics		4
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Total

At least 48 quarter credits

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

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

Master of Science (MS) in Information Assurance and Cybersecurity

School of Business, Technology, Health Care Administration

The Master of Science in Information Assurance and Cybersecurity degree program prepares information security professionals to assess information security risks and develop and implement solutions to safeguard the information assets and enterprise IT infrastructures of organizations. Learners examine the technical and managerial controls critical to the success of an information assurance program, including security fundamentals, network, operating system and application security, information security ethics, laws and regulations, risk assessment and management and planning. Upon successful completion of this degree program, learners are prepared to pursue careers as information and security specialists.

Specializations

Digital Forensics (p. 207)

Health Care Security (p. 208)

Network Defense (p. 208)

MS in Information Assurance and Cybersecurity, Digital Forensics

School of Business, Technology, and Health Care

Administration

The Digital Forensics master's specialization prepares information security professionals for successful performance-effective computer forensics and the legal challenges associated with conducting computer forensics investigations. Learners examine the ways data can be hidden on a computer, evaluate computer forensics investigation tools and procedures, apply methods of handling and transporting uncovered data, and create the reports necessary for presentation of digital forensic evidence at trial.

Core courses

IAS5002	Communication Skills for Today's Information Security Professional	4
IAS5010	Information Technology Security Fundamentals	4
IAS5015	Network Security Fundamentals and Cryptography	4
IAS5020	Information Security Regulatory and Legal Environment	4
IAS5025	Operating System Defense	4
IAS5030	Identifying and Managing Risk	4

Specialization courses

IAS5100	Data Engineering	4
IAS5110	Digital Forensics Processes	4
IAS5120	Digital Forensics Tools	4
IAS5130	Programming for Security Professionals	4
IAS5200	Network Architecture and Cyberoperations	4

Capstone course

At least 4 quarter credits

Taken during the learner's final quarter.

IAS5900	IAS Capstone		4
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Total

At least 48 quarter credits

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

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

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

MS in Information Assurance and Cybersecurity, Health Care Security

School of Business, Technology, and Health Care Administration

The Health Care Security master’s specialization prepares information security professionals for the specific security needs of the healthcare field. Learners analyze the requirements of HIPAA privacy regulations as well as other federal and state legal security requirements, determine security risks caused by third parties used as part of healthcare, and evaluate the differences in types of health care data. Learners apply the compliance and enforcement processes in the healthcare environment needed to prevent security breaches and protect patient privacy. In addition, learners apply the technology used to investigate security breaches as well as to create physical and technical safeguards for the healthcare environment.

Core courses

IAS5002	Communication Skills for Today's Information Security Professional	4
IAS5010	Information Technology Security Fundamentals	4
IAS5015	Network Security Fundamentals and Cryptography	4
IAS5020	Information Security Regulatory and Legal Environment	4
IAS5025	Operating System Defense	4
IAS5030	Identifying and Managing Risk	4

Specialization courses

IAS5130	Programming for Security Professionals	4
IAS5200	Network Architecture and Cyberoperations	4

IAS5220	Network Security Controls and Testing	4
IAS5230	Secure Network Design and Engineering	4
IAS5320	Patient Privacy Rights and Healthcare Regulatory Requirements	4

Capstone course

*At least 4 quarter credits
Taken during the learner’s final quarter.*

IAS5900	IAS Capstone	4
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Total

At least 48 quarter credits

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

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

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

MS in Information Assurance and Cybersecurity, Network Defense

School of Business, Technology, and Health Care Administration

The Network Defense master’s specialization prepares information security professionals to assess, develop, and implement solutions to safeguard the information assets and enterprise IT infrastructures of an organization. Learners examine the technical and managerial controls critical to the success of a network defense specialization, including network security controls and testing, telecommunication, cryptography, penetration testing, visualization, risk assessment, and information security regulation standards.

Core courses

IAS5002	Communication Skills for Today's Information Security Professional	4
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IAS5010	Information Technology Security Fundamentals	4
IAS5015	Network Security Fundamentals and Cryptography	4
IAS5020	Information Security Regulatory and Legal Environment	4
IAS5025	Operating System Defense	4
IAS5030	Identifying and Managing Risk	4

Specialization courses

IAS5130	Programming for Security Professionals	4
IAS5200	Network Architecture and Cyberoperations	4
IAS5211	Mobile and Wireless Network Architecture and Security	4
IAS5220	Network Security Controls and Testing	4
IAS5230	Secure Network Design and Engineering	4

Capstone course

At least 4 quarter credits

Taken during the learner's final quarter.

IAS5900	IAS Capstone	4
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Total

At least 48 quarter credits

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

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

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

Master of Science (MS) in Information Technology

School of Business, Technology, Health Care Administration

The Master of Science in Information Technology degree program provides computing professionals a technology-oriented career path with advanced knowledge, skills, and abilities in existing and emerging technologies. In this program, learners may pursue a specialization that allows them to combine technical electives to meet their professional needs. Throughout the program, learners develop theoretical and functional skills to analyze and address technical and organizational problems, needs, and opportunities. Learners also strengthen the communication, critical thinking, collaborative, and problem-solving skills needed in today's fast-changing IT organizations.

Specializations

General Information Technology (p. 209)

Analytics (p. 210)

Cybersecurity (p. 210)

Enterprise Networks and Cloud Computing (p. 211)

Project Management (p. 212)

MS in Information Technology, General Information Technology

School of Business, Technology, and Health Care Administration

The General Information Technology master's specialization provides an understanding of information technology topics by providing flexibility in selecting courses of special importance to the learner. In conjunction with the core curriculum, the General Information Technology specialization presents learners the depth of coverage that matches their personal experience and unique professional needs.

ITEC5002	Information Technology and System Trends	4
ITEC5010	Security and Enterprise Networks	4
ITEC5020	Database Development and AI	4
ITEC5025	Application Development and AI	4
PM5018	Project Management Foundations	4

Taken during the learner's final quarters.

ITEC5900	Applied Information Technology Project 1	4
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ITEC5905	Applied Information Technology Project 2	4
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Five Elective Courses

At least 20 quarter credits

Choose any graduate information technology course(s).

Total

At least 48 quarter credits

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

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

MS in Information Technology, Analytics

School of Business, Technology, and Health Care Administration

The Analytics master's specialization provides learners the knowledge needed to work with, understand, and transform data to support decision making. Learners develop solutions that address applied organizational and technical problems in a global environment. Learners also evaluate and select tools and methods to design systems and applications, while obtaining a working knowledge of analytics tools to analyze business problems, complete data projects, and adhere to ethical standards.

Core courses

ITEC5002	Information Technology and System Trends	4
ITEC5010	Security and Enterprise Networks	4
ITEC5020	Database Development and AI	4
ITEC5025	Application Development and AI	4
PM5018	Project Management Foundations	4

Specialization courses

ANLT5010	Foundations in Analytics	4
ANLT5020	Data Sources for Analytics	4

ANLT5030	Statistical Methods in Analytics	4
ANLT5100	Visual Analytics	4
ITEC5040	Predictive Models and Classification Methods	4

Taken during the learner's final quarters.

ITEC5900	Applied Information Technology Project 1	4
ITEC5905	Applied Information Technology Project 2	4

Total

At least 48 quarter credits

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

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

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

MS in Information Technology, Cybersecurity

School of Business, Technology, and Health Care Administration

The Cybersecurity master's specialization is designed to prepare learners to manage data and information security within organization, industry, and legal parameters for technology stakeholders. Learners focus on developing competencies and information security knowledge and experience through practice and interaction. Learners apply tools, strategies, and legal and ethical considerations to mitigate risk, design solutions, and identify opportunities.

Core courses

ITEC5002	Information Technology and System Trends	4
ITEC5010	Security and Enterprise Networks	4
ITEC5020	Database Development and AI	4
ITEC5025	Application Development and AI	4

PM5018	Project Management Foundations	4
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Specialization courses

IAS5015	Network Security Fundamentals and Cryptography	4
IAS5020	Information Security Regulatory and Legal Environment	4
IAS5025	Operating System Defense	4
IAS5030	Identifying and Managing Risk	4
IAS5220	Network Security Controls and Testing	4

Taken during the learner's final quarters.

ITEC5900	Applied Information Technology Project 1	4
ITEC5905	Applied Information Technology Project 2	4

Total

At least 48 quarter credits

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

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

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

MS in Information Technology, Enterprise Networks and Cloud Computing

School of Business, Technology, and Health Care Administration

In the Enterprise Networks and Cloud Computing master's specialization, learners focus on current and emerging enterprise network and cloud infrastructure trends and operational issues. Learners strengthen their knowledge of current network and cloud architecture that prepares them to plan, design, implement, and troubleshoot enterprise IT infrastructure for an organization, and explore the

ramifications of increasingly complex networks specific to security and privacy, with emphasis on cloud architecture and enterprise network service environments. Additional topics also include the impacts of regulation and laws on the governance of networks and the cost-benefit of various network and cloud architecture offerings. Finally, learners demonstrate hands-on practice in the use of cloud services to configure and implement cloud infrastructure, virtual machines, data servers, and application deployment.

Core courses

ITEC5002	Information Technology and System Trends	4
ITEC5010	Security and Enterprise Networks	4
ITEC5020	Database Development and AI	4
ITEC5025	Application Development and AI	4
PM5018	Project Management Foundations	4

Specialization courses

ISTM5110	Strategic Management of Network Technology	4
ISTM5112	Global Network Policy, Regulation, and Governance	4
ISTM5114	Enterprise Network Analysis, Architecture, and Design	4
ITEC5050	Cloud Architecture and Distributed Systems	4
ITEC5060	Cloud Application Deployment and Operations	4

Taken during the learner's final quarters.

ITEC5900	Applied Information Technology Project 1	4
ITEC5905	Applied Information Technology Project 2	4

Total

At least 48 quarter credits

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

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

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

MS in Information Technology, Project Management

School of Business, Technology, and Health Care Administration

Learners in the Project Management master's specialization examine the fundamentals of project management from the lens of the current state of technology, including its organizational, legal, ethical, and professional influences. Specialization topics present a real-world understanding that include the application of processes, techniques, and tools used to plan, initiate, execute, control, and close projects; project budgeting, procurement, and quality; project plan development; project risk management; and project leadership management using both traditional and Agile project management methodologies.

Core courses

ITEC5002	Information Technology and System Trends	4
ITEC5010	Security and Enterprise Networks	4
ITEC5020	Database Development and AI	4
ITEC5025	Application Development and AI	4
PM5018	Project Management Foundations	4

Specialization courses

PM5332	Project Management Planning, Execution, and Control	4
PM5333	Project Budgeting, Procurement, and Quality	4
PM5334	Project Risk Assessment and Control	4
PM5335	Project Leadership and Management	4
PM5336	Agile Project Management Theory and Practice	4

Taken during the learner's final quarters.

ITEC5900	Applied Information Technology Project 1	4
ITEC5905	Applied Information Technology Project 2	4

Total

At least 48 quarter credits

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

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

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

School of Nursing and Health Sciences

Undergraduate-Nursing and Health Sciences Academic Offerings

Health Sciences		
Degree Programs	Accelerated Master's Pathway	Honors Pathway
Bachelor of Science (BS) in Public Health	✓	✓

Department of Nursing		
Degree Programs	Accelerated Master's Pathway	Honors Pathway
Bachelor of Science in Nursing (BSN)	✓	✓
Bachelor of Science in Nursing (BSN), FlexPath option	✓	

Graduate-Nursing and Health Sciences Academic Offerings

Health Sciences		
Degree Programs	Specializations	Certificate Programs
Doctor of Public Health (DrPH)		
Master of Public Health (MPH)		
		Graduate Certificate in Public Health

Department of Nursing		
Degree Programs	Specializations	Certificate Programs
Doctor of Nursing Practice (DNP)		
Doctor of Nursing Practice (DNP), FlexPath option		
Master of Science in Nursing (MSN)	Adult-Gerontology Primary Care Nurse Practitioner	
	Care Coordination	
	RN-to-MSN Care Coordination	
	Care Coordination, FlexPath option	
	RN-to-MSN Care Coordination, FlexPath option	
	Family Nurse Practitioner	
	Nursing Education	
	RN-to-MSN Nursing Education	
	Nursing Education, FlexPath option	
	RN-to-MSN Nursing Education, FlexPath option	
	Nursing Informatics	
	RN-to-MSN Nursing Informatics	
	Nursing Informatics, FlexPath option	
	RN-to-MSN Nursing Informatics, FlexPath option	
	Nursing Leadership and Administration	
	RN-to-MSN Nursing Leadership and Administration	
Nursing Leadership and Administration, FlexPath option		
RN-to-MSN Nursing Leadership and Administration, FlexPath option		
		Adult-Gerontology Primary Care Nurse Practitioner Post-Master's Certificate
		Family Nurse Practitioner Post-Master's Certificate

A Message from the Dean of the School of Nursing and Health Sciences



Lisa Kreeger, PhD, RN

Dean of the School of Nursing and Health Sciences

At the School of Nursing and Health Sciences, we offer bachelor's, master's, doctoral degree and certificate programs in select specialty areas. Our expert faculty members have designed curricula to enable our learners and graduates to impact patient, systems, and population outcomes. We do this by maintaining close collaborative relationships with our colleagues in practice to ensure we are appropriately focusing on current and emerging needs. In addition, our school curriculum framework focuses all programs on developing competencies in the critical areas of interprofessional teamwork, quality improvement, evidence-based practice, and information management.

Our rigorous online competency-based coursework is designed to engage the learner and make learning immediately applicable. All our courses incorporate real-world assignments that reflect the challenges of the practice environment. Our goal is to give learners the opportunity to demonstrate competencies using real tools, processes, and practices. Learning takes place in a highly supportive environment enriched with multiple resources aimed at assisting with success.

Thank you for choosing us as your partner on your educational journey.

Lisa Kreeger, PhD, RN

Dean of the School of Nursing and Health Sciences

School Mission Statement

The mission of the School of Nursing and Health Sciences is to be a leader in providing quality undergraduate and graduate nursing and health care education with distinction in scholarship and practice for health care practitioners and leaders seeking to maximize their personal and professional potential, preparing them for a lifetime of learning, service, leadership, and contribution. This mission is fulfilled through innovative programs responsive to needs of adult learners and an online environment. The program provides the nursing and health care professional with the knowledge, competencies, research, evidence-based best practices, and skills to meet the challenges and opportunities within current and global nursing, health care, public health, and inter-professional environments. Graduates are prepared to apply evidence-based professional practices to improve the outcomes of populations and health care organizations.

Visit the School of Nursing and Health Sciences **tuition and fees** (p. 135) and **admission component** (p. 47) pages for more information.

Undergraduate-Health Sciences Academic Offerings

Bachelor of Science (BS) in Public Health

Bachelor of Science (BS) in Public Health

School of Nursing and Health Sciences

The Bachelor of Science in Public Health degree program provides learners with foundational knowledge in the core areas of biostatistics, epidemiology, environmental health, social determinants, and public health policy and management. The degree program curriculum emphasizes the theories of social and behavioral change that guide public health professionals in understanding health behaviors in the contexts in which they occur; structural and social barriers to better health; statistical data evaluation and interpretation; and evidence-based practices for the ways in which public health professionals can use a collaborative community approach to promote disease prevention through the planning and evaluation of public health programs and policies. Upon successful completion of this degree program, learners are prepared to supplement their current position with public health knowledge or pursue entry-level positions within the field of public health.

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).

Additional Program Requirements

ACS1003	Building Skills for Academic Success	6
BHA2102	Leadership and Communication in Healthcare Management	6
BHA3010	Introduction to Healthcare Research Methods	6
BHA3108	Population Health Management Strategies	6
PHI3200	Ethics in Health Care	6
PUBH4001	Foundations of Public Health	4

PUBH4003	Introduction to Theories of Social and Behavioral Change	4
PUBH4006	Social Determinants of Health and Wellness	4
PUBH4009	Introduction to Biostatistics	4
PUBH4012	Introduction to Epidemiology	4
PUBH4015	Planning and Evaluation in Evidence-Based Practice	4
PUBH4018	Introduction to Public Health Policy and Management	4
PUBH4024	Introduction to Environmental Health	4
PUBH4027	Community Health Promotion, Education and Advocacy	4

Elective courses

At least 63 quarter credits

Choose 63 quarter credits of additional undergraduate courses.

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter.

PUBH4900	Public Health Capstone	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

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

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

Accelerated Master's Pathway

Accelerated Master's Pathway, Bachelor of Science (BS) in Public Health/MPH option (p. 217)

Accelerated Master's Pathway, BS in Public Health/MPH Option

School of Nursing and Health Sciences

The Bachelor of Science in Public Health degree program provides learners with foundational knowledge in the core areas of biostatistics, epidemiology, environmental health, social determinants, and public health policy and management. The degree program curriculum emphasizes the theories of social and behavioral change that guide public health professionals in understanding health behaviors in the contexts in which they occur; structural and social barriers to better health; statistical data evaluation and interpretation; and evidence-based practices for the ways in which public health professionals can use a collaborative community approach to promote disease prevention through the planning and evaluation of public health programs and policies. Upon successful completion of this degree program, learners are prepared to supplement their current position with public health knowledge or pursue entry-level positions within the field of public health.

For more information see the Accelerated Master's Pathway Options section on the **Offering Information page** (p. 25).

Master's-Level Courses

At least 12 quarter credits

MPH5220	Social Influences of Health Parity	4
MPH5503	Environmental Health Concepts in Public Health	4
MPH5506	Behavioral Foundations in Public Health	4

General Education Requirements

*Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).*

Additional Program Requirements

Core courses

At least 54 quarter credits

ACS1003	Building Skills for Academic Success	6
BHA2102	Leadership and Communication in Healthcare Management	6
BHA3010	Introduction to Healthcare Research Methods	6
BHA3108	Population Health Management Strategies	6
PHI3200	Ethics in Health Care	6
PUBH4001	Foundations of Public Health	4
PUBH4009	Introduction to Biostatistics	4
PUBH4012	Introduction to Epidemiology	4
PUBH4015	Planning and Evaluation in Evidence-Based Practice	4
PUBH4018	Introduction to Public Health Policy and Management	4
PUBH4027	Community Health Promotion, Education and Advocacy	4

Elective courses

At least 63 quarter credits

Choose 63 quarter credits of additional undergraduate courses.

Capstone course

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

PUBH4900	Public Health Capstone	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

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

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

Graduate-Health Sciences Academic Offerings

Doctor of Public Health (DrPH)

School of Nursing and Health Sciences

The Doctor of Public Health (DrPH) degree program is designed to prepare public health professionals to positively impact health across communities through leadership, service, research, and practice. Learners evaluate theories, research, and ethical parameters guiding public health practice; analyze various factors that impact population-based health; and assess the efficacy of national and global public health programs and practices. Building on this knowledge, learners apply scholarly research within a particular professional context to advance their knowledge as public health practitioners; developing and leading collaborative, evidence-based public health solutions and meet the needs of communities; and implementing sustainable public health policies and programs that promote individual and population health and quality health care access. Upon successful completion of this degree program, graduates are prepared to lead evidence-based professional practices to improve the outcomes of populations and public health organizations.

Practicum Requirement(s)

Minimum of 100 supervised practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

NHS8002	Collaboration, Communication, and Case Analysis for Doctoral Learners	4
DRPH8130	Leadership and Emerging Trends in Public Health	6
DRPH8140	Educating the Public Health Workforce	6
DRPH8170	Applied Methods in Epidemiology	6
DRPH8210	Public Health Policy Design	6
DRPH8212	Design and Implementation of Public Health Strategies	6
DRPH8300	Community Health Behavior and Promotion	6
NHS8040	21st-Century Health Care Improvement	4
NHS8051	Preparing for the Professional Doctorate in Public Health and Health Administration	4
NHS8065	Foundations of Evidence-Based Practice in Health Care	4

NHS8701	Keystone: Defining the Doctoral Project	4
RSCH7864	Quantitative Design and Analysis	4

Learners must register for DRPH9971 a minimum of four times to fulfill their program requirements.†

DRPH9971	Doctoral Capstone	4
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Total

At least 76 quarter credits

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

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

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with DRPH9971.

Practicum

Learners enrolled in the Doctor of Public Health (DrPH) degree program must complete 100 supervised hours of hands-on practicum at an approved site as a requirement of their program. In the DrPH practicum, learners apply the skills developed throughout the course of the program in a public health setting where the practicum is completed. The practicum provides learners with the opportunity to participate in advanced practice with guidance from a preceptor and mentor and engage in in-depth work within a practice environment that is the focus of their capstone paper. Learners use the practicum experience to help them achieve their program outcomes, competencies, and learning objectives. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

Master of Public Health (MPH)

School of Nursing and Health Sciences

The Master of Public Health (MPH) degree program focuses on preparing health professionals to protect and improve the health of communities and populations through promotion of healthy lifestyles and environments; research and education; prevention of injuries, disease, and epidemics; identification of environmental hazards; and disaster response. This program provides learners with knowledge and application of fundamental public health concepts, theories, and practices and emphasizes the role of the public health professional in assessing health status; analyzing epidemiology of specific diseases; developing, implementing, and sustaining public health programs; managing administrative functions; conducting program evaluation and outcomes research; developing and sustaining public-private partnerships to meet the health needs of populations; and assuring the quality of public health services and products. Upon completion of this program, learners have gained knowledge and skills in health management, population-based research, and community public health practice. Successful graduates are prepared to assume positions in government, private, or community-based public health organizations.

Practicum Requirement(s)

Minimum of 80 supervised practicum hours. See the Practicum section, below, for more information.†

Additional Program Requirements

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners	4
MPH5100	Management of Health Service Organizations	4
MPH5200	Social and Behavioral Research Methods	4
MPH5220	Social Influences of Health Parity	4
MPH5304	Learning to Lead in Public Health Settings: Personal and Team Development	4
MPH5500	Introduction to Public Health Administrative Systems	4
MPH5503	Environmental Health Concepts in Public Health	4
MPH5506	Behavioral Foundations in Public Health	4

MPH5509	Principles of Biostatistics	4
MPH5512	Principles of Epidemiology	4
MPH5515	Advocating for Change in Public Health	4
MPH5921	Public Health Practicum 1	4
MPH5922	Public Health Practicum 2	4
MPH5990	Public Health Capstone	4
NHS6008	Economics and Decision Making in Healthcare	4

Total**At least 60 quarter credits**

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

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

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with MPH5921 and MPH5922.

Practicum

Learners enrolled in the Master of Public Health (MPH) degree program complete practicum as a requirement of their program. The practicum consists of the following online courses and supervised experience. The practicum (MPH5921, MPH5922) is a series of online courses that learners take to complete an 80-hour experience. Learners apply course competencies and further develop related skills within a supervised public health setting. In the MPH practicum, learners blend their courseroom education with real-world experiences to develop generalist practice skills under the leadership and supervision of an experienced preceptor. This practicum provides learners with the opportunity to experience direct practice in public health. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

Health Sciences Graduate Certificate Program

Public Health Graduate Certificate

School of Nursing and Health Sciences

The Public Health graduate certificate is designed for professionals who want to enhance their knowledge in core public health concepts, including health administration, environmental health, biostatistics, behavioral health, and epidemiology.

MPH5500	Introduction to Public Health Administrative Systems	4
MPH5503	Environmental Health Concepts in Public Health	4
MPH5506	Behavioral Foundations in Public Health	4
MPH5509	Principles of Biostatistics	4
MPH5512	Principles of Epidemiology	4

Total**At least 20 quarter credits**

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

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

Undergraduate-Department of Nursing Academic Offerings

Bachelor of Science in Nursing (BSN)

Bachelor of Science in Nursing (BSN)

School of Nursing and Health Sciences

The Bachelor of Science in Nursing (BSN) accredited† degree program is designed to prepare licensed registered nurses for excellence in nursing practice. This program enhances learners' knowledge, skills, and

decision-making abilities as a bachelor's-prepared nurse generalist, in line with the 2021 AACN Essentials for Professional Nursing Education. The curriculum emphasizes contemporary nursing standards, equipping learners to meet the evolving demands of healthcare.

Learners gain a deep understanding of nursing concepts, allowing them to deliver exceptional care for patients and healthcare systems. The comprehensive practicum experience focuses on evidence-based practice, ensuring that learners are well-prepared to excel in various healthcare settings. Cutting-edge tools and technology are integrated throughout the curriculum to enhance the learning experience. The program also emphasizes leadership, evidence-based nursing practices, teaching learners how to promote health, manage, and prevent disease in individuals and populations.

Practicum Requirement(s)

Minimum of 80 supervised practicum hours.

General Education Requirements

*Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).*

Additional Program Requirements

Additional required courses

NURS4000	Developing a Nursing Perspective	6
NURS4005	Nursing Leadership: Focusing on People, Processes, and Organizations	6
NURS4015	Pathophysiology, Pharmacology, and Physical Assessment: A Holistic Approach to Patient-Centered Care	6
NURS4025	Research and Evidence-Based Decision Making	6
NURS4035	Enhancing Patient Safety and Quality of Care	6
NURS4045	Nursing Informatics: Managing Health Information and Technology	6

NURS4055	Optimizing Population Health through Community Practice	6
NURS4065	Patient-Centered Care Coordination	6

Foundational nursing courses

At least 30 quarter credits

Undergraduate nursing skills coursework totaling 30 quarter credits.

Elective courses

At least 51 quarter credits

Choose 51 quarter credits of additional undergraduate courses.

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter.

NURS4905	Capstone Project for Nursing	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

Honors Pathway

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

Honors courses

At least 15 quarter credits

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

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

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

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

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

† The BSN, MSN, and DNP degree programs at Capella University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW Suite 530, Washington, DC 20036, (202) 887-6791.

Capella University is not currently accepting applications for the BSN program from Washington residents.

The BSN degree program requires learners to maintain a current, independently verifiable, and unrestricted RN license throughout their program.

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

Accelerated Master's Pathway

Accelerated Master's Pathway, BSN/MSN option (p. 222)

Accelerated Master's Pathway, BSN/MSN Option

School of Nursing and Health Sciences

The Bachelor of Science in Nursing (BSN) accredited† degree program is designed to prepare licensed registered nurses for excellence in nursing practice. This program enhances learners' knowledge, skills, and decision-making abilities as a bachelor's-prepared nurse generalist, in line with the 2021 AACN Essentials for Professional Nursing Education. The curriculum emphasizes contemporary nursing standards, equipping learners to meet the evolving demands of healthcare.

Learners gain a deep understanding of nursing concepts, allowing them to deliver exceptional care for patients and healthcare systems. The comprehensive practicum experience focuses on evidence-based practice, ensuring that learners are well-prepared to excel in various

healthcare settings. Cutting-edge tools and technology are integrated throughout the curriculum to enhance the learning experience. The program also emphasizes leadership, evidence-based nursing practices, teaching learners how to promote health, manage, and prevent disease in individuals and populations.

For more information see the Accelerated Master's Pathways section on the **Offering Information page** (p. 25).

Master's-Level Courses

At least 12 quarter credits

NHS6004	Healthcare Law and Policy	4
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4
NURS6016	Quality Improvement of Interprofessional Care	4

Practicum Requirement(s)

Minimum of 80 supervised practicum hours.

General Education Requirements

*Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).*

Additional Program Requirements

Additional required courses

NURS4000	Developing a Nursing Perspective	6
NURS4005	Nursing Leadership: Focusing on People, Processes, and Organizations	6
NURS4015	Pathophysiology, Pharmacology, and Physical Assessment: A Holistic Approach to Patient-Centered Care	6
NURS4045	Nursing Informatics: Managing Health Information and Technology	6
NURS4055	Optimizing Population Health through Community Practice	6
NURS4065	Patient-Centered Care Coordination	6

Foundational nursing courses*At least 30 quarter credits**Undergraduate nursing skills coursework totaling 30 quarter credits.***Elective courses***At least 51 quarter credits**Choose 51 quarter credits of additional undergraduate courses.***Capstone course***At least 6 quarter credits**Taken during the learner's final quarter.*

NURS4905	Capstone Project for Nursing	6
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Total**At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above****Honors Pathway***Learners enrolled in the honors pathway complete the following general education courses.***Honors courses***At least 15 quarter credits*

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

*These courses are applied toward the general education requirement and taken in addition to the remaining required courses.***Total****At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above***One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.**Learners who do not complete all program requirements within quarter credit/program point**minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.**† The BSN, MSN, and DNP degree programs at Capella University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW Suite 530, Washington, DC 20036, (202) 887-6791.**Capella University is not currently accepting applications for the Accelerated Master's Pathway, BSN/MSN program from Washington residents.**The BSN degree program requires learners to maintain a current, independently verifiable, and unrestricted RN license throughout their program.**GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.*

Bachelor of Science in Nursing (BSN), FlexPath option

Bachelor of Science in Nursing (BSN), FlexPath option

School of Nursing and Health Sciences

The Bachelor of Science in Nursing (BSN) accredited* degree program is designed to prepare licensed registered nurses for excellence in nursing practice. This program enhances learners' knowledge, skills, and decision-making abilities as a bachelor's-prepared nurse generalist, in line with the 2021 AACN Essentials for Professional Nursing Education. The curriculum emphasizes contemporary nursing standards, equipping learners to meet the evolving demands of healthcare.

Learners gain a deep understanding of nursing concepts, allowing them to deliver exceptional care for patients and healthcare systems. The comprehensive practicum experience focuses on evidence-based practice, ensuring that learners are well-prepared to excel in various healthcare settings. Cutting-edge tools and technology are integrated throughout the curriculum to enhance the learning experience. The program also emphasizes leadership and culturally competent, evidence-based nursing practices, teaching learners how to promote health, manage, and prevent disease in individuals and populations.

Learners who pursue this degree program through the FlexPath option earn a BSN through self-paced demonstrations of competencies.

General Education Requirements

Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 265).[†]

Additional Program Requirements

Additional required courses

NURS-FPX4000	Developing a Nursing Perspective	3
NURS-FPX4005	Nursing Leadership: Focusing on People, Processes, and Organizations	3
NURS-FPX4015	Pathophysiology, Pharmacology, and Physical Assessment: A Holistic Approach to Patient-Centered Care	3
NURS-FPX4025	Research and Evidence-Based Decision Making	3
NURS-FPX4035	Enhancing Patient Safety and Quality of Care	3
NURS-FPX4045	Nursing Informatics: Managing Health Information and Technology	3
NURS-FPX4055	Optimizing Population Health through Community Practice	3
NURS-FPX4065	Patient-Centered Care Coordination	3

Foundational nursing courses

At least 15 program points
Undergraduate nursing skills coursework totaling 15 program points[†]

Elective courses

At least 25.5 program points
Choose additional FlexPath undergraduate courses to fulfill total program points.[†]

Capstone course

At least 3 program points
Taken during the learner's final quarter.

NURS-FPX4905	Capstone Project for Nursing	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000-level and above

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

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

* The BSN, MSN, and DNP degree programs at Capella University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW Suite 530, Washington, DC 20036, (202) 887-6791.

[†] Learners in this degree program choose general education, foundational nursing, and elective courses from the FlexPath (-FPX) course list.

Capella University is not currently accepting applications for the BSN, FlexPath option program from Alabama and Washington residents.

The BSN, FlexPath option degree program requires learners to maintain a current, independently verifiable, and unrestricted RN license throughout their program.

Learners enrolled in a Capella nursing program in the FlexPath learning format will become ineligible to enroll in the MSN – Adult-Gerontology Primary Care Nurse Practitioner (MSN-AGPCNP) or MSN – Family Nurse Practitioner (MSN-FNP) specializations if they progress through certain coursework in any of the following courses: NHS-FP6004, NHS-FPX6004, NHS-FP6008, NHS-FPX6008, MSN-FP6011, NURS-FP6011, NURS-FPX6011, MSN-FP6016, NURS-FP6016 or NURS-FPX6016. FlexPath courses cannot be transferred into the MSN-AGPCNP or MSN-FNP specializations. To learn more, contact a Capella coach or call enrollment services at 1.866.736.1751.

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

Accelerated Master's Pathway

Accelerated Master's Pathway, BSN/MSN option, FlexPath option (p. 225)

Accelerated Master's Pathway, BSN/MSN Option, FlexPath option

School of Nursing and Health Sciences

The Bachelor of Science in Nursing (BSN) accredited* degree program is designed to prepare licensed registered nurses for excellence in nursing practice. This program enhances learners' knowledge, skills, and decision-making abilities as a bachelor's-prepared nurse generalist, in line with the 2021 AACN Essentials for Professional Nursing Education. The curriculum emphasizes contemporary nursing standards, equipping learners to meet the evolving demands of healthcare.

Learners gain a deep understanding of nursing concepts, allowing them to deliver exceptional care for patients healthcare systems. The comprehensive practicum experience focuses on evidence-based practice, ensuring that learners are well-prepared to excel in various healthcare settings. Cutting-edge tools and technology are integrated throughout the curriculum to enhance the learning experience. The program also emphasizes leadership and culturally competent, evidence-based nursing practices, teaching learners how to promote health, manage, and prevent disease in individuals and populations.

Learners who pursue this degree program through the FlexPath option earn a BSN through self-paced demonstrations of competencies.

For more information see the Accelerated Master's Pathways section on the **Offering Information page** (p. 25).

Master's-Level Courses

At least 6 program points

NHS-FPX6004	Healthcare Law and Policy	2
NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2
NURS-FPX6016	Quality Improvement of Interprofessional Care	2

General Education Requirements

*Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 265).†*

Additional Program Requirements

Additional required courses

NURS-FPX4000	Developing a Nursing Perspective	3
NURS-FPX4005	Nursing Leadership: Focusing on People, Processes, and Organizations	3
NURS-FPX4015	Pathophysiology, Pharmacology, and Physical Assessment: A Holistic Approach to Patient-Centered Care	3
NURS-FPX4045	Nursing Informatics: Managing Health Information and Technology	3
NURS-FPX4055	Optimizing Population Health through Community Practice	3
NURS-FPX4065	Patient-Centered Care Coordination	3

Foundational nursing courses

At least 15 program points

Undergraduate nursing skills coursework totaling 15 program points.†

Elective courses

At least 22.5 program points

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

Capstone course

At least 3 program points

Taken during the learner's final quarter.

NURS-FPX4905	Capstone Project for Nursing	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000-level and above

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

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

* The BSN, MSN, and DNP degree programs at Capella University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW Suite 530, Washington, DC 20036, (202) 887-6791.

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

Capella University is not currently accepting applications for the Accelerated Master's Pathway, BSN/MSN FlexPath option program from Alabama and Washington residents.

The BSN, FlexPath option degree program requires learners to maintain a current, independently verifiable, and unrestricted RN license throughout their program.

Learners enrolled in a Capella nursing program in the FlexPath learning format will become ineligible to enroll in the MSN – Adult-Gerontology Primary Care Nurse Practitioner (MSN-AGPCNP) or MSN – Family Nurse Practitioner (MSN-FNP) specializations if they progress through certain coursework in any of the following courses: NHS-FP6004, NHS-FPX6004, NHS-FP6008, NHS-FPX6008, MSN-FP6011, NURS-FP6011, NURS-FPX6011, MSN-FP6016, NURS-FP6016 or NURS-FPX6016. FlexPath courses cannot be transferred into the MSN-AGPCNP or MSN-FNP specializations. To learn more, contact a Capella coach or call enrollment services at 1.866.736.1751.

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

Graduate-Department of Nursing Academic Offerings

Doctor of Nursing Practice (DNP)

School of Nursing and Health Sciences

The accredited[†] Doctor of Nursing Practice (DNP) degree program is designed for master's-prepared nurses who want to move into administrative

positions, nurse administrators who want to expand their leadership responsibilities, or nurse leaders who want to design and implement healthcare delivery programs. The curriculum emphasizes effective healthcare delivery; patient advocacy; and healthcare policy development, implementation, and reform.

Throughout the program, learners gain competency in assessing and applying theory, building professional relationships, implementing evidence-based interventions, and leading and managing in the healthcare environment. Upon successful completion of this degree program, learners are prepared to apply the knowledge and skills needed to meet patient needs and improve healthcare delivery. Registered nurses who have a master's degree in nursing or a field other than nursing may pursue Capella's DNP. This degree program is not designed or intended to meet licensure requirements for any licensed profession.

Practicum Requirement(s)

Minimum of 1,000 supervised practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

NHS8002	Collaboration, Communication, and Case Analysis for Doctoral Learners	4
NURS8004	Advanced Doctoral Writing for Nurses	4
NURS8006	Nursing Research and Evidence-Based Practice	4
NURS8008	Person-Centered Care in Doctoral Practice	4
NURS8020	Doctoral Executive Leadership in Contemporary Nursing	4
NURS8022	Nursing Technology and Advanced Healthcare Information Systems	4
NURS8024	Advanced Global Population Health	4
NURS9000	Doctor of Nursing Practice 1	4
NURS9010	Doctor of Nursing Practice 2	4
NURS9020	Doctor of Nursing Practice 3	4
NURS9030	Doctor of Nursing Practice 4	4

NURS9040	Doctor of Nursing Practice 5	4
RSCH7864	Quantitative Design and Analysis	4

Total

At least 52 quarter credits

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

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

† The BSN, MSN, and DNP degree programs at Capella University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW Suite 530, Washington, DC 20036, (202) 887-6791.

Learners enrolled in the DNP degree program are required to maintain a current, unrestricted RN license throughout their program.

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

Practicum

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners then engage in in-depth work within a practice environment that is the focus of their final project. The environment for the practicum experience is a professional site at which learners, with the support of program faculty and their on-site preceptors, design and participate in a practice change initiative such as a pilot study, program evaluation, quality improvement project, evaluation of a new practice model, or consulting project. Learners use the practicum experience to help them achieve the DNP program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Doctoral Education for Advanced Nursing Practice. Practicum

hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

Doctor of Nursing Practice (DNP), FlexPath option

School of Nursing and Health Sciences

The accredited[†] Doctor of Nursing Practice (DNP) degree program is designed for master's-prepared nurses who want to pursue administrative positions, nurse administrators who want to expand their leadership responsibilities, or nurse leaders who want to design and implement healthcare delivery programs. The curriculum emphasizes effective healthcare delivery; patient advocacy; and healthcare policy development, implementation, and reform.

Throughout the program, learners gain competency in assessing and applying theory, building professional relationships, implementing evidence-based interventions, and leading and managing in the healthcare environment. Upon successful completion of this degree program, learners are prepared to apply the knowledge and skills needed to meet patient needs and improve healthcare delivery. Registered nurses who have a master's degree in nursing or a field other than nursing may pursue Capella's DNP. Learners who pursue this degree program through the FlexPath option earn a DNP through self-paced demonstrations of competencies. This degree program is not designed or intended to meet licensure requirements for any licensed profession.

Practicum Requirement(s)

Minimum of 1,000 supervised practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

NHS-FPX8002	Collaboration, Communication, and Case Analysis for Doctoral Learners	2
NURS-FPX8004	Advanced Doctoral Writing for Nurses	2
NURS-FPX8006	Nursing Research and Evidence-Based Practice	2

NURS-FPX8008	Person-Centered Care in Doctoral Practice	2
NURS-FPX8020	Doctoral Executive Leadership in Contemporary Nursing	2
NURS-FPX8022	Nursing Technology and Advanced Healthcare Information Systems	2
NURS-FPX8024	Advanced Global Population Health	2
NURS-FPX9000	Doctor of Nursing Practice 1	2
NURS-FPX9010	Doctor of Nursing Practice 2	2
NURS-FPX9020	Doctor of Nursing Practice 3	2
NURS-FPX9030	Doctor of Nursing Practice 4	2
NURS-FPX9040	Doctor of Nursing Practice 5	2
RSCH-FPX7864	Quantitative Design and Analysis	2

Total**At least 26 program points**

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

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

† The BSN, MSN, and DNP degree programs at Capella University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW Suite 530, Washington, DC 20036, (202) 887-6791.

Capella University is not currently accepting applications for the DNP, FlexPath option degree program from Alabama residents.

This program does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the DNP, FlexPath option degree program are required to maintain a current, unrestricted RN license throughout their program.

GuidedPath courses and FlexPath courses fulfill the

program requirements and prerequisites for each delivery model.

Practicum

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners then engage in in-depth work within a practice environment that is the focus of their final project. The environment for the practicum experience is a professional site at which learners, with the support of program faculty and their on-site preceptors, design and participate in a practice change initiative such as a pilot study, program evaluation, quality improvement project, evaluation of a new practice model, or consulting project. Learners use the practicum experience to help them achieve the DNP program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Doctoral Education for Advanced Nursing Practice. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

Master of Science in Nursing (MSN)**School of Nursing and Health Sciences**

The accredited* Master of Science in Nursing (MSN) degree program is designed to prepare registered nurses for advanced nursing practice in a variety of innovative and specialized roles. The MSN degree program focuses on high-level knowledge and skill development in the integration of sciences and humanities into nursing practice, organizational and systems leadership, quality improvement and safety, the translation and integration of scholarship into practice, informatics and healthcare technologies, health policy and advocacy, interprofessional collaboration, clinical prevention and population health, and advanced nursing practice. The MSN specializations are not designed or intended to meet licensure requirements for any licensed profession.

Specializations

MSN, Adult-Gerontology Primary Care Nurse Practitioner (p. 229)†

MSN, Care Coordination (p. 231)
RN-to-MSN, Care Coordination (p. 232)
MSN, Care Coordination, FlexPath option (p. 234)
RN-to-MSN, Care Coordination, FlexPath option (p. 235)
MSN, Family Nurse Practitioner (p. 237)[†]
 (p. 237)**MSN, Nursing Education** (p. 239)
RN-to-MSN, Nursing Education (p. 240)
MSN, Nursing Education, FlexPath option (p. 242)
RN-to-MSN, Nursing Education, FlexPath option (p. 243)
MSN, Nursing Informatics (p. 245)
RN-to-MSN, Nursing Informatics (p. 246)
MSN, Nursing Informatics, FlexPath option (p. 248)
RN-to-MSN, Nursing Informatics, FlexPath option (p. 249)
MSN, Nursing Leadership and Administration (p. 251)
RN-to-MSN, Nursing Leadership and Administration (p. 252)
MSN, Nursing Leadership and Administration, FlexPath option (p. 254)
RN-to-MSN, Nursing Leadership and Administration, FlexPath option (p. 255)

* The BSN, MSN, and DNP degree programs at Capella University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW Suite 530, Washington, DC 20036, (202) 887-6791.

[†] Learners enrolled in a Capella nursing program in the FlexPath learning format will become ineligible to enroll in the MSN – Adult-Gerontology Primary Care Nurse Practitioner (MSN-AGPCNP) or MSN – Family Nurse Practitioner (MSN-FNP) specializations if they progress through certain coursework in any of the following courses: NHS-FP6004, NHS-FPX6004, NHS-FP6008, NHS-FPX6008, MSN-FP6011, NURS-FP6011, NURS-FPX6011, MSN-FP6016, NURS-FP6016 or NURS-FPX6016. FlexPath courses cannot be transferred into the MSN-AGPCNP or MSN-FNP specializations. To learn more, contact a Capella coach or call enrollment services at 1.866.736.1751.

MSN, Adult-Gerontology Primary Care Nurse Practitioner

School of Nursing and Health Sciences

Learners in the MSN Adult-Gerontology Primary Care Nurse Practitioner specialization are prepared to assume the role of the advanced practice nurse caring for individuals (aged 13 years and above) across the lifespan to promote health, reduce risks, and manage acute and chronic health conditions. The specialization

curriculum emphasizes ethical clinical judgment to deliver person-centered care and improve healthcare outcomes. Throughout the specialization, learners will integrate scientific foundations, leadership, quality improvement and safety, practice inquiry, informatics and health care technologies, health policy and advocacy, and interprofessional collaboration to prepare for advanced nursing practice. Upon successful completion of this specialization, graduates are eligible to take the national certification examination administered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).

Practicum Requirement(s)

Minimum of 750 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Core courses

NHS6004	Healthcare Law and Policy	4
NHS6008	Economics and Decision Making in Healthcare	4
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4
NURS6016	Quality Improvement of Interprofessional Care	4
NURS6201	Advanced Practice Nursing Role Development	4
NURS6202	Advanced Pathophysiology	4
NURS6203	Advanced Pharmacology	4
NURS6204	Advanced Health Assessment	4
NURS6205	Advanced Health Assessment Skills Immersion	2
NURS6206	Advanced Health Promotion and Disease Prevention Across the Lifespan	4
NURS6207	Introduction to Practicum	2

Specialization courses

NURS6301	Adult-Gerontology Primary Care 1	4
NURS6302	Adult-Gerontology Primary Care 1 Practicum	2
NURS6303	Adult-Gerontology Primary Care 2	4

NURS6304	Adult-Gerontology Primary Care 2 Practicum	2
NURS6305	Adult-Gerontology Primary Care 3	4
NURS6306	Adult-Gerontology Primary Care 3 Practicum	2
NURS6307	Adult-Gerontology Primary Care 4: Transition to Practice	2
NURS6308	Adult-Gerontology Primary Care 4: Transition to Practice Practicum	4

Total

At least 64 quarter credits

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

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

Learners enrolled in the MSN, Adult-Gerontology Primary Care Nurse Practitioner specialization are required to maintain a current, unrestricted RN license throughout their program.

Capella University is not currently accepting applications for the MSN, Adult-Gerontology Primary Care Nurse Practitioner specialization from California, Louisiana, Maryland, New York, Pennsylvania, or District of Columbia residents.

Learners enrolled in a Capella nursing program in the FlexPath learning format will become ineligible to enroll in the MSN – Adult-Gerontology Primary Care Nurse Practitioner (MSN-AGPCNP) or MSN – Family Nurse Practitioner (MSN-FNP) specializations if they progress through certain coursework in any of the following courses: NHS-FP6004, NHS-FPX6004, NHS-FP6008, NHS-FPX6008, MSN-FP6011, NURS-FP6011, NURS-FPX6011, MSN-FP6016, NURS-FP6016 or NURS-FPX6016. FlexPath courses cannot be transferred into the MSN-AGPCNP or MSN-FNP specializations. To learn more, contact a Capella coach or call enrollment services at 1.866.736.1751.

Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential,

or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the professional licensure disclosures for this program on [Capella's website](#).

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 100 documented hours of hands-on practicum experience. Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; or RN-to-MSN Nursing Informatics, FlexPath option are required to complete 200 documented hours of hands-on practicum experience. Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Adult-Gerontology Primary Care or Family Nurse Practitioner or the Adult-Gerontology Primary Care or Family Nurse Practitioner Post-Master's Certificate are required to complete 750 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum

experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

MSN, Care Coordination

School of Nursing and Health Sciences

Learners in the MSN Care Coordination specialization examine and apply theories, research, and best practices for the nurse care coordinator. The specialization curriculum emphasizes legal and ethical standards; interprofessional collaboration; cultural competency; data-driven decision-making; and planning and resource management for individuals, groups, and populations. Throughout the specialization, learners apply the Quadruple Aim to care coordination processes, analyze gaps in practice and develop solutions, examine legal and ethical implications, align resources to meet client needs, and lead care coordination activities to deliver culturally competent coordination of care. Successful graduates of this specialization are prepared to pursue director-level and leadership positions in a wide range of healthcare settings and organizations that specialize in care coordination nursing. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Practicum Requirement(s)

Minimum of 500 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Core courses

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners	4
NHS6004	Healthcare Law and Policy	4

NHS6008	Economics and Decision Making in Healthcare	4
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4
NURS6016	Quality Improvement of Interprofessional Care	4
NURS6020	Advanced Nursing Practice 1: Biopsychosocial Concepts	4
NURS6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	4
NURS6080	MSN Practicum: Professionalism in Person-Centered Care and the Workplace Environment	4
NURS6085	MSN Practicum and Capstone	6

Specialization courses

NURS6620	Care Coordination Healthcare Models	4
NURS6622	Care Coordination Structure and Process	4
NURS6624	Care Coordination Ethical and Legal Considerations	4
NURS6626	Care Coordination Leadership	4

Total

At least 54 quarter credits

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

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

Learners enrolled in the MSN Care Coordination specialization are required to maintain a current, unrestricted RN license throughout their program.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; RN-to-MSN Nursing Informatics, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 500 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's *The Essentials of Master's Education in Nursing*.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

RN-to-MSN, Care Coordination

School of Nursing and Health Sciences

Capella University offers RN-to-MSN bridge specializations for licensed registered nurses who have completed 135 quarter credits of undergraduate coursework. Learners in the RN-to-MSN bridge specializations are required to complete NHS5004, NURS5003, NURS5005, and NURS5007 before registering for any other Master of Science in Nursing course. Upon successful completion of the RN-to-MSN bridge courses, learners pursue the program requirements for any Master of Science in Nursing specialization. **A Bachelor of Science in Nursing (BSN) degree will not be conferred.**

Learners in the MSN Care Coordination specialization examine and apply theories, research, and best practices for the nurse care coordinator. The specialization curriculum emphasizes legal and ethical standards; interprofessional collaboration; cultural competency; data-driven decision-making; and planning and resource management for individuals, groups, and populations. Throughout the specialization, learners apply the Quadruple Aim to care coordination processes, analyze gaps in practice and develop solutions, examine legal and ethical implications, align resources to meet client needs, and lead care coordination activities to deliver culturally competent coordination of care. Successful graduates of this specialization are prepared to pursue director-level and leadership positions in a wide range of healthcare settings and organizations that specialize in care coordination nursing. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Practicum Requirement(s)

Minimum of 500 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Bridge courses

NURS5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health	4
NURS5005	Introduction to Nursing Research, Ethics, and Technology	4
NURS5007	Leadership for Nursing Practice	4

Core courses

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners	4
NHS6004	Healthcare Law and Policy	4
NHS6008	Economics and Decision Making in Healthcare	4
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4
NURS6016	Quality Improvement of Interprofessional Care	4
NURS6020	Advanced Nursing Practice 1: Biopsychosocial Concepts	4
NURS6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	4
NURS6080	MSN Practicum: Professionalism in Person-Centered Care and the Workplace Environment	4
NURS6085	MSN Practicum and Capstone	6

Specialization courses

NURS6620	Care Coordination Healthcare Models	4
NURS6622	Care Coordination Structure and Process	4
NURS6624	Care Coordination Ethical and Legal Considerations	4
NURS6626	Care Coordination Leadership	4

Total**At least 66 quarter credits**

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

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

Learners enrolled in the RN-to-MSN Care Coordination specialization are required to maintain a current, unrestricted RN license throughout their program.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; RN-to-MSN Nursing Informatics, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 500 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

MSN, Care Coordination, FlexPath option

School of Nursing and Health Sciences

Learners in the MSN Care Coordination specialization examine and apply theories, research, and best practices for the nurse care coordinator. The specialization curriculum emphasizes legal and ethical standards; interprofessional collaboration; cultural competency; data-driven decision-making; and planning and resource management for individuals, groups, and populations. Throughout the specialization, learners apply the Quadruple Aim to care coordination processes, analyze gaps in practice and develop solutions, examine legal and ethical implications, align resources to meet client needs, and lead care coordination activities to deliver culturally competent coordination of care. Successful graduates of this specialization are prepared to pursue director-level and leadership positions in a wide range of healthcare settings and organizations that specialize in care coordination nursing. Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Practicum Requirement(s)

Minimum of 500 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Core courses

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's Learners	2
NHS-FPX6004	Healthcare Law and Policy	2
NHS-FPX6008	Economics and Decision Making in Healthcare	2

NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2
NURS-FPX6016	Quality Improvement of Interprofessional Care	2
NURS-FPX6020	Advanced Nursing Practice 1: Biopsychosocial Concepts	2
NURS-FPX6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	2
NURS-FPX6080	MSN Practicum: Professionalism in Person-Centered Care and the Workplace Environment	2
NURS-FPX6085	MSN Practicum and Capstone	3

Specialization courses

NURS-FPX6620	Care Coordination Healthcare Models	2
NURS-FPX6622	Care Coordination Structure and Process	2
NURS-FPX6624	Care Coordination Ethical and Legal Considerations	2
NURS-FPX6626	Care Coordination Leadership	2

Total

At least 27 program points

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

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

Capella University is not currently accepting applications for the MSN program from Alabama residents.

Learners enrolled in the MSN Care Coordination, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

Learners enrolled in a Capella nursing program in the FlexPath learning format will become ineligible to enroll in the MSN – Adult-Gerontology Primary Care

Nurse Practitioner (MSN-AGPCNP) or MSN – Family Nurse Practitioner (MSN-FNP) specializations if they progress through certain coursework in any of the following courses: NHS-FP6004, NHS-FPX6004, NHS-FP6008, NHS-FPX6008, MSN-FP6011, NURS-FP6011, NURS-FPX6011, MSN-FP6016, NURS-FP6016 or NURS-FPX6016. FlexPath courses cannot be transferred into the MSN-AGPCNP or MSN-FNP specializations. To learn more, contact a Capella coach or call enrollment services at 1.866.736.1751.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; RN-to-MSN Nursing Informatics, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 500 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of

Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

RN-to-MSN, Care Coordination, FlexPath option

School of Nursing and Health Sciences

Capella University offers RN-to-MSN bridge specializations for licensed registered nurses who have completed 67.5 program points of undergraduate coursework. Learners in the RN-to-MSN bridge specializations are required to complete NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, and NURS-FPX5007 before registering for any other Master of Science in Nursing course. Upon successful completion of the RN-to-MSN bridge courses, learners pursue the program requirements for any Master of Science in Nursing specialization. ***A Bachelor of Science in Nursing (BSN) degree will not be conferred.***

Learners in the MSN Care Coordination specialization examine and apply theories, research, and best practices for the nurse care coordinator. The specialization curriculum emphasizes legal and ethical standards; interprofessional collaboration; cultural competency; data-driven decision-making; and planning and resource management for individuals, groups, and populations. Throughout the specialization, learners apply the Quadruple Aim to care coordination processes, analyze gaps in practice and develop solutions, examine legal and ethical implications, align resources to meet client needs, and lead care coordination activities to deliver culturally competent coordination of care. Successful graduates of this specialization are prepared to pursue director-level and leadership positions in a wide range of healthcare settings and organizations that specialize in care coordination nursing. Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Practicum Requirement(s)

Minimum of 500 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Bridge courses

NURS-FPX5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health	2
NURS-FPX5005	Introduction to Nursing Research, Ethics, and Technology	2
NURS-FPX5007	Leadership for Nursing Practice	2

Core courses

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's Learners	2
NHS-FPX6004	Healthcare Law and Policy	2
NHS-FPX6008	Economics and Decision Making in Healthcare	2
NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2
NURS-FPX6016	Quality Improvement of Interprofessional Care	2
NURS-FPX6020	Advanced Nursing Practice 1: Biopsychosocial Concepts	2
NURS-FPX6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	2
NURS-FPX6080	MSN Practicum: Professionalism in Person-Centered Care and the Workplace Environment	2
NURS-FPX6085	MSN Practicum and Capstone	3

Specialization courses

NURS-FPX6620	Care Coordination Healthcare Models	2
NURS-FPX6622	Care Coordination Structure and Process	2
NURS-FPX6624	Care Coordination Ethical and Legal Considerations	2

NURS-FPX6626	Care Coordination Leadership	2
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Total**At least 33 program points**

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

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

Capella University is not currently accepting applications for the MSN program from Alabama residents.

Learners enrolled in the RN-to-MSN Care Coordination, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

Learners enrolled in a Capella nursing program in the FlexPath learning format will become ineligible to enroll in the MSN – Adult-Gerontology Primary Care Nurse Practitioner (MSN-AGPCNP) or MSN – Family Nurse Practitioner (MSN-FNP) specializations if they progress through certain coursework in any of the following courses: NHS-FP6004, NHS-FPX6004, NHS-FP6008, NHS-FPX6008, MSN-FP6011, NURS-FP6011, NURS-FPX6011, MSN-FP6016, NURS-FP6016 or NURS-FPX6016. FlexPath courses cannot be transferred into the MSN-AGPCNP or MSN-FNP specializations. To learn more, contact a Capella coach or call enrollment services at 1.866.736.1751.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Informatics; RN-to-MSN

Nursing Informatics; Nursing Informatics, FlexPath option; RN-to-MSN Nursing Informatics, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 500 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

MSN, Family Nurse Practitioner

School of Nursing and Health Sciences

Learners in the MSN Family Nurse Practitioner specialization are prepared to assume the role of the advanced practice nurse caring for individuals across the lifespan to promote health, reduce risks, and manage acute and chronic health conditions. The specialization curriculum emphasizes ethical clinical judgment to deliver person-centered care and improve healthcare outcomes. Throughout the specialization,

learners will integrate scientific foundations, leadership, quality improvement and safety, practice inquiry, informatics and health care technologies, health policy and advocacy, and interprofessional collaboration to prepare for advanced nursing practice. Upon successful completion of this specialization, graduates are eligible to take the national certification examination administered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).

Practicum Requirement(s)

Minimum of 750 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Core courses

NHS6004	Healthcare Law and Policy	4
NHS6008	Economics and Decision Making in Healthcare	4
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4
NURS6016	Quality Improvement of Interprofessional Care	4
NURS6201	Advanced Practice Nursing Role Development	4
NURS6202	Advanced Pathophysiology	4
NURS6203	Advanced Pharmacology	4
NURS6204	Advanced Health Assessment	4
NURS6205	Advanced Health Assessment Skills Immersion	2
NURS6206	Advanced Health Promotion and Disease Prevention Across the Lifespan	4
NURS6207	Introduction to Practicum	2

Specialization courses

NURS6301	Adult-Gerontology Primary Care 1	4
NURS6302	Adult-Gerontology Primary Care 1 Practicum	2
NURS6303	Adult-Gerontology Primary Care 2	4
NURS6304	Adult-Gerontology Primary Care 2 Practicum	2
NURS6401	Pediatric Primary Care	4

NURS6402	Pediatric Primary Care Practicum	2
NURS6403	Reproductive Health Primary Care	4
NURS6404	Reproductive Health Primary Care Practicum	2
NURS6405	Family Nurse Practitioner Transition to Practice	2
NURS6406	Family Nurse Practitioner: Transition to Practice Practicum	2

Total

At least 68 quarter credits

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

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

Learners enrolled in the MSN, Family Nurse Practitioner specialization are required to maintain a current, unrestricted RN license throughout their program.

Capella University is not currently accepting applications for the MSN, Family Nurse Practitioner specialization from California, Louisiana, Maryland, New York, Pennsylvania, or District of Columbia residents.

Learners enrolled in a Capella nursing program in the FlexPath learning format will become ineligible to enroll in the MSN – Adult-Gerontology Primary Care Nurse Practitioner (MSN-AGPCNP) or MSN – Family Nurse Practitioner (MSN-FNP) specializations if they progress through certain coursework in any of the following courses: NHS-FP6004, NHS-FPX6004, NHS-FP6008, NHS-FPX6008, MSN-FP6011, NURS-FP6011, NURS-FPX6011, MSN-FP6016, NURS-FP6016 or NURS-FPX6016. FlexPath courses cannot be transferred into the MSN-AGPCNP or MSN-FNP specializations. To learn more, contact a Capella coach or call enrollment services at 1.866.736.1751.

Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and

professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the professional licensure disclosures for this program on [Capella's website](#).

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 100 documented hours of hands-on practicum experience. Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; or RN-to-MSN Nursing Informatics, FlexPath option are required to complete 200 documented hours of hands-on practicum experience. Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Adult-Gerontology Primary Care or Family Nurse Practitioner or the Adult-Gerontology Primary Care or Family Nurse Practitioner Post-Master's Certificate are required to complete 750 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program

outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

MSN, Nursing Education

School of Nursing and Health Sciences

The MSN Nursing Education specialization is designed to prepare professional nurses for the advanced specialty role of a nurse educator and presents the theories, research, and best practices relevant to nursing education. Throughout their coursework, learners develop the knowledge and skills required to facilitate learning; design, deliver, evaluate, and assess nursing education programs; and effectively assess and evaluate learners in a variety of educational settings. Successful graduates of this specialization are prepared to pursue roles as nurse educators in academic and healthcare settings. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Practicum Requirement(s)

Minimum of 500 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Core courses

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners	4
NHS6004	Healthcare Law and Policy	4
NHS6008	Economics and Decision Making in Healthcare	4
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4
NURS6016	Quality Improvement of Interprofessional Care	4

NURS6020	Advanced Nursing Practice 1: Biopsychosocial Concepts	4
NURS6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	4
NURS6080	MSN Practicum: Professionalism in Person-Centered Care and the Workplace Environment	4
NURS6085	MSN Practicum and Capstone	6

Specialization courses

NURS6100	The Role of Nurse Educators	4
NURS6108	Curriculum Overview: Design, Develop and Evaluate	4
NURS6112	Technology Integration for Nursing Education	4
NURS6116	Nursing Education Assessment and Evaluation	4

Total

At least 54 quarter credits

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

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

Learners enrolled in the MSN Nursing Education specialization are required to maintain a current, unrestricted RN license throughout their program.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care

Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; RN-to-MSN Nursing Informatics, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 500 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

RN-to-MSN, Nursing Education

School of Nursing and Health Sciences

Capella University offers RN-to-MSN bridge specializations for licensed registered nurses who have completed 135 quarter credits of undergraduate coursework. Learners in the RN-to-MSN bridge

specializations are required to complete NHS5004, NURS5003, NURS5005, and NURS5007 before registering for any other Master of Science in Nursing course. Upon successful completion of the RN-to-MSN bridge courses, learners pursue the program requirements for any Master of Science in Nursing specialization. **A Bachelor of Science in Nursing (BSN) degree will not be conferred.**

The MSN Nursing Education specialization is designed to prepare professional nurses for the advanced specialty role of a nurse educator and presents the theories, research, and best practices relevant to nursing education. Throughout their coursework, learners develop the knowledge and skills required to facilitate learning; design, deliver, evaluate, and assess nursing education programs; and effectively assess and evaluate learners in a variety of educational settings. Successful graduates of this specialization are prepared to pursue roles as nurse educators in academic and healthcare settings. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Practicum Requirement(s)

Minimum of 500 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Bridge courses

NURS5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health	4
NURS5005	Introduction to Nursing Research, Ethics, and Technology	4
NURS5007	Leadership for Nursing Practice	4

Core courses

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners	4
NHS6004	Healthcare Law and Policy	4
NHS6008	Economics and Decision Making in Healthcare	4
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4

NURS6016	Quality Improvement of Interprofessional Care	4
NURS6020	Advanced Nursing Practice 1: Biopsychosocial Concepts	4
NURS6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	4
NURS6080	MSN Practicum: Professionalism in Person-Centered Care and the Workplace Environment	4
NURS6085	MSN Practicum and Capstone	6

Specialization courses

NURS6100	The Role of Nurse Educators	4
NURS6108	Curriculum Overview: Design, Develop and Evaluate	4
NURS6112	Technology Integration for Nursing Education	4
NURS6116	Nursing Education Assessment and Evaluation	4

Total

At least 66 quarter credits

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

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

Learners enrolled in the RN-to-MSN Nursing Education specialization are required to maintain a current, unrestricted RN license throughout their program.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; RN-to-MSN Nursing Informatics, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 500 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

MSN, Nursing Education, FlexPath option

School of Nursing and Health Sciences

The MSN Nursing Education specialization is designed to prepare professional nurses for the advanced specialty role of a nurse educator and presents the theories, research, and best practices relevant to nursing education. Throughout their coursework, learners develop the knowledge and skills required to facilitate learning; design, deliver, evaluate, and assess nursing education programs; and effectively assess and evaluate learners in a variety of educational settings. Successful graduates of this specialization are prepared to pursue roles as nurse educators in academic and healthcare settings. Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Practicum Requirement(s)

Minimum of 500 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Core courses

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's Learners	2
NHS-FPX6004	Healthcare Law and Policy	2
NHS-FPX6008	Economics and Decision Making in Healthcare	2
NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2
NURS-FPX6016	Quality Improvement of Interprofessional Care	2
NURS-FPX6020	Advanced Nursing Practice 1: Biopsychosocial Concepts	2
NURS-FPX6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	2
NURS-FPX6080	MSN Practicum: Professionalism in Person-Centered Care and the Workplace Environment	2
NURS-FPX6085	MSN Practicum and Capstone	3

Specialization courses

NURS-FPX6100	The Role of Nurse Educators	2
NURS-FPX6108	Curriculum Overview: Design, Develop and Evaluate	2
NURS-FPX6112	Technology Integration for Nursing Education	2
NURS-FPX6116	Nursing Education Assessment and Evaluation	2

Total

At least 27 program points

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

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

Capella University is not currently accepting applications for the MSN program from Alabama residents.

Learners enrolled in the MSN Nursing Education, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

Learners enrolled in a Capella nursing program in the FlexPath learning format will become ineligible to enroll in the MSN – Adult-Gerontology Primary Care Nurse Practitioner (MSN-AGPCNP) or MSN – Family Nurse Practitioner (MSN-FNP) specializations if they progress through certain coursework in any of the following courses: NHS-FP6004, NHS-FPX6004, NHS-FP6008, NHS-FPX6008, MSN-FP6011, NURS-FP6011, NURS-FPX6011, MSN-FP6016, NURS-FP6016 or NURS-FPX6016. FlexPath courses cannot be transferred into the MSN-AGPCNP or MSN-FNP specializations. To learn more, contact a Capella coach or call enrollment services at 1.866.736.1751.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; RN-to-MSN Nursing Informatics, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 500 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's *The Essentials of Master's Education in Nursing*.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

RN-to-MSN, Nursing Education, FlexPath option

School of Nursing and Health Sciences

Capella University offers RN-to-MSN bridge specializations for licensed registered nurses who have completed 67.5 program points of undergraduate coursework. Learners in the RN-to-MSN bridge specializations are required to complete NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, and NURS-FPX5007 before registering for any other Master of Science in Nursing course. Upon successful completion of the RN-to-MSN bridge courses, learners pursue the program requirements for any Master of Science in Nursing specialization. **A Bachelor of Science in Nursing (BSN) degree will not be conferred.**

The MSN Nursing Education specialization is designed to prepare professional nurses for the advanced specialty role of a nurse educator and presents the theories, research, and best practices relevant to nursing education. Throughout their coursework, learners develop the knowledge and skills required to facilitate learning; design, deliver, evaluate, and assess nursing education programs; and effectively assess and evaluate learners in a variety of educational settings. Successful graduates of this specialization are prepared to pursue roles as nurse educators in academic and healthcare settings. Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Practicum Requirement(s)

Minimum of 500 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Bridge courses

NURS-FPX5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health	2
NURS-FPX5005	Introduction to Nursing Research, Ethics, and Technology	2
NURS-FPX5007	Leadership for Nursing Practice	2

Core courses

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's Learners	2
NHS-FPX6004	Healthcare Law and Policy	2
NHS-FPX6008	Economics and Decision Making in Healthcare	2
NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2
NURS-FPX6016	Quality Improvement of Interprofessional Care	2
NURS-FPX6020	Advanced Nursing Practice 1: Biopsychosocial Concepts	2
NURS-FPX6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	2
NURS-FPX6080	MSN Practicum: Professionalism in Person-Centered Care and the Workplace Environment	2
NURS-FPX6085	MSN Practicum and Capstone	3

Specialization courses

NURS-FPX6100	The Role of Nurse Educators	2
NURS-FPX6108	Curriculum Overview: Design, Develop and Evaluate	2
NURS-FPX6112	Technology Integration for Nursing Education	2
NURS-FPX6116	Nursing Education Assessment and Evaluation	2

Total**At least 33 program points**

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

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

Capella University is not currently accepting applications for the MSN program from Alabama residents.

Learners enrolled in the RN-to-MSN Nursing Education, FlexPath specialization are required to maintain a current, unrestricted RN license throughout their program.

Learners enrolled in a Capella nursing program in the FlexPath learning format will become ineligible to enroll in the MSN – Adult-Gerontology Primary Care Nurse Practitioner (MSN-AGPCNP) or MSN – Family Nurse Practitioner (MSN-FNP) specializations if they progress through certain coursework in any of the following courses: NHS-FP6004, NHS-FPX6004, NHS-FP6008, NHS-FPX6008, MSN-FP6011, NURS-FP6011, NURS-FPX6011, MSN-FP6016, NURS-FP6016 or NURS-FPX6016. FlexPath courses cannot be transferred into the MSN-AGPCNP or MSN-FNP specializations. To learn more, contact a Capella coach or call enrollment services at 1.866.736.1751.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; RN-to-MSN Nursing Informatics, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 500 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their

preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

MSN, Nursing Informatics

School of Nursing and Health Sciences

The MSN Nursing Informatics specialization presents contemporary models, theories, research, and best practices for providing nursing care across the lifespan using various healthcare technologies. The specialization immerses learners into the world of health informatics and explores the depth and breadth of health information systems and how they influence strategic planning, decision making, and clinical project management. The specialization curriculum emphasizes best practices in health informatics essentials, including patient safety, electronic medical records, workflow, meaningful use, change management, and the health information system life cycle. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Practicum Requirement(s)

Minimum of 500 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Core courses

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners	4
NHS6004	Healthcare Law and Policy	4
NHS6008	Economics and Decision Making in Healthcare	4
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4
NURS6016	Quality Improvement of Interprofessional Care	4
NURS6020	Advanced Nursing Practice 1: Biopsychosocial Concepts	4
NURS6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	4
NURS6080	MSN Practicum: Professionalism in Person-Centered Care and the Workplace Environment	4
NURS6085	MSN Practicum and Capstone	6

Specialization courses

NURS6400	Nursing Informatics Fundamentals	4
NURS6422	Clinical Information Systems and Application to Nursing Practice Analysis	4
NURS6424	Data Mining to Advance Healthcare	4
NURS6426	Nursing Informatics Life Cycle Management	4

Total

At least 54 quarter credits

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

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

Learners enrolled in the MSN Nursing Informatics specialization are required to maintain a current, unrestricted RN license throughout their program.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; RN-to-MSN Nursing Informatics, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 500 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing’s The Essentials of Master’s Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection.

Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

RN-to-MSN, Nursing Informatics

School of Nursing and Health Sciences

Capella University offers RN-to-MSN bridge specializations for licensed registered nurses who have completed 135 quarter credits of undergraduate coursework. Learners in the RN-to-MSN bridge specializations are required to complete NHS5004, NURS5003, NURS5005, and NURS5007 before registering for any other Master of Science in Nursing course. Upon successful completion of the RN-to-MSN bridge courses, learners pursue the program requirements for any Master of Science in Nursing specialization. **A Bachelor of Science in Nursing (BSN) degree will not be conferred.**

The MSN Nursing Informatics specialization presents contemporary models, theories, research, and best practices for providing nursing care across the lifespan using various healthcare technologies. The specialization immerses learners into the world of health informatics and explores the depth and breadth of health information systems and how they influence strategic planning, decision making, and clinical project management. The specialization curriculum emphasizes best practices in health informatics essentials, including patient safety, electronic medical records, workflow, meaningful use, change management, and the health information system life cycle. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Practicum Requirement(s)

Minimum of 500 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Bridge courses

NURS5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health	4
NURS5005	Introduction to Nursing Research, Ethics, and Technology	4

NURS5007	Leadership for Nursing Practice	4
Core courses		
NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners	4
NHS6004	Healthcare Law and Policy	4
NHS6008	Economics and Decision Making in Healthcare	4
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4
NURS6016	Quality Improvement of Interprofessional Care	4
NURS6020	Advanced Nursing Practice 1: Biopsychosocial Concepts	4
NURS6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	4
NURS6080	MSN Practicum: Professionalism in Person-Centered Care and the Workplace Environment	4
NURS6085	MSN Practicum and Capstone	6
Specialization courses		
NURS6400	Nursing Informatics Fundamentals	4
NURS6422	Clinical Information Systems and Application to Nursing Practice Analysis	4
NURS6424	Data Mining to Advance Healthcare	4
NURS6426	Nursing Informatics Life Cycle Management	4

Total**At least 66 quarter credits**

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

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with

any additional or repeat coursework necessary for successful completion of program requirements.

Learners enrolled in the RN-to-MSN Nursing Informatics specialization are required to maintain a current, unrestricted RN license throughout their program.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; RN-to-MSN Nursing Informatics, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 500 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

MSN, Nursing Informatics, FlexPath option

School of Nursing and Health Sciences

The MSN Nursing Informatics specialization presents contemporary models, theories, research, and best practices for providing nursing care across the lifespan using various healthcare technologies. The specialization immerses learners into the world of health informatics and explores the depth and breadth of health information systems and how they influence strategic planning, decision making, and clinical project management. The specialization curriculum emphasizes best practices in health informatics essentials, including patient safety, electronic medical records, workflow, meaningful use, change management, and the health information system life cycle. Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Practicum Requirement(s)

Minimum of 500 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Core courses

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's Learners	2
NHS-FPX6004	Healthcare Law and Policy	2
NHS-FPX6008	Economics and Decision Making in Healthcare	2
NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2
NURS-FPX6016	Quality Improvement of Interprofessional Care	2

NURS-FPX6020	Advanced Nursing Practice 1: Biopsychosocial Concepts	2
NURS-FPX6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	2
NURS-FPX6080	MSN Practicum: Professionalism in Person-Centered Care and the Workplace Environment	2
NURS-FPX6085	MSN Practicum and Capstone	3

Specialization courses

NURS-FPX6400	Nursing Informatics Fundamentals	2
NURS-FPX6422	Clinical Information Systems and Application to Nursing Practice Analysis	2
NURS-FPX6424	Data Mining to Advance Healthcare	2
NURS-FPX6426	Nursing Informatics Life Cycle Management	2

Total

At least 27 program points

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

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

Capella University is not currently accepting applications for the MSN program from Alabama residents.

Learners enrolled in the MSN Nursing Informatics, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

Learners enrolled in a Capella nursing program in the FlexPath learning format will become ineligible to enroll in the MSN – Adult-Gerontology Primary Care Nurse Practitioner (MSN-AGPCNP) or MSN – Family Nurse Practitioner (MSN-FNP) specializations if they progress through certain coursework in any of the following courses: NHS-FPX6004, NHS-FPX6004, NHS-

FP6008, NHS-FPX6008, MSN-FP6011, NURS-FP6011, NURS-FPX6011, MSN-FP6016, NURS-FP6016 or NURS-FPX6016. FlexPath courses cannot be transferred into the MSN-AGPCNP or MSN-FNP specializations. To learn more, contact a Capella coach or call enrollment services at 1.866.736.1751.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; RN-to-MSN Nursing Informatics, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 500 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's *The Essentials of Master's Education in Nursing*.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

RN-to-MSN, Nursing Informatics, FlexPath option

School of Nursing and Health Sciences

Capella University offers RN-to-MSN bridge specializations for licensed registered nurses who have completed 67.5 program points of undergraduate coursework. Learners in the RN-to-MSN bridge specializations are required to complete NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, and NURS-FPX5007 before registering for any other Master of Science in Nursing course. Upon successful completion of the RN-to-MSN bridge courses, learners pursue the program requirements for any Master of Science in Nursing specialization. ***A Bachelor of Science in Nursing (BSN) degree will not be conferred.***

The MSN Nursing Informatics specialization presents contemporary models, theories, research, and best practices for providing nursing care across the lifespan using various healthcare technologies. The specialization immerses learners into the world of health informatics and explores the depth and breadth of health information systems and how they influence strategic planning, decision making, and clinical project management. The specialization curriculum emphasizes best practices in health informatics essentials, including patient safety, electronic medical records, workflow, meaningful use, change management, and the health information system life cycle. Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Practicum Requirement(s)

Minimum of 500 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Bridge courses

NURS-FPX5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health	2
NURS-FPX5005	Introduction to Nursing Research, Ethics, and Technology	2
NURS-FPX5007	Leadership for Nursing Practice	2

Core courses

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's Learners	2
NHS-FPX6004	Healthcare Law and Policy	2
NHS-FPX6008	Economics and Decision Making in Healthcare	2
NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2
NURS-FPX6016	Quality Improvement of Interprofessional Care	2
NURS-FPX6020	Advanced Nursing Practice 1: Biopsychosocial Concepts	2
NURS-FPX6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	2
NURS-FPX6080	MSN Practicum: Professionalism in Person-Centered Care and the Workplace Environment	2
NURS-FPX6085	MSN Practicum and Capstone	3

Specialization courses

NURS-FPX6400	Nursing Informatics Fundamentals	2
NURS-FPX6422	Clinical Information Systems and Application to Nursing Practice Analysis	2
NURS-FPX6424	Data Mining to Advance Healthcare	2
NURS-FPX6426	Nursing Informatics Life Cycle Management	2

Total**At least 33 program points**

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

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

Capella University is not currently accepting applications for the MSN program from Alabama residents.

Learners enrolled in the RN-to-MSN Nursing Informatics, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

Learners enrolled in a Capella nursing program in the FlexPath learning format will become ineligible to enroll in the MSN – Adult-Gerontology Primary Care Nurse Practitioner (MSN-AGPCNP) or MSN – Family Nurse Practitioner (MSN-FNP) specializations if they progress through certain coursework in any of the following courses: NHS-FP6004, NHS-FPX6004, NHS-FP6008, NHS-FPX6008, MSN-FP6011, NURS-FP6011, NURS-FPX6011, MSN-FP6016, NURS-FP6016 or NURS-FPX6016. FlexPath courses cannot be transferred into the MSN-AGPCNP or MSN-FNP specializations. To learn more, contact a Capella coach or call enrollment services at 1.866.736.1751.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; RN-to-MSN Nursing Informatics, FlexPath

option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 500 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

MSN, Nursing Leadership and Administration

School of Nursing and Health Sciences

The MSN Nursing Leadership and Administration specialization presents advanced theories, research, and evidence-based best practices for executive leadership and administration in nursing. Learners develop the knowledge and skills nurse executives need to lead healthcare innovations, respond to healthcare challenges and trends, and manage healthcare quality and safety as well as the finance and operations of the healthcare organization. Throughout the specialization, learners also assess and further

strengthen their characteristics as ethical and culturally aware healthcare leaders, visionaries, and risk takers and gain an understanding of how to effectively communicate with other members of a healthcare team to promote strategic thinking, planning, and interprofessional collaboration in practice. Successful graduates of this specialization are prepared to pursue roles as nurse executives in a variety of healthcare delivery settings. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Practicum Requirement(s)

Minimum of 500 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Core courses

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners	4
NHS6004	Healthcare Law and Policy	4
NHS6008	Economics and Decision Making in Healthcare	4
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4
NURS6016	Quality Improvement of Interprofessional Care	4
NURS6020	Advanced Nursing Practice 1: Biopsychosocial Concepts	4
NURS6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	4
NURS6080	MSN Practicum: Professionalism in Person-Centered Care and the Workplace Environment	4
NURS6085	MSN Practicum and Capstone	6

Specialization courses

NURS6200	Management and Leadership for Nurse Executives	4
NURS6222	Healthcare Safety and Quality Management	4
NURS6224	Healthcare Technology and Informatics	4

NURS6226	Advanced Operations and Finance Management	4
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Total

At least 54 quarter credits

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

Learners enrolled in the MSN Nursing Leadership and Administration specialization are required to maintain a current, unrestricted RN license throughout their program.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; RN-to-MSN Nursing Informatics, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 500 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty

and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

RN-to-MSN, Nursing Leadership and Administration

School of Nursing and Health Sciences

Capella University offers RN-to-MSN bridge specializations for licensed registered nurses who have completed 135 quarter credits of undergraduate coursework. Learners in the RN-to-MSN bridge specializations are required to complete NHS5004, NURS5003, NURS5005, and NURS5007 before registering for any other Master of Science in Nursing course. Upon successful completion of the RN-to-MSN bridge courses, learners pursue the program requirements for any Master of Science in Nursing specialization. ***A Bachelor of Science in Nursing (BSN) degree will not be conferred.***

The MSN Nursing Leadership and Administration specialization presents advanced theories, research, and evidence-based best practices for executive leadership and administration in nursing. Learners develop the knowledge and skills nurse executives need to lead healthcare innovations, respond to healthcare challenges and trends, and manage healthcare quality and safety as well as the finance and operations of the healthcare organization. Throughout the specialization, learners also assess and further strengthen their characteristics as ethical and culturally aware healthcare leaders, visionaries, and risk takers and gain an understanding of how to effectively communicate with other members of a healthcare team to promote strategic thinking, planning, and interprofessional collaboration in

practice. Successful graduates of this specialization are prepared to pursue roles as nurse executives in a variety of healthcare delivery settings. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Practicum Requirement(s)

Minimum of 500 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Bridge courses

NURS5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health	4
NURS5005	Introduction to Nursing Research, Ethics, and Technology	4
NURS5007	Leadership for Nursing Practice	4

Core courses

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners	4
NHS6004	Healthcare Law and Policy	4
NHS6008	Economics and Decision Making in Healthcare	4
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4
NURS6016	Quality Improvement of Interprofessional Care	4
NURS6020	Advanced Nursing Practice 1: Biopsychosocial Concepts	4
NURS6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	4
NURS6080	MSN Practicum: Professionalism in Person-Centered Care and the Workplace Environment	4
NURS6085	MSN Practicum and Capstone	6

Specialization courses

NURS6200	Management and Leadership for Nurse Executives	4
NURS6222	Healthcare Safety and Quality Management	4
NURS6224	Healthcare Technology and Informatics	4
NURS6226	Advanced Operations and Finance Management	4

Total

At least 66 quarter credits

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

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

Learners enrolled in the RN-to-MSN Nursing Leadership and Administration specialization are required to maintain a current, unrestricted RN license throughout their program.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; RN-to-MSN Nursing Informatics, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 500 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

MSN, Nursing Leadership and Administration, FlexPath option

School of Nursing and Health Sciences

The MSN Nursing Leadership and Administration specialization presents advanced theories, research, and evidence-based best practices for executive leadership and administration in nursing. Learners develop the knowledge and skills nurse executives need to lead healthcare innovations, respond to healthcare challenges and trends, and manage healthcare quality and safety as well as the finance and operations of the healthcare organization. Throughout the specialization, learners also assess and further strengthen their characteristics as ethical and culturally aware healthcare leaders, visionaries, and risk takers and gain an understanding of how to effectively communicate with other members of a healthcare team to promote strategic thinking, planning, and interprofessional collaboration in

practice. Successful graduates of this specialization are prepared to pursue roles as nurse executives in a variety of healthcare delivery settings. Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Practicum Requirement(s)

Minimum of 500 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Core courses

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's Learners	2
NHS-FPX6004	Healthcare Law and Policy	2
NHS-FPX6008	Economics and Decision Making in Healthcare	2
NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2
NURS-FPX6016	Quality Improvement of Interprofessional Care	2
NURS-FPX6020	Advanced Nursing Practice 1: Biopsychosocial Concepts	2
NURS-FPX6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	2
NURS-FPX6080	MSN Practicum: Professionalism in Person-Centered Care and the Workplace Environment	2
NURS-FPX6085	MSN Practicum and Capstone	3

Specialization courses

NURS-FPX6200	Management and Leadership for Nurse Executives	2
NURS-FPX6222	Healthcare Safety and Quality Management	2
NURS-FPX6224	Healthcare Technology and Informatics	2
NURS-FPX6226	Advanced Operations and Finance Management	2

Total**At least 27 program points**

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

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

Capella University is not currently accepting applications for the MSN program from Alabama residents.

Learners enrolled in the MSN Nursing Leadership and Administration, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

Learners enrolled in a Capella nursing program in the FlexPath learning format will become ineligible to enroll in the MSN – Adult-Gerontology Primary Care Nurse Practitioner (MSN-AGPCNP) or MSN – Family Nurse Practitioner (MSN-FNP) specializations if they progress through certain coursework in any of the following courses: NHS-FP6004, NHS-FPX6004, NHS-FP6008, NHS-FPX6008, MSN-FP6011, NURS-FP6011, NURS-FPX6011, MSN-FP6016, NURS-FP6016 or NURS-FPX6016. FlexPath courses cannot be transferred into the MSN-AGPCNP or MSN-FNP specializations. To learn more, contact a Capella coach or call enrollment services at 1.866.736.1751.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; RN-to-MSN Nursing Informatics, FlexPath option; Nursing Leadership and Administration; RN-

to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 500 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

RN-to-MSN, Nursing Leadership and Administration, FlexPath option**School of Nursing and Health Sciences**

Capella University offers RN-to-MSN bridge specializations for licensed registered nurses who have completed 67.5 program points of undergraduate coursework. Learners in the RN-to-MSN bridge specializations are required to complete NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, and NURS-FPX5007 before registering for any other Master of Science in Nursing course. Upon successful completion of the RN-to-MSN bridge courses, learners pursue the program requirements for any Master of

Science in Nursing specialization. **A Bachelor of Science in Nursing (BSN) degree will not be conferred.**

The MSN Nursing Leadership and Administration specialization presents advanced theories, research, and evidence-based best practices for executive leadership and administration in nursing. Learners develop the knowledge and skills nurse executives need to lead healthcare innovations, respond to healthcare challenges and trends, and manage healthcare quality and safety as well as the finance and operations of the healthcare organization. Throughout the specialization, learners also assess and further strengthen their characteristics as ethical and culturally aware healthcare leaders, visionaries, and risk takers and gain an understanding of how to effectively communicate with other members of a healthcare team to promote strategic thinking, planning, and interprofessional collaboration in practice. Successful graduates of this specialization are prepared to pursue roles as nurse executives in a variety of healthcare delivery settings. Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Practicum Requirement(s)

Minimum of 500 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

Bridge courses

NURS-FPX5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health	2
NURS-FPX5005	Introduction to Nursing Research, Ethics, and Technology	2
NURS-FPX5007	Leadership for Nursing Practice	2

Core courses

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's Learners	2
NHS-FPX6004	Healthcare Law and Policy	2

NHS-FPX6008	Economics and Decision Making in Healthcare	2
NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2
NURS-FPX6016	Quality Improvement of Interprofessional Care	2
NURS-FPX6020	Advanced Nursing Practice 1: Biopsychosocial Concepts	2
NURS-FPX6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	2
NURS-FPX6080	MSN Practicum: Professionalism in Person-Centered Care and the Workplace Environment	2
NURS-FPX6085	MSN Practicum and Capstone	3

Specialization courses

NURS-FPX6200	Management and Leadership for Nurse Executives	2
NURS-FPX6222	Healthcare Safety and Quality Management	2
NURS-FPX6224	Healthcare Technology and Informatics	2
NURS-FPX6226	Advanced Operations and Finance Management	2

Total

At least 33 program points

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

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

Capella University is not currently accepting applications for the MSN program from Alabama residents.

Learners enrolled in the RN-to-MSN Nursing Leadership and Administration, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

Learners enrolled in a Capella nursing program in the FlexPath learning format will become ineligible to enroll in the MSN – Adult-Gerontology Primary Care Nurse Practitioner (MSN-AGPCNP) or MSN – Family Nurse Practitioner (MSN-FNP) specializations if they progress through certain coursework in any of the following courses: NHS-FP6004, NHS-FPX6004, NHS-FP6008, NHS-FPX6008, MSN-FP6011, NURS-FP6011, NURS-FPX6011, MSN-FP6016, NURS-FP6016 or NURS-FPX6016. FlexPath courses cannot be transferred into the MSN-AGPCNP or MSN-FNP specializations. To learn more, contact a Capella coach or call enrollment services at 1.866.736.1751.

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

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; RN-to-MSN Nursing Informatics, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 500 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum

experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

Nursing Graduate Certificate Programs

Adult-Gerontology Primary Care Nurse Practitioner Post-Master's Certificate

School of Nursing and Health Sciences

The Adult-Gerontology Primary Care Nurse Practitioner post-master's certificate supplements previous nursing graduate educational experiences and prepares learners to assume the role of the advanced practice nurse caring for individuals (aged 13 years and above) across the lifespan to promote health, reduce risks, and manage acute and chronic health conditions. The specialization curriculum emphasizes ethical clinical judgment to deliver person-centered care and improve healthcare outcomes. Upon successful completion of this specialization, graduates are eligible to take the national certification examination administered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).

Practicum Requirement(s)

Minimum of 750 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

NURS6201	Advanced Practice Nursing Role Development	4
NURS6202	Advanced Pathophysiology	4
NURS6203	Advanced Pharmacology	4
NURS6204	Advanced Health Assessment	4

NURS6205	Advanced Health Assessment Skills Immersion	2
NURS6206	Advanced Health Promotion and Disease Prevention Across the Lifespan	4
NURS6207	Introduction to Practicum	2
NURS6301	Adult-Gerontology Primary Care 1	4
NURS6302	Adult-Gerontology Primary Care 1 Practicum	2
NURS6303	Adult-Gerontology Primary Care 2	4
NURS6304	Adult-Gerontology Primary Care 2 Practicum	2
NURS6305	Adult-Gerontology Primary Care 3	4
NURS6306	Adult-Gerontology Primary Care 3 Practicum	2
NURS6307	Adult-Gerontology Primary Care 4: Transition to Practice	2
NURS6308	Adult-Gerontology Primary Care 4: Transition to Practice Practicum	4

Total

At least 48 quarter credits

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

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

Learners enrolled in the Adult-Gerontology Primary Care Nurse Practitioner post-master's certificate are required to maintain a current, unrestricted RN license throughout their program.

Capella University is not currently accepting applications for the Adult-Gerontology Primary Care Nurse Practitioner post-master's certificate program from Alabama, Arizona, California, Idaho, Louisiana, Maryland, New York, Oregon, Pennsylvania, Tennessee, or District of Columbia residents.

Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the professional licensure disclosures for this program on [Capella's website](#).

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 100 documented hours of hands-on practicum experience. Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; or RN-to-MSN Nursing Informatics, FlexPath option are required to complete 200 documented hours of hands-on practicum experience. Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Adult-Gerontology Primary Care or Family Nurse Practitioner or the Adult-Gerontology Primary Care or Family Nurse Practitioner Post-Master's Certificate are required to complete 750 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program

evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

Family Nurse Practitioner Post-Master's Certificate

School of Nursing and Health Sciences

The Family Nurse Practitioner post-master's certificate supplements previous nursing graduate educational experiences and prepares learners to assume the role of the advanced practice nurse caring for individuals across the lifespan to promote health, reduce risks, and manage acute and chronic health conditions. The specialization curriculum emphasizes ethical clinical judgment to deliver person-centered care and improve healthcare outcomes. Upon successful completion of this specialization, graduates are eligible to take the national certification examination administered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).

Practicum Requirement(s)

Minimum of 750 practicum hours. See the Practicum section, below, for more information.

Additional Program Requirements

NURS6201	Advanced Practice Nursing Role Development	4
NURS6202	Advanced Pathophysiology	4
NURS6203	Advanced Pharmacology	4
NURS6204	Advanced Health Assessment	4
NURS6205	Advanced Health Assessment Skills Immersion	2

NURS6206	Advanced Health Promotion and Disease Prevention Across the Lifespan	4
NURS6207	Introduction to Practicum	2
NURS6301	Adult-Gerontology Primary Care 1	4
NURS6302	Adult-Gerontology Primary Care 1 Practicum	2
NURS6303	Adult-Gerontology Primary Care 2	4
NURS6304	Adult-Gerontology Primary Care 2 Practicum	2
NURS6401	Pediatric Primary Care	4
NURS6402	Pediatric Primary Care Practicum	2
NURS6403	Reproductive Health Primary Care	4
NURS6404	Reproductive Health Primary Care Practicum	2
NURS6405	Family Nurse Practitioner Transition to Practice	2
NURS6406	Family Nurse Practitioner: Transition to Practice Practicum	2

Total

At least 52 quarter credits

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

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

Learners enrolled in the Family Nurse Practitioner post-master's certificate are required to maintain a current, unrestricted RN license throughout their program.

Capella University is not currently accepting applications for the Family Nurse Practitioner post-master's certificate program from Alabama, Arizona, California, Idaho, Louisiana, Maryland, New York, Oregon, Pennsylvania, Tennessee, or District of Columbia residents.

Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the professional licensure disclosures for this program on [Capella's website](#).

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 100 documented hours of hands-on practicum experience. Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; or RN-to-MSN Nursing Informatics, FlexPath option are required to complete 200 documented hours of hands-on practicum experience. Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Adult-Gerontology Primary Care or Family Nurse Practitioner or the Adult-Gerontology Primary Care or Family Nurse Practitioner Post-Master's Certificate

are required to complete 750 documented hours of hands-on practicum experience.

The practicum experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection. Practicum hours are considered complete once all program required practicum hours have been successfully achieved. Partial completion of practicum hours requirements cannot be verified for licensure or transfer of credits.

School of Public Service and Education

Graduate-Public Service and Education Academic Offerings

Education				
Degree Programs	Specializations			Multiple Specializations <i>(must be within the same degree program)</i>
	General	Higher Education and Training	P-12	
Doctor of Education (EdD)	Adult Education			
			Curriculum and Instruction	
		Educational Leadership		
		Educational Leadership, FlexPath option		
		Performance Improvement Leadership		
			Reading and Literacy	
Master of Science (MS) in Education	Adult Education			✓
			Curriculum and Instruction	✓
			Early Childhood Education	✓
			Early Childhood Education Studies	✓
			English Language Learning and Teaching	✓
		Higher Education Leadership and Administration		✓
			Instructional Design and Educational Technology	✓
			Leadership in Educational Administration	✓
			Reading and Literacy	✓
			Special Education Teaching	✓

Department of Social Work Degree Programs
Bachelor of Social Work (BSW)
Doctor of Social Work (DSW)
Master of Social Work (MSW)-Advanced Standing
Master of Social Work (MSW)

A Message from the Associate Dean of the School of Public Service and Education



Melissa McIntyre-Brandly, PhD

Associate Dean of the School of Public Service and Education

Welcome to the School of Public Service and Education at Capella University. Our goal is to deliver high quality, authentic, and innovative experiences that foster your professional growth as a highly effective leader equipped to meet complex challenges in your field.

In the School of Public Service and Education, we offer an array of programs in which learners can pursue bachelor's, master's, or doctoral degrees in education, public service, or social work. Our competency-based curricula are designed, developed, and taught by faculty who bring a wealth of real-world knowledge and experiences to the classroom. Their passion for teaching and deep commitment to excellence ensure learners have superior learning experiences that prepare them to address the multifaceted demands of their respective professions.

In the School of Public Service and Education, we take great pride in cultivating a collaborative environment, where learners can engage with a dedicated community of scholar-practitioners. Your journey with us is not just an academic pursuit; it is an immersive experience designed to empower you to excel in your profession and make a lasting impact on your community.

Thank you for joining Capella University's School of Public Service and Education where you will become an invaluable member of our community. We look forward to supporting you in your academic endeavors.

Melissa McIntyre-Brandly, PhD

Associate Dean of the School of Public Service and Education

School Mission Statement

The School of Public Service and Education delivers high quality, authentic, and innovative experiences in education, social work, and public service empowering graduates to become change agents. Visit the School of Public Service Leadership **tuition and fees** (p. 137) and **admission component** (p. 47) pages for more information.

Division of Arts and Sciences

General Education Courses

Division of Arts and Sciences

Essential Undergraduate Learning Outcomes

Intercultural Competence: Learners will demonstrate the ability to engage effectively in a local and global society and apply civic knowledge to real-world situations.

Ethics: Learners will demonstrate ethical reasoning by making sound decisions, taking appropriate actions with awareness of the rights and well-being of others, and identifying the impact of personal and professional behavior.

Responsibility: Learners will make personal and professional decisions and develop self awareness by understanding personal strengths and limitations.

Relationship Building: Learners will demonstrate the teamwork skills necessary to effectively work with others, establish new networks, and cultivate existing networks.

Problem Solving: Learners will identify and frame problems, explore big questions and ideas, and create effective, ethical, and evidence-based solutions.

Critical Thinking: Learners will develop the thinking skills necessary to think independently, initiate action, integrate differing points of view, and develop a process of reasoning.

Innovative Thinking: Learners will develop the creative thinking skills necessary to create innovative solutions and the agility to embrace and adapt to change.

Quantitative Reasoning: Learners will apply basic mathematical skills to interpret quantitative information in a results-driven context.

Scientific and Evidence-Based Inquiry: Learners will use research and empirical evidence to further develop questions, propose explanations to problems or scenarios, and to use a scientific lens to describe the world around them.

Information Literacy: Learners will apply inquiry and analysis skills to the ability to locate, analyze, and use knowledge and resources appropriately. Learners will act ethically by providing credit to original authors and sources.

Communication: Learners will develop the skills necessary to articulate ideas effectively in a variety of written, oral, and visual formats using an appropriate tone and purpose for the intended audience.

Integrative Learning: Learners will use multi-disciplinary and multi-contextual lenses to address complex ideas and questions, synthesize transferable skills and concepts across disciplines, and apply transferable knowledge to professional disciplines.

Capella University's general education curriculum works in concert with the coursework in a learner's field of study to develop reflective-practitioners at the bachelor's level. Reflective-practitioners learn to use analytical and relational skills to improve their professional practices through action, reflection, and adaptation.

At Capella University, the general education curriculum is structured around the development of knowledge and skills within four major distribution areas:

1. **Communication:** Capella learners develop the communication skills necessary to effectively use the English language to communicate both verbally and in written form. They develop the thinking skills necessary to critically evaluate information, integrate differing points of view, and establish a reasoned course of action for effectively solving problems. These critical thinking skills are reinforced throughout the program and through reading, writing, speaking, and listening.
2. **Humanities:** Capella learners develop an understanding of the arts and humanities as an expression of human culture, and through the critical analysis of works of art, literature, and philosophy, they develop the ability to form their own aesthetic judgments. Through reflection on their own values and positions, as well as those of others, they learn what it means to be a socially responsible citizen in today's world and develop the ability to appropriately exercise that citizenship.

3. Natural Science and Mathematics: Capella learners develop an understanding of the scientific methods used to study the natural sciences phenomena and an appreciation of the role scientific inquiry plays in addressing the critical issues facing today's world. They develop an understanding of mathematical and logical reasoning and the ability to use mathematics and logic to address problems in their personal and professional lives.

4. Social Science: Capella learners develop an understanding of the scientific methods used to study human behavior and interaction and acquire knowledge of the predominant social science theories.

General Education Courses†

Choose a minimum of 45 quarter credits from the general education courses listed below, with a minimum of 4 quarter credits from each individual category.

Communication

COM-H4005	Communicating and Integrating Solutions in the Professional World	6
COM1150	Introduction to Digital and Information Literacy	6
COM1250	Workplace Communication	6
COM2000	Intercultural Communication	6
COM3700	Conflict Resolution	6
COM4100	Media and Culture	6
ENG1000	English Composition	6
ENG1001	Essential Writing Skills	6
ENG1250	Introduction to Technical and Business Writing	6
ENG2250	Academic Research and Writing	6

Humanities

HUM1150	Cultural Understanding in a Global World	6
HUM1200	Philosophy of Work	6
PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3
PHI1200	Philosophy of Problem Solving	6
PHI2000	Ethics	6
PHI3200	Ethics in Health Care	6

Natural Science and Mathematics

BIO1000	Human Biology	6
MAT1050	College Algebra	6
MAT1150	Essential Math for Everyday Life	6
MAT1200	Pre-Calculus	6
MAT2001	Statistical Reasoning	6
MAT2051	Discrete Mathematics	6
MAT2150	Data and Statistics for Everyday Life	6
MAT2200	Calculus	6
NSC1150	Science and Innovation	6
PHY1000	Introduction to Astronomy	6

Social Science

BHA4002	History of the United States Health Care System	3
ECO1050	Microeconomics	6
ECO1150	Personal Economics: Introduction to Financial Planning	6
HIS1150	U.S. History: How the Past Informs the Present	6
POL1100	Introduction to American Government and Politics	6
PSYC1010	Introductory Psychology	3
SOC-H3005	Honors Professional Seminar	6
SOC1150	How Society Works: Human Differences, Collaboration, and Problem Solving	6
SOC2400	Health and Illness in Social Context	6

General Education Courses, FlexPath option†

Choose a minimum of 22.5 program points from the general education courses listed below, with a minimum of 2 program points from each individual category.

Communication

COM-FPX1150	Introduction to Digital Information and Literacy	3
COM-FPX1250	Workplace Communication	3
COM-FPX3700	Conflict Resolution	3
ENG-FPX1000	English Composition	3
ENG-FPX1250	Introduction to Technical and Business Writing	3

ENG-FPX2250	Academic Research and Writing	3
Humanities		
HUM-FPX1150	Cultural Understanding in a Global World	3
PHI-FPX1200	Philosophy of Problem Solving	3
PHI-FPX2000	Ethics	3
PHI-FPX3200	Ethics in Health Care	3
Natural Science and Mathematics		
BIO-FPX1000	Human Biology	3
MAT-FPX1050	College Algebra	3
MAT-FPX1150	Essential Math for Everyday Life	3
MAT-FPX1200	Pre-Calculus	3
MAT-FPX2001	Statistical Reasoning	3
MAT-FPX2051	Discrete Mathematics	3
MAT-FPX2150	Data and Statistics for Everyday Life	3
MAT-FPX2200	Calculus	3
NSC-FPX1150	Science and Innovation	3
Social Science		
BHA-FPX4002	History of the United States Health Care System	1.5
ECO-FPX1150	Personal Economics: Introduction to Financial Planning	3
HIS-FPX1150	U.S. History: How the Past Informs the Present	3
POL-FPX1100	Introduction to American Government and Politics	3
PSYC-FPX1010	Introductory Psychology	1.5
SOC-FPX1150	How Society Works: Human Differences, Collaboration, and Problem Solving	3

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

† Some Capella degree programs and specializations require specific courses as part of their curriculum.

Learners should refer to their program requirements.

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

Undergraduate Concentrations

Division of Arts and Sciences

Accounting (p. 267)

Finance (p. 268)

Health Care Management (p. 268)

Human Resource Management (p. 268)

Management and Leadership (p. 269)

Marketing (p. 269)

Project Management (p. 269)

Accounting

Division of Arts and Sciences

The Accounting concentration provides learners with a basic understanding of accounting in an organization, including how to create financial statements and evaluate an enterprise's financial health. Learners gain an understanding of budgeting and analyze the time value of money. Learners also examine General Accepted Accounting Principles (GAAP) and Financial Accounting Standard Board (FASB) pronouncements.

BUS3062	Fundamentals of Finance	3
BUS4060	Financial Accounting Principles	6
BUS4061	Managerial Accounting Principles	6
BUS4062	Intermediate Financial Accounting Topics and Trends	6

Total

At least 24 quarter credits

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

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

Finance

Division of Arts and Sciences

The Finance concentration presents finance fundamentals and emphasizes financial decision-making principles, financial analysis, and the evaluation of financial information. The concentration is designed to prepare learners to engage in meaningful dialogue about the financial health of organizations and use financial information to make ethical and effective business decisions.

BUS3062	Fundamentals of Finance	3
BUS4070	Foundations in Finance	6
BUS4072	Analysis for Financial Management	6
BUS4073	Investments and Portfolio Management	6

Total

At least 21 quarter credits

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

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

Health Care Management

Division of Arts and Sciences

In the Health Care Management concentration, learners acquire a basic understanding of health care business functions, including health care administration, health care economics, quality assurance and risk management, and ethics in health care operations. Learners explore public health, health policy, and operations within health services organizations and examine clinical scenarios and the impact health care reform has on providers, insurers, and consumers. These concentration requirements are not designed or intended to meet professional licensure requirements for the health care professions.

BHA4002	History of the United States Health Care System	3
BHA4003	Present and Future State Developments within the United States Health Care System	3

BHA4006	Health Care Regulation and Compliance	6
BHA3008	Financial Management for Healthcare Organizations	3
BHA3009	Healthcare Financing and Reimbursement Models	3
BUS3121	Healthcare Management Ethics	6

Total

At least 24 quarter credits

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

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

Human Resource Management

Division of Arts and Sciences

Learners in this concentration apply the principles of human resource management to support organizational outcomes. Throughout the coursework, learners develop the skills and competence necessary to attract, recruit, engage, develop, and retain employees. Learners also build the fundamental knowledge of compensation, benefits, and the legal framework that guides the employment lifecycle.

BUS3040	Fundamentals of Human Resource Management	6
BUS4044	Legal Issues in Human Resource Management	6
BUS4045	Recruiting, Retention, and Development	6

Total

At least 18 quarter credits

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

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with

any additional or repeat coursework necessary for successful completion of program requirements.

Management and Leadership

Division of Arts and Sciences

In the Management and Leadership concentration, learners gain the knowledge and abilities needed to coordinate, implement, promote, supervise, and direct the activities of individuals, organizations, and businesses in order to effectively lead people and manage organizations. Learners also demonstrate the management, interpersonal, and professional thinking skills necessary to impact organizational effectiveness.

BUS3011	Fundamentals of Management	3
BUS3012	Fundamentals of Leadership	3
BUS4012	Leadership in Organizations	6
BUS4013	Organizational Structure, Learning, and Performance	6

Total

At least 18 quarter credits

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

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

Marketing

Division of Arts and Sciences

The Marketing concentration presents marketing fundamentals and emphasizes the 4 P's of marketing: product, price, place, and promotion. The curriculum also addresses sales and channel processes, brand identity, and marketing and research communications approaches. The concentration is designed to prepare learners to effectively contribute to the planning and execution of marketing activities in organizations.

BUS3030	Fundamentals of Marketing and Sales	6
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BUS4030	Marketing Distribution Channel Management	6
BUS4033	Brand Identity and Marketing Communications	6
BUS4036	Marketing Research	6

Total

At least 24 quarter credits

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

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

Project Management

Division of Arts and Sciences

The Project Management concentration presents the fundamentals of project management, including the skills, tools, and techniques used to initiate, plan, execute, control, and close projects. The concentration also presents principles of systems thinking and a systems solutions approach to manage project integration, scope, and change, as well as how to manage the project triple-constraints of time, cost, and quality. The concentration is designed to prepare learners to understand and apply globally recognized project management best practices and methodologies to professional and personal projects.

PM3000	Principles of Project Management	3
PM4000	Foundations of Project Management Domains	6
PM4020	Integration and Scope Management	6
PM4030	Scheduling, Cost, and Quality Management	6

Total

At least 21 quarter credits

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

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

Education Academic Offerings

Doctor of Education (EdD)

School of Public Service and Education

The Doctor of Education (EdD) degree program provides practicing professionals the opportunity to further develop their skills and demonstrate proficiency in the essential competency areas of their discipline. The program emphasizes creative and critical thinking and practical application of inquiry, research, leadership, cultural competency, and collaboration skills. The program prepares successful graduates to excel as effective strategists, problem solvers, and change managers in their chosen fields. Learners complete a doctoral project focusing on an applied improvement project to meet the needs of an organization of their choice, with key deliverables embedded across a number of courses in the program.

Specializations

Adult Education (p. 270)

Curriculum and Instruction (p. 271)

Educational Leadership (p. 271)

Educational Leadership, FlexPath option (p. 272)

Performance Improvement Leadership (p. 273)

Reading and Literacy (p. 274)

EdD, Adult Education

School of Public Service and Education

The Doctor of Education (EdD) specialization in Adult Education is designed to prepare professionals to provide effective leadership in a variety of adult education settings, including colleges, universities, corporations, and nonprofit and governmental educational organizations using a foundation of traditional and contemporary theory and practices. Throughout the specialization, learners focus on the leadership and management competencies successful professionals in the specialized field of adult education should demonstrate, integrating best practices in adult education and learning as defined by the Commission

of Professors of Adult Education (CPAE) Standards for Graduate Programs in Adult Education. Learners also examine the current policy landscape when planning and implementing adult education programs in domestic and global contexts. The curriculum is based on current industry knowledge and standards and provides learners with the opportunity to strengthen their inquiry, analysis, communication, decision-making, and leadership skills and then use them to address critical, real-world problems. These specialization requirements are not designed or intended to meet professional licensure requirements for the education profession.

Core courses

EDD8010	Foundations of Doctoral Studies in Education	4
EDD8020	The Dynamics of Organizational Improvement	4
EDD8030	Investigating Problems of Practice	4
EDD8040	Research Design for Practitioners	4
EDD8050	Data Literacy for Leaders	4

Specialization courses

EDD8500	Adult Learning Theory and Professional Practice	4
EDD8502	Designing Adult Learning Experiences	4
EDD8504	Leading in Adult Learning Settings and Contexts	4
EDD8506	Adult Education Administration	4
EDD8508	Program Planning and Evaluation for Adult Education	4

Upon completion of all required coursework

EDD9951	EdD Doctoral Project 1	4
EDD9952	EdD Doctoral Project 2	4
EDD9953	EdD Doctoral Project 3	4
EDD9954	EdD Doctoral Project 4	4
EDD9955	EdD Doctoral Project 5	4
EDD9956	EdD Doctoral Project 6	4

Total

At least 64 quarter credits

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

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

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

EdD, Curriculum and Instruction

School of Public Service and Education

Learners in the EdD in Curriculum and Instruction specialization develop and demonstrate research-based knowledge, skills, and dispositions necessary for effective curriculum and instruction leadership in all work settings - P-12 education, higher education, military, nonprofits, and corporate organizations. This specialization is designed for individuals pursuing careers centered on leading professional learning aligned with current theory, research, and best practices for the design and delivery of curriculum and instruction focused on continuous organizational and educational improvement. Learners complete activities that provide practical, authentic experiences and projects that reflect innovation in the application of theory, research, and best practices in curriculum design, instructional models, assessment strategies, and leadership processes. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Core courses

EDD8010	Foundations of Doctoral Studies in Education	4
EDD8020	The Dynamics of Organizational Improvement	4
EDD8030	Investigating Problems of Practice	4
EDD8040	Research Design for Practitioners	4
EDD8050	Data Literacy for Leaders	4

Specialization courses

EDD8510	Organizational Improvement Through Effective Curriculum Development and Instructional Practice	4
EDD8512	Assessments for Improved Curriculum and Instruction	4
EDD8514	Leading In Curriculum and Instruction	4
EDD8516	Collaboration for the Improvement of Curriculum, Instruction, and Assessment	4
EDD8518	Applying Research to the Improvement of Curriculum, Instruction, and Assessment	4

Upon completion of all required coursework

EDD9951	EdD Doctoral Project 1	4
EDD9952	EdD Doctoral Project 2	4
EDD9953	EdD Doctoral Project 3	4
EDD9954	EdD Doctoral Project 4	4
EDD9955	EdD Doctoral Project 5	4
EDD9956	EdD Doctoral Project 6	4

Total

At least 64 quarter credits

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

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

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

EdD, Educational Leadership**School of Public Service and Education**

The EdD in Educational Leadership specialization is designed to prepare practicing professionals for leadership roles in colleges, universities, and P-12 schools as well as corporate, governmental, and non-governmental education organizations. Throughout the specialization, learners develop and deepen the knowledge, skills, and habits of mind that characterize successful leaders of learning organizations. Based on current professional knowledge and standards, the curriculum is centered on an inquiry-based approach to continuous improvement with a focus on systems thinking and analysis. The specialization provides learners with the opportunity to strengthen and apply analytical, leadership, communication, and change management skills to address critical, real-world problems of practice. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Core courses

EDD8010	Foundations of Doctoral Studies in Education	4
EDD8020	The Dynamics of Organizational Improvement	4
EDD8030	Investigating Problems of Practice	4
EDD8040	Research Design for Practitioners	4
EDD8050	Data Literacy for Leaders	4

Specialization courses

EDD8520	Educational Leadership by Design	4
EDD8522	Leading a Culture of Learning and Inclusion	4
EDD8524	The Future of Educational Leadership	4
EDD8526	Change Leadership in a Learning Organization	4
EDD8528	Assessment and Evaluation in the Learning Organization	4

Upon completion of all required coursework

EDD9951	EdD Doctoral Project 1	4
EDD9952	EdD Doctoral Project 2	4

EDD9953	EdD Doctoral Project 3	4
EDD9954	EdD Doctoral Project 4	4
EDD9955	EdD Doctoral Project 5	4
EDD9956	EdD Doctoral Project 6	4

Total**At least 64 quarter credits**

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

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

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

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

EdD, Educational Leadership, FlexPath option**School of Public Service and Education**

The EdD in Educational Leadership specialization is designed to prepare practicing professionals for leadership roles in colleges, universities, P-12 schools as well as corporate, governmental and non-governmental education organizations. Throughout the specialization, learners develop and deepen the knowledge, skills, and habits of mind that characterize successful leaders of learning organizations. Based on current professional knowledge and standards, the curriculum is centered on an inquiry-based approach to continuous improvement with a focus on systems thinking and analysis. The specialization provides learners with the opportunity to strengthen and apply analytical, leadership, communication, and change management skills to address critical, real-world problems of practice. Learners who pursue this specialization through the FlexPath option earn an EdD through self-paced demonstrations of competencies. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Core courses

EDD-FPX8010	Foundations of Doctoral Studies in Education	2
EDD-FPX8020	The Dynamics of Organizational Improvement	2
EDD-FPX8030	Investigating Problems of Practice	2
EDD-FPX8040	Research Design for Practitioners	2
EDD-FPX8050	Data Literacy for Leaders	2

Specialization courses

EDD-FPX8520	Educational Leadership by Design	2
EDD-FPX8522	Leading a Culture of Learning	2
EDD-FPX8524	The Future of Educational Leadership	2
EDD-FPX8526	Change Leadership in a Learning Organization	2
EDD-FPX8528	Assessment and Evaluation in the Learning Organization	2

Upon completion of all required coursework

EDD-FPX9951	EdD Doctoral Project 1	2
EDD-FPX9952	EdD Doctoral Project 2	2
EDD-FPX9953	EdD Doctoral Project 3	2
EDD-FPX9954	EdD Doctoral Project 4	2
EDD-FPX9955	EdD Doctoral Project 5	2
EDD-FPX9956	EdD Doctoral Project 6	2

Total**At least 32 program points**

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

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

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

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

EdD, Performance Improvement Leadership**School of Public Service and Education**

The EdD in Performance Improvement Leadership specialization is designed for experienced career professionals who wish to pursue leadership roles such as chief learning officer, training director, professor, performance improvement specialist, or manager of learning and performance improvement. Throughout the specialization, learners broaden and deepen their understanding of both strategic and tactical issues that are important to the success of any performance improvement intervention. Learners gain knowledge necessary to excel as scholar-practitioners, and apply advanced skills in innovative and critical thinking, research, and problem solving. The curriculum is based on the human performance improvement standards and models from the International Society for Performance Improvement (ISPI) and aligned with the Association for Talent Development (ATD) model. Learners have the opportunity to conduct an ROI impact study as their doctoral project and apply for an ROI Professional Certification from the ROI Institute. In addition, course competencies are designed to support application for the Certified Performance Technologist (CPT) credential from the International Society of Performance Improvement (ISPI). This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Core courses

EDD8010	Foundations of Doctoral Studies in Education	4
EDD8020	The Dynamics of Organizational Improvement	4
EDD8030	Investigating Problems of Practice	4
EDD8040	Research Design for Practitioners	4
EDD8050	Data Literacy for Leaders	4

Specialization courses

ED7631	Introduction to Training and Performance Systems	4
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ED7641	Needs Assessment: Models and Procedures	4
ED7675	Return on Investment in Training and Performance Improvement	4
EDD8534	Designing, Delivering, and Managing Human Performance Improvement Interventions	4
EDD8536	Implementing and Sustaining Organizational Change	4

Upon completion of all required coursework

EDD9951	EdD Doctoral Project 1	4
EDD9952	EdD Doctoral Project 2	4
EDD9953	EdD Doctoral Project 3	4
EDD9954	EdD Doctoral Project 4	4
EDD9955	EdD Doctoral Project 5	4
EDD9956	EdD Doctoral Project 6	4

Total

At least 64 quarter credits

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

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

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

EdD, Reading and Literacy

School of Public Service and Education

The EdD in Reading and Literacy specialization is designed to prepare leaders in the field of P-12 and adult literacy education and provides a theoretical and foundational framework for reading and literacy instruction and assessment. Throughout the specialization, learners engage in systems thinking, research and data-informed decision making, skills needed to work collaboratively with families

and communities as well as understand policies related to leading and managing literacy programs and professional development. Successful graduates of this specialization are prepared to work in literacy education as faculty at universities, leaders in professional associations, and educational consultants as well as in district and school literacy leadership positions including coaches. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Core courses

EDD8010	Foundations of Doctoral Studies in Education	4
EDD8020	The Dynamics of Organizational Improvement	4
EDD8030	Investigating Problems of Practice	4
EDD8040	Research Design for Practitioners	4
EDD8050	Data Literacy for Leaders	4

Specialization courses

EDD8540	Theoretical and Historical Foundations of Reading	4
EDD8542	Reading and Literacy Assessment, Evaluation, and Decision Making	4
EDD8544	Meeting Differentiated Literacy Needs in School and Community Contexts	4
EDD8546	Leading and Managing Literacy Programs	4
EDD8548	Grant Writing for Reading and Literacy Programs	4

Upon completion of all required coursework

EDD9951	EdD Doctoral Project 1	4
EDD9952	EdD Doctoral Project 2	4
EDD9953	EdD Doctoral Project 3	4
EDD9954	EdD Doctoral Project 4	4
EDD9955	EdD Doctoral Project 5	4
EDD9956	EdD Doctoral Project 6	4

Total

At least 64 quarter credits

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

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

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

Master of Science (MS) in Education

School of Public Service and Education

The Master of Science in Education degree program integrates recognized theory and best practices with practical application in a collaborative environment in order to enhance learners' abilities to excel as practitioners in their chosen field. Learners in the degree program acquire and apply relevant learning theory; discern the needs of learners; and gain an understanding of 21st-century trends, innovation in various fields of education, and assessment and learning.

Specializations

- Adult Education** (p. 275)
- Curriculum and Instruction** (p. 276)
- Early Childhood Education** (p. 276)
- Early Childhood Education Studies** (p. 278)
- English Language Learning and Teaching** (p. 278)
- Higher Education Leadership and Administration** (p. 279)
- Instructional Design and Educational Technology** (p. 280)
- Leadership in Educational Administration** (p. 281)
- Reading and Literacy** (p. 282)
- Special Education Teaching** (p. 283)

MS in Education, Adult Education

The master's Adult Education specialization is designed to enhance learners' qualifications in adult education and college teaching. The curriculum emphasizes reflective practice within adult education settings and integration of current theory with best practices in adult learning and teaching. Learners evaluate the learning styles of individuals from various backgrounds, collaborative learning, and program development for the adult learner. Learners who

successfully complete this specialization are prepared to pursue careers as educators in community college, distance education, college, university, corporate, or other adult education settings. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Core Courses

ED5010	Foundations of Master's Studies in Education	4
ED5146	Assessment and Evaluation in Education	4
ED5343	Education in a Contemporary Society	4
ED6950	Capstone for Master of Science in Education	6
RSCH7860	Survey of Research Methods	4

Specialization Courses

ED5012	Overview of Higher Education	4
ED5317	Foundations of Adult Education	4
ED5340	Theories and Principles of Adult Learning	4
ED5344	Strategies and Best Practices for Teaching and Learning	4
ED5570	History, Issues, and Trends in Higher Education	4

One Elective Course

At least 4 credits

Choose the following recommended course.

ED5348	Adult Education Program Development	4
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Or

Chose any graduate-level Education (ED) course.

Total

At least 46 quarter credits

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

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

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

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

MS in Education, Curriculum and Instruction

School of Public Service and Education

Learners in the master’s Curriculum and Instruction specialization develop and demonstrate the research-based knowledge, skills, and attitudes necessary for effective classroom, building, and district-level leadership in curriculum and instruction. The specialization is designed for teachers interested in teaching-improvement initiatives supported by current theory and research in curriculum design and instructional models, and assessment strategies focused on increasing student achievement. Teachers participate in course discussions and activities that provide practical experiences and projects that demonstrate innovative and timely theory, research, and practice. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Core courses

ED5010	Foundations of Master's Studies in Education	4
ED5146	Assessment and Evaluation in Education	4
ED5343	Education in a Contemporary Society	4
ED6950	Capstone for Master of Science in Education	6
RSCH7860	Survey of Research Methods	4

Specialization courses

ED5500	Standards-Based Curriculum, Instruction and Assessment	4
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ED5503	Classroom Management Strategies	4
ED5533	Curriculum Mapping: Reflection and Practice	4
ED5538	Program Evaluation of Curriculum and Instruction	4

Two Elective Courses

At least 8 quarter credits

Choose two from the following recommended courses.

ED5504	Strategies for Differentiated Instruction	4
ED5707	Instruction for Students with Disabilities	4
ED5728	Methods, Curriculum, and Materials for English Language Learners	4

Total

At least 46 quarter credits

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

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

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

Capella University is not currently accepting applications for the MS in Education, Curriculum and Instruction specialization from Kentucky residents.

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

MS in Education, Early Childhood Education

School of Public Service and Education

The Early Childhood Education specialization offers master’s learners the opportunity to expand their

knowledge and improve their teaching skills and ability to help young children learn. This specialization prepares learners for professional instructional roles in the field of early childhood education through relevant learning experiences that incorporate personal knowledge, critical dialogue with peers, faculty expertise, research-based curriculum, and interdisciplinary instruction. Learners evaluate early childhood education theory, research, and curriculum, and examine the learning styles of young children, the educational needs of exceptional children, and the role of family relationships in childhood education. The curriculum reflects nationally recognized standards, including the National Board of Professional Teaching Standards (NBPTS).

Practicum/Internship Experience Requirement(s)

Minimum of 80 practicum hours. See the Practicum/Internship Experience section below for more information.

Additional Program Requirements

Core courses

ED5010	Foundations of Master's Studies in Education	4
ED5146	Assessment and Evaluation in Education	4
ED5420	Exceptional Children in the Early Childhood Setting	4
ED5500	Standards-Based Curriculum, Instruction and Assessment	4
ED5551	Developing Fluent Readers	3
RSCH7860	Survey of Research Methods	4

Specialization courses

ED5405	Infant and Child Development	4
ED5410	The Early Childhood Learning Environment	4
ED5430	Children, Families, and Society	4
ED5440	Early Childhood Reading and Literacy Instruction	4
ED5450	Early Childhood Education Practicum	6

Total

At least 45 quarter credits

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

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

Capella University is not currently accepting applications for the MS in Education, Early Childhood Education specialization.

Practicum/Internship Experience

Learners enrolled in the MS in Education, Early Childhood Education degree program must complete 80 hours of supervised practicum experience as a requirement of their program. The practicum course (ED5450) serves as the culmination of their program. Learners apply the skills developed through the course of the program at approved sites and develop a final portfolio that demonstrates proficiency in early childhood education. Practicum and/or Internship hours are considered complete once all program required practicum/internships hours have been successfully achieved. Partial completion of practicum/internship requirements/hours can't be verified for licensure or transfer of hours.

Learners in the MS in Education, Early Childhood Education specialization are required to complete ED5010 with a grade of "B" or higher as a condition of continued enrollment in the program.

Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the professional licensure disclosures for this program on [Capella's website](#). Contact your school district for a determination on qualifications for salary advancement.

Learners are required to pass the Minnesota Teacher Licensure Examinations (MTLE) to successfully

complete their program. Learners must identify Capella University as a recipient to ensure the score report is sent to the university. Learners are responsible for any costs associated with these examinations.

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

MS in Education, Early Childhood Education Studies

School of Public Service and Education

The specialization offers master's learners the opportunity to expand their knowledge and improve their teaching skills and ability to help young children learn. It prepares learners for professional instructional roles in the field of early childhood education through relevant learning experiences that incorporate personal knowledge, critical dialogue with peers, faculty expertise, research-based curriculum, and interdisciplinary instruction. Learners evaluate early childhood education theory, research, and curriculum as well as examine the learning styles of young children, the educational needs of exceptional children, and the role of family relationships in childhood education. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Core courses

ED5010	Foundations of Master's Studies in Education	4
ED5146	Assessment and Evaluation in Education	4
ED5343	Education in a Contemporary Society	4
ED6950	Capstone for Master of Science in Education	6
RSCH7860	Survey of Research Methods	4

Specialization courses

ED5405	Infant and Child Development	4
ED5410	The Early Childhood Learning Environment	4
ED5420	Exceptional Children in the Early Childhood Setting	4
ED5430	Children, Families, and Society	4
ED5440	Early Childhood Reading and Literacy Instruction	4

One Elective Courses

At least 4 quarter credits

Choose one from the following recommended courses.

ED5504	Strategies for Differentiated Instruction	4
ED5707	Instruction for Students with Disabilities	4
ED5728	Methods, Curriculum, and Materials for English Language Learners	4

Total

At least 46 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

Multiple specializations available (*must be within the same degree program*)

MS in Education, English Language Learning and Teaching

School of Public Service and Education

The master's specialization in English Language Learning and Teaching is designed to prepare licensed P-12 teachers to provide effective instruction to English Language Learners (ELLs); work collaboratively with other administrators, teachers, school guidance staff, and families to ensure the success of every student; and provide curricular leadership to schools and school systems. The curriculum, based on standards in the field, provides a practical, relevant exploration of current practices and emerging trends that can be used to contribute to the success of ELLs. Upon successful completion of this specialization,

learners are prepared to contribute to instruction planning and implementation decisions in the English language learning environment at the school and district levels. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Core courses

ED5010	Foundations of Master's Studies in Education	4
ED5146	Assessment and Evaluation in Education	4
ED5343	Education in a Contemporary Society	4
ED6950	Capstone for Master of Science in Education	6
RSCH7860	Survey of Research Methods	4

Specialization courses

ED5724	Applied Linguistics	4
ED5726	Second Language Acquisition	4
ED5728	Methods, Curriculum, and Materials for English Language Learners	4
ED5730	Culture, Society, and Language	4

Two Elective Courses

At least 8 quarter credits

Choose the following recommended courses.

ED5504	Strategies for Differentiated Instruction	4
ED5707	Instruction for Students with Disabilities	4

Or

Choose any graduate-level Education (ED) course(s).

Total

At least 46 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional

quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

Multiple specializations available (*must be within the same degree program*)

MS in Education, Higher Education Leadership and Administration

The master's Higher Education Leadership and Administration specialization integrates current theory and best practices with practical application. Learners pursue a specific concentration within their program, engaging in a curriculum that examines history, politics and public policy, law and governance, finance and development, and program administration. Successful graduates of this specialization are prepared to pursue leadership positions in community colleges, universities; or other public, private, or for-profit postsecondary educational institutions. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Core Courses

ED5010	Foundations of Master's Studies in Education	4
ED5146	Assessment and Evaluation in Education	4
ED5343	Education in a Contemporary Society	4
ED6950	Capstone for Master of Science in Education	6
RSCH7860	Survey of Research Methods	4

Specialization Courses

ED5012	Overview of Higher Education	4
ED5570	History, Issues, and Trends in Higher Education	4
ED5572	Politics and Public Policy in Higher Education	4
ED5574	Financial Management and Institutional Development	4
ED6504	Leadership in Higher Education	4

One Elective Course

At least 4 credits

Choose following recommended course.

ED6576	Higher Education Program Administration	4
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Or

Choose any graduate-level Education (ED) course.

Total

At least 46 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course description for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with additional or repeat coursework necessary for successful completion of program requirements.

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

Multiple specializations available (must be within the same degree program)

MS in Education, Instructional Design and Educational Technology

The master’s Instructional Design and Educational Technology specialization provides learners with the knowledge and skills necessary to leverage 21st - century digital tools and resources in order to maximize learning for students at all levels of education. The core curriculum's strong foundation in using technology to promote innovation and change in school settings provides learners with opportunities to apply their new learning to classroom- and school-based interventions and instruction that engages students and positively impacts their learning. Recognized theory and best practice integrate practical application in a collaborative environment in order to enhance learners' abilities to excel as practitioners in their chosen specializations. This

specialization is not designed or intended to meet licensure requirements for any licensed profession.

Core Courses

ED5010	Foundations of Master's Studies in Education	4
ED5146	Assessment and Evaluation in Education	4
ED5343	Education in a Contemporary Society	4
ED6950	Capstone for Master of Science in Education	6
RSCH7860	Survey of Research Methods	4

Specialization Courses

ED5130	Competency-Based Curriculum and Design	4
ED5805	Assessment and Analytics for Differentiated Instructional Design	4
ED5808	Leading in Instructional Design and Technology	4
ED5813	Principles and Strategies of Instructional Design	4
ED6484	Application of Learning Theories to Instructional Design	4

One Elective Course

At least 4 credits

Choose one from the following recommended courses.

ED5340	Theories and Principles of Adult Learning	4
ED6503	Instructional Design Technologies	4

Total

At least 46 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course description for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with additional or repeat coursework necessary for successful completion of program requirements.

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

Multiple specializations available (must be within the same degree program)

MS in Education, Leadership in Educational Administration

School of Public Service and Education

The master’s Leadership in Educational Administration specialization is aligned with nationally recognized leadership standards and is designed to help learners develop and strengthen the knowledge and skills needed to successfully meet the challenges of an ever-changing educational system as ethical and innovative leaders. The curriculum focuses on translating theory into effective leadership practice and includes an exploration of the leadership, management, and problem-solving skills the current student achievement-focused P-12 environment requires of school leaders. Upon successful completion of this specialization, learners have developed the knowledge and skills necessary for providing school leadership within P-12 institutions.

Practicum/Internship Experience Requirement(s)

Minimum of 250 internship hours. See the Practicum/Internship Experience section below for more information.

Additional Program Requirements

Core courses

ED5010	Foundations of Master's Studies in Education	4
ED5146	Assessment and Evaluation in Education	4
ED5504	Strategies for Differentiated Instruction	4
RSCH7860	Survey of Research Methods	4

Specialization courses

ED5320	School Leadership and Management Practices	4
ED5322	School Leadership: Data, Decision-Making, and School Improvement	4

ED5903	Principal Capstone Courseroom 1	3
ED5904	Principal Capstone Courseroom 2	3
ED6822	The Funding of Educational Institutions	4
ED6823	Education and the Law	4
ED6852	P-12 Principalship	4
ED6857	Personnel Administration	4

Learners must register for ED5905 a minimum of two times to fulfill their specialization requirements.

ED5905	Principal Capstone Clinical Experience	Non-credit
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Total

At least 46 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Practicum/Internship Experience

Learners enrolled in the MS in Education, Leadership in Educational Administration degree program must complete a minimum of 250 internship hours in a site-based setting as a requirement of their program. Learners apply the skills developed through the course of the program at an approved site and develop a final portfolio that demonstrates proficiency in leadership in educational administration. The internship experience (ED5903, ED5904, and ED5905) serves as the capstone of their program.

Practicum and/or Internship hours are considered complete once all program required practicum/internships hours have been successfully achieved. Partial completion of practicum/internship requirements/hours can't be verified for licensure or transfer of hours.

Learners in the MS in Education, Leadership in Educational Administration specialization are required to complete ED5010 with a grade of “B” or higher as a condition of continued enrollment in the program.

Learners in the Leadership in Educational Administration specialization are required to take the Praxis II Series Educational Leadership: Administration and Supervision (ELAS 5411 or 5412) test to successfully complete their program. To be recommended for licensure learners must pass the Praxis II Series Educational Leadership: Administration and Supervision (ELAS 5411 or 5412) with a score of 145. Learners must identify Capella University as a recipient to ensure the score report is sent to the university. Learners under an earlier catalog, who are required to take the School Leaders Licensure Assessment (SLLA), may take the Praxis II Series Educational Leadership: Administration and Supervision (ELAS 5411 or 5412) as a substitute for the SLLA. Learners are responsible for any costs associated with this assessment.

Capella University is not currently accepting applications for the MS in Education, Leadership in Education Administration specialization from Arkansas or Kentucky residents.

Learners seeking licensure in Arizona must secure a Structured English Immersion endorsement (SEI) and specific coursework in the U.S. and Arizona constitution.

Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the professional licensure disclosures for this program on [Capella's website](#). Contact your school district for a determination on qualifications for salary advancement.

Multiple specializations available (*must be within the same degree program*)

MS in Education, Reading and Literacy

School of Public Service and Education

The master's specialization in Reading and Literacy provides reading classroom teachers the opportunity to gain research-based knowledge, skills, and attitudes necessary for effective K-12 classroom reading and literacy instruction. Learners study theory, practice and assessment, reflection, and collaboration, and complete on-site clinical experiences and classroom observations in K-12 educational settings. The

competencies taught in the coursework and practicum and internship experiences reflect state and national standards. The Reading and Literacy specialization is state-approved by the Minnesota Professional Educator Licensing and Standards Board using the Standards of Effective Practice and the Teachers of Reading standards.

Practicum/Internship Requirement(s)

Minimum of 80 practicum hours. See the Practicum/Internship Experience section below for more information.

Additional Program Requirements

Core courses

ED5010	Foundations of Master's Studies in Education	4
ED5146	Assessment and Evaluation in Education	4
ED5500	Standards-Based Curriculum, Instruction and Assessment	4
ED5503	Classroom Management Strategies	4
ED5504	Strategies for Differentiated Instruction	4
RSCH7860	Survey of Research Methods	4

Specialization courses

ED5551	Developing Fluent Readers	3
ED5552	Teaching Comprehension Strategies	3
ED5553	Assessment-Based Reading Instruction	3
ED5554	Factors Influencing Reading Instruction	3
ED5555	Foundational Theories in Reading Instruction	3
ED5559	Reading and Literacy Practicum	6

Total

At least 45 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point

minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Capella University is not currently accepting applications for the MS in Education, Reading and Literacy specialization.

Practicum/Internship Experience

Learners enrolled in the MS in Education, Reading and Literacy degree program must complete 80 hours of supervised practicum experience as a requirement of their program. The practicum course (ED5559) serves as the culmination of their program. Learners apply the skills developed through the course of the program at approved sites and develop a final portfolio that demonstrates proficiency in reading and literacy. Practicum and/or Internship hours are considered complete once all program required practicum/internships hours have been successfully achieved. Partial completion of practicum/internship requirements/hours can't be verified for licensure or transfer of hours.

Learners in the MS in Education, Reading and Literacy specialization are required to complete ED5010 with a grade of "B" or higher as a condition of continued enrollment in the program.

Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the professional licensure disclosures for this program on [Capella's website](#). Contact your school district for a determination on qualifications for salary advancement.

Learners seeking Minnesota Teacher(s) of Reading endorsement upon completion of the MS in Education specialization in Reading and Literacy must document having completed a minimum of 25 percent of their practicum and internship experiences at the elementary level (grades 1-6), the middle level (grades 5-8), and secondary level (grades 9-12). Access to active educational settings is required for all reading and literacy coursework.

Learners are required to pass the Minnesota Teacher

Licensure Examinations (MTLE) to successfully complete their program. Learners must identify Capella University as a recipient to ensure the score report is sent to the university. Learners are responsible for any costs associated with these examinations.

Multiple specializations available (*must be within the same degree program*)

MS in Education, Special Education Teaching

School of Public Service and Education

The master's Special Education Teaching specialization is intended for teachers who want to help students with disabilities achieve success in P-12 environments. The curriculum, developed around national special education standards, is designed to help teachers effectively instruct and advocate for populations of children with disabilities. Learners study current and emerging instruction practices, strategies, and techniques for teaching children with disabilities, and gain experience that is applicable and relevant to their current work. The Special Education Teaching specialization incorporates the Council for Exceptional Children (CEC) advanced preparation standards to assure that individuals with exceptionalities have well-prepared, career-oriented special educators. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Core courses

ED5010	Foundations of Master's Studies in Education	4
ED5146	Assessment and Evaluation in Education	4
ED5343	Education in a Contemporary Society	4
ED6950	Capstone for Master of Science in Education	6
RSCH7860	Survey of Research Methods	4

Specialization courses

ED5503	Classroom Management Strategies	4
ED5700	Foundations of Special Education	4
ED5706	Assessment and Planning for Students with Disabilities	4

ED5707	Instruction for Students with Disabilities	4
ED5712	Communication, Consultation, and Collaboration for Special Education	4

One Elective Course

At least 4 quarter credits

Choose one from the following recommended courses.

ED5504	Strategies for Differentiated Instruction	4
ED5728	Methods, Curriculum, and Materials for English Language Learners	4

Total

At least 46 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

This specialization is not designed to lead to license, endorsement, other professional credential, or salary advancement. Contact your school district for a determination on qualifications for salary advancement.

Multiple specializations available (*must be within the same degree program*)

Public Service Leadership Academic Offerings

Department of Social Work (p. 284)

Department of Social Work Academic Offerings

Bachelor of Social Work (BSW)

School of Public Service and Education

In this program, learners are introduced to the foundations of Generalist Social Work Practice including Social Work theory and practice, the generalist intervention model (engagement, assessment, planning, intervention, termination, and follow-up); the strengths-based perspective and person-in- environment framework; human behavior and development in the social environment; cultural competence and diversity; micro, mezzo, and macro levels of practice; as well as research and policy practice. Throughout the comprehensive curriculum, learners are provided with ongoing opportunities to develop and enhance critical thinking, technological and leadership skills with individuals, families, groups, organizations, and communities.

Practicum/Internship Experience Requirement(s)

Minimum of 400 supervised practicum and internship experience hours. See the Practicum/Internship Experience section below for more information.

General Education Requirements

*Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).*

Additional Program Requirements

SWK2002	Introduction to Social Work and Social Welfare	6
SWK2200	History, Policy, and Practice of Social Welfare	6
SWK2208	Introduction to Human Behavior and the Social Environment	6
SWK2400	Introduction to Research in Social Work Practice	6
SWK3200	BSW Practice- Micro	6
SWK3208	Human Behavior and the Social Environment	6
SWK3216	Planning and Social Policy in Human	6
SWK3400	Research in Social Work Practice 2	6
SWK3420	BSW Practice - Mezzo	6
SWK3430	BSW Practice - Macro	6
SWK4020	Technology for Generalist Social Work Practice	6
SWK4600	Generalist Practice Education Practicum 1	6
SWK4602	Generalist Practice Education Practicum 2	6

Elective courses

*At least 57 quarter credits
Choose 57 quarter credits of additional undergraduate courses.*

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

At least 15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3
COM-H4005	Communicating and Integrating Solutions in the Professional World	6
SOC-H3005	Honors Professional Seminar	6

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Practicum/Internship

Learners enrolled in the Bachelor of Social Work (BSW) degree program are required to complete a minimum of 400 supervised hours of hands-on practicum/internship experience in an agency setting. The practicum/internship experience portion for this program is the signature pedagogy in social work education.

In the BSW practicum/internship experience, learners blend their courseroom education with real-world experiences to develop generalist practice skills under the leadership and supervision of an experienced professional social worker. This practicum/internship experience provides learners with the opportunity to experience direct practice with individuals, families, groups, and organizations. Additionally, learners engage in an integrated practicum/internship seminar to support their professional development.

Learners use their practicum/internship experiences to help them achieve their program outcomes and generalist practice skills under the leadership and supervision of an experienced professional social worker. This practicum/internship experience provides learners with the opportunity to experience direct practice with individuals, families, groups, and organizations. Additionally, learners engage in an integrated practicum/internship seminar to support their professional development.

Practicum and/or Internship hours are considered complete once all program required practicum/internships hours have been successfully achieved. Partial completion of practicum/internship requirements/hours can't be verified for licensure or transfer of hours.

Doctor of Social Work (DSW)

School of Public Service and Education

The Doctor of Social Work (DSW) degree program, designed around national social work education guidelines, focuses on leadership, advanced practitioner skills, and technology. The curriculum emphasizes critical thinking, leadership, advanced practice, and the integration of theoretical knowledge with practical experience. Learners engage in online coursework and conduct either an action research study or program evaluation. Successful graduates of this degree program are prepared to pursue positions as leaders, advanced practitioners, and educators in the social work field. These degree program requirements are not designed or intended to meet professional licensure requirements for the counseling, psychology, or social work professions.

All courses taken in a prescribed sequence.

SWK8010	Advanced Social Work Practice: Integrating Technology and Teaching in Academic and Agency Settings	4
PSL-V8926	Doctoral Project Development - Topic Development	3
PSL-V8927	Doctoral Project Development - Framework Development	3
RSCH7860	Survey of Research Methods	4
RSCH7864	Quantitative Design and Analysis	4
RSCH7868	Qualitative Design and Analysis	4
SWK8015	Advanced Social Work Practice: Theoretical Perspectives	4
SWK8020	Advanced Social Work Practice: Disaster and Crisis Management	4
SWK8025	Leadership and Management in Complex Social Systems	4
SWK8030	Grant Writing and Administration	4
SWK8035	Advanced Social Work Policy and Practice	4
SWK8045	Clinical Theories of Social Work Practice 1	4
SWK8055	Advanced Social Work Practice in Complex Systems	4
SWK8065	Clinical Theories of Social Work Practice 2	4
SWK8075	Advanced Social Work Practitioner as a Leader of Social Change	4

In addition, choose one from the following courses.

PSL8130	Action Research for Public Service Leadership	4
PSL8140	Program Evaluation for Public Service Leadership	4

Upon completion of all required and elective coursework, learners must register for PSL9971 a minimum of three times to fulfill their program requirements.

PSL9971	Doctoral Capstone	3
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Total

At least 71 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Master of Social Work (MSW)— Advanced Standing

School of Public Service and Education

The Master of Social Work (MSW)—Advanced Standing degree program provides learners who have a bachelor's degree in social work from a Council on Social Work Education (CSWE)-accredited program with the opportunity to advance their social work practice skills with individuals, families, groups, organizations, and communities. Learners develop and apply advanced generalist practice and leadership skills in engagement, assessment, intervention, and evaluation from a strengths perspective grounded in social work values and ethics, the integration of technology, and evidence-based practice through the integration of the Educational Policy and Accreditation Standards from the CSWE. To enhance and reinforce the demonstration of micro, mezzo, and macro specialized advanced generalist practice skills, learners engage in face-to-face residency experiences. Upon successful completion of the generalist curriculum, learners further develop their specialized, advanced generalist practice skills by selecting electives in the areas of clinical practice, leadership and supervision, or human services. Learners who have a bachelor's degree from a Council on Social Work Education (CSWE)-accredited program or those who have a bachelor's, master's, or doctoral degree may pursue Capella's MSW Advanced Standing program.

Practicum/Internship Experience Requirement(s)

Minimum of 500 supervised internship experience hours.

See the Practicum/Internship Experience section below for more information.

Additional Program Requirements

SWK5012	Culturally Responsive Social Work Practice	4
SWK5013	Mental Health Practice and Advanced Interventions: Theory and Practice	4
SWK5014	Advanced Generalist Social Work Practice	4
SWK5015	Advanced Statistics, Research, and Program Evaluation	4
SWK5016	Integrative Technology in Advanced Social Work Practice	4
SWK5017	Clinical Supervision and Leadership in Social Work Practice	4
SWK5018	Systems Analysis of Social Work Practice: Theories, Skills, Values, and Professional Practice	4
SWK5525	Advanced Internship Seminar/Lab	4
SWK5526	Advanced Internship Practicum 1	4
SWK5527	Advanced Internship Practicum 2	4
SWK5528	Advanced Internship Practicum 3	4

Two Elective Courses

At least 8 quarter credits.

Choose one of the following three recommended elective pairs.

SWK5800	Advanced Clinical Social Work Practice with Children and Youth	4
	And	
SWK5801	Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Children and Youth	4
	Or	
SWK5802	Advanced Clinical Social Work Practice with Adults	4
	And	

SWK5803	Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Adults	4
	Or	
SWK5804	Innovative Leadership and Supervision in Social Work Practice	4
	And	
SWK5805	Managing Social Work Practice in the 21st Century	4

Or

Choose from a select list of graduate courses[†] related to social work within the fields of psychology (PSY), counseling (COUN, PLAY, SHB), human services (HMSV), healthcare (MHA, MPH, NHS), or related are as approved by the academic program director.

Total

At least 52 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

[†] Learners are encouraged to contact their academic advisors for additional details.

Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the professional licensure disclosures for this program on [Capella's website](#).

Practicum/Internship Experience

Learners enrolled in the Master of Social Work (MSW)-Advanced Standing degree program are required to complete a minimum of 500 supervised hours of hands-on internship experience in an agency setting that is specific to the learner's area of interest.

The practicum/internship experience portion for this program is the signature pedagogy in social work education.

In the MSW-Advanced Standing practicum/internship experience, learners integrate theory, practice, and intellectual contributions from their courseroom activities to develop advanced generalist practice skills under the leadership and supervision of an experienced professional social worker. This practicum/internship experience provides learners with the opportunity to participate in advanced practice with individuals, families, groups, and organizations. Additionally, learners engage in an advanced integrated practicum/internship seminar to support their advanced generalist practice development.

Learners use their practicum/internship experiences to help them achieve their program outcomes and advanced generalist practice skills under the leadership and supervision of an experienced professional social worker. This practicum/internship experience provides learners with the opportunity to experience direct practice with individuals, families, groups, and organizations. Additionally, learners engage in an integrated practicum/internship seminar to support their professional development.

Practicum and/or Internship hours are considered complete once all program required practicum/internships hours have been successfully achieved. Partial completion of practicum/internship requirements/hours can't be verified for licensure or transfer of hours.

Master of Social Work (MSW)

School of Public Service and Education

The Master of Social Work (MSW) degree program is designed to equip populations with the knowledge and skills to pursue specialized advanced generalist social work practice as administrators, social work practitioners, supervisors, and leaders in their respective communities. The curriculum includes online coursework and face-to-face learning experiences and emphasizes social work practice skills that promote personal growth and competence in ethics, values, ecological perspectives, technology, and leadership in 21st-century specialized advanced generalist social work practice.

Practicum/Internship Experience Requirement(s)

Minimum of 900 supervised practicum and internship experience hours. See the Practicum/Internship Experience section below for more information.

Additional Program Requirements

SWK5001	Research in Social Work Practice	4
SWK5002	Social Welfare History, Policy, and Practice	4
SWK5003	Human Behavior and the Social Environment 1	4
SWK5004	Micro Social Work Practice	4
SWK5005	Human Behavior and the Social Environment 2	4
SWK5006	Social Policy and Planning in Human Services	4
SWK5007	Mezzo Social Work Practice	4
SWK5008	Macro Social Work Practice with Groups, Organizations, and Communities	4
SWK5011	Culturally Responsive Social Work Practice	4
SWK5013	Mental Health Practice and Advanced Interventions: Theory and Practice	4
SWK5014	Advanced Generalist Social Work Practice	4
SWK5015	Advanced Statistics, Research, and Program Evaluation	4
SWK5016	Integrative Technology in Advanced Social Work Practice	4
SWK5017	Clinical Supervision and Leadership in Social Work Practice	4
SWK5018	Systems Analysis of Social Work Practice: Theories, Skills, Values, and Professional Practice	4
SWK5025	Foundation Practicum 1	4
SWK5026	Foundation Practicum 2	4
SWK5526	Advanced Internship Practicum 1	4
SWK5527	Advanced Internship Practicum 2	4

SWK5528	Advanced Internship Practicum 3	4
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Two Elective Courses

At least 8 quarter credits.

Choose one of the following three recommended elective pairs.

SWK5800	Advanced Clinical Social Work Practice with Children and Youth	4
	And	
SWK5801	Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Children and Youth	4
	Or	
SWK5802	Advanced Clinical Social Work Practice with Adults	4
	And	
SWK5803	Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Adults	4
	Or	
SWK5804	Innovative Leadership and Supervision in Social Work Practice	4
	And	
SWK5805	Managing Social Work Practice in the 21st Century	4

Or

Choose from a select list of graduate courses[†] related to social work within the fields of psychology (PSY), counseling (COUN, PLAY, SHB), human services (HMSV), healthcare (MHA, MPH, NHS), or related are as approved by the academic program director.

Total

At least 88 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with

any additional or repeat coursework necessary for successful completion of program requirements.

[†] Learners are encouraged to contact their academic advisors for additional details.

Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the professional licensure disclosures for this program on [Capella's website](#).

Practicum/Internship

Learners enrolled in the Master of Social Work (MSW) degree program are required to complete a minimum of 900 supervised hours of hands-on practicum/internship experience in an agency setting. The practicum/internship experience portion for this program is the signature pedagogy in social work education.

In the MSW practicum/internship experience, learners blend their courseroom education with real-world experiences to develop generalist practice skills under the leadership and supervision of an experienced professional social worker. This practicum/internship experience provides learners with the opportunity to experience direct practice with individuals, families, groups, and organizations. Additionally, learners engage in an integrated practicum/internship seminar to support their professional development.

Learners use their practicum/internship experiences to help them achieve their program outcomes and advanced generalist practice skills under the leadership and supervision of an experienced professional social worker. This practicum/internship experience provides learners with the opportunity to experience direct practice with individuals, families, groups, and organizations. Additionally, learners engage in an integrated practicum/internship seminar to support their professional development.

Practicum and/or Internship hours are considered complete once all program required practicum/internships hours have been successfully achieved. Partial completion of practicum/internship requirements/hours can't be verified for licensure or transfer of hours.

School of Social and Behavioral Sciences

Undergraduate-Social and Behavioral Sciences Academic Offerings

Department of Psychology			
Degree Program	Specializations	Accelerated Master's Pathway	Honors Pathway
Bachelor of Science (BS) in Psychology	General Psychology	✓	✓
	General Psychology, FlexPath option	✓	
	Applied Behavior Analysis		✓
Bachelor of Science (BS) in Psychology Pre-Counseling and Therapy			✓

Graduate-Social and Behavioral Sciences Academic Offerings

Department of Counseling and Family Therapy		
Degree Programs	Specializations	Certificate Programs
Doctor of Philosophy (PhD) in Counselor Education and Supervision		
Master of Science (MS) in Clinical Mental Health Counseling	General Clinical Mental Health Counseling	
	Addiction Treatment and Recovery	
	Child and Adolescent Counseling	
Master of Science (MS) in Marriage and Family Therapy		
Master of Science (MS) in School Counseling	General School Counseling	
	Addiction Treatment and Recovery	
	Child and Adolescent Counseling	
		Graduate Certificate in Contemporary Theory in Addictive Behavior
		Graduate Certificate in Contemporary Theory in Mental Health Services
		Graduate Certificate in Contemporary Theory in School-Based Services
		Graduate Certificate in Play Therapy
		Graduate Certificate in Systemic Couple and Family Therapy

Department of Psychology			
Degree Programs	Specializations	Certificate Programs	Multiple Specializations (must be within the same degree program)
Doctor of Philosophy (PhD) in Behavior Analysis			
Doctor of Philosophy (PhD) in Psychology	General Psychology		
	Developmental Psychology		
	Educational Psychology		
	Industrial/Organizational Psychology		
Doctor of Psychology (PsyD) in Clinical Psychology			
Doctor of Psychology (PsyD) in School Psychology			
Education Specialist (EdS) in School Psychology			
Master of Science (MS) in Applied Behavior Analysis	Autism Spectrum Disorder		✓
	Behavior Analysis in Education		✓
	Organizational Behavior Management		✓
Master of Science (MS) in Clinical Psychology	Applied Research		✓
	Clinical Counseling		✓
	Forensic		✓
Master of Science (MS) in Psychology	General Psychology		✓
	General Psychology, FlexPath option		
	Child and Adolescent Development		✓
	Child and Adolescent Development, FlexPath option		
	Educational Psychology		✓
	Educational Psychology, FlexPath option		
	Industrial/Organizational Psychology		✓

	Industrial/Organizational Psychology, FlexPath option		
	Sport Psychology		✓
	Sport Psychology, FlexPath option		
Master of Science (MS) in School Psychology			
		Graduate Certificate in Applied Behavior Analysis	

A Message from the Dean of the School of Social and Behavioral Sciences



Irene Nicolet, PhD, NCSP, LSSP

Dean of the School of Social and Behavioral Sciences

It is a distinct privilege to welcome you to the School of Social and Behavioral Sciences! We are a unique school that brings the study of psychology and human behavior together with the training of behavioral health professionals across a number of disciplines. Our faculty and learners work collaboratively to foster mental health, resilience, and wellness for individuals, families, schools, organizations, and communities facing today's complex social issues. Using Capella's competency-based curriculum design, the faculty focus on assessing learners on the knowledge and skills needed to be successful in a competitive job market.

Our school consists of two departments. The Department of Counseling and Family Therapy includes accredited or externally aligned clinical graduate programs designed to prepare learners with the education and clinical training needed to serve diverse clients and communities in a variety of clinical settings. The Department of Psychology includes doctoral, master's, bachelor's, and certificate programs that provide education in the science and practice of psychology to prepare learners for employment in a wide variety of occupational settings.

As a learner in the School of Social and Behavioral Sciences, you are part of our family of passionate, dedicated professionals who are deeply invested in the disciplines we represent. It is our privilege to invest together in your educational journey, empowering you to have meaningful, lasting impacts on the future communities you will serve.

Irene Nicolet, PhD, NCSP, LSSP

Dean of the School of Social and Behavioral Sciences

School Mission Statement

The School of Social and Behavioral Sciences provides innovative, learner-centered education that is competency-based, rigorous, relevant, and transformative. Our programs prepare graduates to be agents of change.

Visit the School of Social and Behavioral Sciences **tuition and fees** (p. 139) and **admission component** (p. 47) pages for more information.

Department of Counseling and Family Therapy Academic Offerings

Doctor of Philosophy (PhD) in Counselor Education and Supervision

School of Social and Behavioral Sciences

The CACREP-accredited Doctor of Philosophy (PhD) in Counselor Education and Supervision degree program is designed for counseling and therapy professionals seeking to advance their careers within the counseling profession or gain leadership positions in academic, clinical, and consultative settings. Learners develop expertise in independent research, graduate-level instruction, clinical supervision, and advanced clinical practice. Successful graduates of this degree program are prepared to pursue positions as counselor educators, supervisors, researchers, and advanced practitioners in academic and clinical settings. This degree program is not designed or intended to meet licensure requirements for any licensed profession.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the PhD in Counselor Education and Supervision degree program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Practicum/Internship Experience Requirement(s)

Minimum of 100 practicum hours and 600 internship hours. See the Practicum/Internship Experience section, below, for more information.

Additional Program Requirements

CES8001	Orientation to Doctoral Studies in Counselor Education	4
CES8130	Advanced Scholarly Inquiry	4
CES8140	Research Theory and Philosophy	4
CES8150	Research Design	4
CES8760	Advanced Counseling Practice	4
CES8768	Counselor Education Teaching and Practice	4
CES8772	Counselor Supervision	4
CES8776	Leadership and Advocacy in Counseling	4
CES9100	Research and Scholarship	4
RSCH7860	Survey of Research Methods	4
RSCH7864	Quantitative Design and Analysis	4
RSCH7868	Qualitative Design and Analysis	4

The courses listed below are 10-week online courses. Each includes specific clinical experiences. Learners must complete prerequisites and clinical experience requirements to be eligible to complete each course in the sequence.

CES8780	Counselor Education and Supervision Practicum	4
CES8784	Counselor Education and Supervision Internship 1	4
CES8785	Counselor Education and Supervision Internship 2	4

Learners must register for CES9600 a minimum of three times to fulfill their program requirements.

CES9600	Counselor Education and Supervision Dissertation	4
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Total

At least 72 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Practicum/Internship Experience

Learners enrolled in the Doctor of Philosophy in Counselor Education and Supervision degree program complete professional practice courses as a requirement of their program. The practicum and internship experiences consist of the following online courses and supervised laboratory practice/client interactions:

The practicum (**CES8780**) is an online course that requires a 100-hour clinical experience. Learners apply the skills developed throughout the course of the program in a counselor education and supervision setting where the practicum is completed.

The internships (**CES8784 and CES8785**) are two online courses that require 600 total hours of hands-on site-based learning experience in teaching, research, supervision, and leadership and advocacy. The internships represent a significant time of learning and applying clinical supervisory/teaching proficiencies that are critical to the provision of counselor education, supervision, and advanced clinical practice.

Master of Science (MS) in Clinical Mental Health Counseling

School of Social and Behavioral Sciences

Learners in the MS in Clinical Mental Health Counseling degree program who need to enhance their knowledge in the area of psychopharmacology for licensure purposes may register for COUN5268. This course is in addition to the program requirements.

The CACREP-accredited Master of Science in Clinical Mental Health Counseling degree program is designed to prepare learners to serve as clinical mental health counselors for clients in various therapeutic settings. The program seeks to deliver its curriculum through a dynamic, interactive, and collaborative learning environment and provides learners with a strong theoretical foundation in the field of mental health counseling and knowledge and skills in associated areas of wellness theory and

research, relationship building, assessment and treatment, cultural competence, and ethical practice.

Specializations

General Clinical Mental Health Counseling (p. 296)
Addiction Treatment and Recovery (p. 298)
Child and Adolescent Counseling (p. 300)

MS in Clinical Mental Health Counseling, General Clinical Mental Health Counseling

School of Social and Behavioral Sciences

The General Clinical Mental Health Counseling specialization is designed for graduate program counseling learners who want to take advantage of maximum flexibility in choosing their additive course content. Learners can select any four courses within the MS Counseling programs, including PLAY-prefixed courses, to create their General Clinical Mental Health Counseling specialization within the MS in Clinical Mental Health Counseling program.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the Clinical Mental Health Counseling degree program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s)

Two four-and-a-half-day residencies. See university policy [3.04.05 Attendance at Residencies](#), the

[Residencies](#) page on Campus, and the Residency section, below, for more information. Also see each graduate school's residency courses.

Practicum/Internship Requirement(s)

Minimum of 100 practicum hours and 600 internship hours. See the Practicum/Internship Experience section, below, for more information.

Additional Program Requirements

Core courses

COUN5002	Lifespan Development for the Counseling Professions	4
COUN5007	Research Methods for the Counseling Professions	4
COUN5106	Assessment, Tests, and Measures	4
COUN5107	Principles of Psychopathology and Diagnosis	4
COUN5108	Foundations of Addiction and Addictive Behavior	4
COUN5217	Ethical and Legal Issues in Professional Counseling	4
COUN5223	Introduction to Clinical Mental Health Counseling	4
COUN5225	Human Sexuality and Identity in Counseling	4
COUN5238	Crisis Assessment and Intervention	4
COUN5239	Theories of the Counseling Profession	4
COUN5241	Group Counseling and Psychotherapy	4
COUN5279	Life Planning and Career Development	4
COUN5336	Counseling and Advocacy Across Populations	4

All academic courses listed below include specific residency or clinical experiences.

Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

COUN-R5861	The Counseling Relationship: Concepts and Skills	4
COUN-R5863	The Advanced Counseling Relationship: Concepts, Skills, and Approaches	4

COUN6302	Clinical Mental Health Counseling Practicum	4
COUN6321	Clinical Mental Health Counseling Internship 1	5
COUN6322	Clinical Mental Health Counseling Internship 2	5

Four Elective Courses

At least 16 quarter credits

Choose any graduate counseling (COUN, PLAY) course(s).

Total

At least 90 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. State licensing boards review each applicant's completed education, exam scores, supervised experience, criminal history, and application materials at the time of license application to determine eligibility. For more information, see the professional licensure disclosures for this program on [Capella's website](#).

Residency

The residency requirement for the Master of Science in Clinical Mental Health Counseling degree program is satisfied by the completion of two online courses, each consisting of a four-and-a-half-day residency (**COUN-R5861** and **COUN-R5863**).

Learners must have completed the residency requirement prior to starting their practicum (**COUN6302**). Each residency experience for the Master of Science in Clinical Mental Health Counseling degree program requires learners to receive a minimum of 40 total hours of training and practice in

the areas of counseling theory and intervention, assessment, legal and ethical issues, group counseling, and advanced counseling/therapy. Through the counseling residencies, learners gain a stronger sense of academic community by networking and discussing concepts and issues in the field of professional counseling. This experience provides a learning environment that fosters the application of critical thinking and integrated knowledge to professional issues.

Practicum/Internship Experience

Learners enrolled in the Master of Science in Clinical Mental Health Counseling degree program complete supervised onsite counseling experiences as a requirement of their program. The practicum and internship experiences consist of the following online courses and supervised site-based learning:

The practicum (**COUN6302**) is an online course that requires completion of 100 hours of supervised counseling experience performed at an approved site. Learners apply the skills developed throughout the course of their program while working in a school, clinic, agency, or other setting that provides counseling services.

The internships (**COUN6321 and COUN6322**) are two online courses that require 600 total hours of experience completed under supervision at an approved site. Learners may register for a third or fourth internship course (**COUN6333 and COUN6334**) should they need additional time or need to meet additional requirements for state licensure. The internships include a more intensive experience at the approved site where learners continue to demonstrate the counseling competencies and proficiencies required in their program.

MS in Clinical Mental Health Counseling, Addiction Treatment and Recovery School of Social and Behavioral Sciences

The Addiction Treatment and Recovery specialization is designed for graduate program counseling learners who want to increase their knowledge of substance abuse, addiction, and compulsive behaviors. Learners will expand their knowledge of addiction theory and treatment and intervention for individuals and groups. The curriculum also emphasizes developmental considerations and ethical and legal issues associated with providing treatment/interventions.

Learners complete two foundational addiction courses and choose two out of three other courses specific to work with addiction and recovery. This specialization is available to MS in Clinical Mental Health Counseling learners and is completed as part of an entry level CACREP-accredited program curriculum.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the Clinical Mental Health Counseling degree program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s)

Two four-and-a-half-day residencies. See university policy [3.04.05 Attendance at Residencies](#), the [Residencies](#) page on Campus, and the Residency section, below, for more information. Also see each graduate school’s residency courses.

Practicum/Internship Requirement(s)

Minimum of 100 practicum hours and 600 internship hours. See the Practicum/Internship Experience section, below, for more information.

Additional Program Requirements

Core courses

COUN5002	Lifespan Development for the Counseling Professions	4
COUN5007	Research Methods for the Counseling Professions	4

COUN5106	Assessment, Tests, and Measures	4
COUN5107	Principles of Psychopathology and Diagnosis	4
COUN5108	Foundations of Addiction and Addictive Behavior	4
COUN5217	Ethical and Legal Issues in Professional Counseling	4
COUN5223	Introduction to Clinical Mental Health Counseling	4
COUN5225	Human Sexuality and Identity in Counseling	4
COUN5238	Crisis Assessment and Intervention	4
COUN5239	Theories of the Counseling Profession	4
COUN5241	Group Counseling and Psychotherapy	4
COUN5279	Life Planning and Career Development	4
COUN5336	Counseling and Advocacy Across Populations	4

All academic courses listed below include specific residency or clinical experiences.

Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

COUN-R5861	The Counseling Relationship: Concepts and Skills	4
COUN-R5863	The Advanced Counseling Relationship: Concepts, Skills, and Approaches	4
COUN6302	Clinical Mental Health Counseling Practicum	4
COUN6321	Clinical Mental Health Counseling Internship 1	5
COUN6322	Clinical Mental Health Counseling Internship 2	5

Specialization Courses

COUN5260	Theories of Addiction Treatment	4
COUN5261	Interventions for Substance-Related and Addictive Disorders	4

In addition, choose two of the following courses.

COUN5258	Group Therapy and the Treatment of Substance-Related and Addictive Behavior	4
COUN5266	Family Systems and Psychoeducation in Addiction	4
COUN5268	Psychopharmacology and Medication Management	4

Total

At least 90 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. State licensing boards review each applicant's completed education, exam scores, supervised experience, criminal history, and application materials at the time of license application to determine eligibility. For more information, see the professional licensure disclosures for this program on [Capella's website](#).

Residency

The residency requirement for the Master of Science in Clinical Mental Health Counseling degree program is satisfied by the completion of two online courses, each consisting of a four-and-a-half-day residency (**COUN-R5861 and COUN-R5863**).

Learners must have completed the residency requirement prior to starting their practicum (**COUN6302**). Each residency experience for the Master of Science in Clinical Mental Health Counseling degree program requires learners to receive a

minimum of 40 total hours of training and practice in the areas of counseling theory and intervention, assessment, legal and ethical issues, group counseling, and advanced counseling/therapy. Through the counseling residencies, learners gain a stronger sense of academic community by networking and discussing concepts and issues in the field of professional counseling. This experience provides a learning environment that fosters the application of critical thinking and integrated knowledge to professional issues.

Practicum/Internship Experience

Learners enrolled in the Master of Science in Clinical Mental Health Counseling degree program complete supervised onsite counseling experiences as a requirement of their program. The practicum and internship experiences consist of the following online courses and supervised site-based learning:

The practicum (**COUN6302**) is an online course that requires completion of 100 hours of supervised counseling experience performed at an approved site. Learners apply the skills developed throughout the course of their program while working in a school, clinic, agency, or other setting that provides counseling services.

The internships (**COUN6321 and COUN6322**) are two online courses that require 600 total hours of experience completed under supervision at an approved site. Learners may register for a third or fourth internship course (**COUN6333 and COUN6334**) should they need additional time or need to meet additional requirements for state licensure. The internships include a more intensive experience at the approved site where learners continue to demonstrate the counseling competencies and proficiencies required in their program.

MS in Clinical Mental Health Counseling, Child and Adolescent Counseling

School of Social and Behavioral Sciences

The Child and Adolescent Counseling specialization is designed for graduate program counseling learners who want to expand their knowledge, theory and best practices necessary to support the social emotional growth and development of children and adolescents. Learners will gain more extensive knowledge of developmentally appropriate interventions related to play therapy, family therapy and treatment and

intervention planning for typical childhood and adolescent disorders. The curriculum also emphasizes developmental and ethical and legal issues associated with providing therapy for child and adolescent populations.

Learners complete two foundational play therapy classes and choose two out of three other courses specific to work with child and adolescent populations. This specialization is available to MS in Clinical Mental Health Counseling learners and is completed as part of an entry level CACREP-accredited program curriculum.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the Clinical Mental Health Counseling degree program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s)

Two four-and-a-half-day residencies. See university policy [3.04.05 Attendance at Residencies](#), the [Residencies](#) page on Campus, and the Residency section, below, for more information. Also see each graduate school's residency courses.

Practicum/Internship Requirement(s)

Minimum of 100 practicum hours and 600 internship hours. See the Practicum/Internship Experience section, below, for more information.

Additional Program Requirements

Core courses

COUN5002	Lifespan Development for the Counseling Professions	4
COUN5007	Research Methods for the Counseling Professions	4
COUN5106	Assessment, Tests, and Measures	4
COUN5107	Principles of Psychopathology and Diagnosis	4
COUN5108	Foundations of Addiction and Addictive Behavior	4
COUN5217	Ethical and Legal Issues in Professional Counseling	4
COUN5223	Introduction to Clinical Mental Health Counseling	4
COUN5225	Human Sexuality and Identity in Counseling	4
COUN5238	Crisis Assessment and Intervention	4
COUN5239	Theories of the Counseling Profession	4
COUN5241	Group Counseling and Psychotherapy	4
COUN5279	Life Planning and Career Development	4
COUN5336	Counseling and Advocacy Across Populations	4

All academic courses listed below include specific residency or clinical experiences.

Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

COUN-R5861	The Counseling Relationship: Concepts and Skills	4
COUN-R5863	The Advanced Counseling Relationship: Concepts, Skills, and Approaches	4
COUN6302	Clinical Mental Health Counseling Practicum	4
COUN6321	Clinical Mental Health Counseling Internship 1	5
COUN6322	Clinical Mental Health Counseling Internship 2	5

Specialization courses

PLAY6203	The History and Systems of Play Therapy	4
PLAY6206	Theories and Skills of Play Therapy	4

In addition, choose two of the following courses.

COUN5254	Child and Adolescent Counseling	4
COUN5271	Marriage and Family Systems	4
COUN5420	Child and Adolescent Psychopathology	4

Total**At least 90 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. State licensing boards review each applicant's completed education, exam scores, supervised experience, criminal history, and application materials at the time of license application to determine eligibility. For more information, see the professional licensure disclosures for this program on [Capella's website](#).

Residency

The residency requirement for the Master of Science in Clinical Mental Health Counseling degree program is satisfied by the completion of two online courses, each consisting of a four-and-a-half-day residency (**COUN-R5861 and COUN-R5863**).

Learners must have completed the residency requirement prior to starting their practicum

(COUN6302). Each residency experience for the Master of Science in Clinical Mental Health Counseling degree program requires learners to receive a minimum of 40 total hours of training and practice in the areas of counseling theory and intervention, assessment, legal and ethical issues, group counseling, and advanced counseling/therapy. Through the counseling residencies, learners gain a stronger sense of academic community by networking and discussing concepts and issues in the field of professional counseling. This experience provides a learning environment that fosters the application of critical thinking and integrated knowledge to professional issues.

Practicum/Internship Experience

Learners enrolled in the Master of Science in Clinical Mental Health Counseling degree program complete supervised onsite counseling experiences as a requirement of their program. The practicum and internship experiences consist of the following online courses and supervised site-based learning:

The practicum (**COUN6302**) is an online course that requires completion of 100 hours of supervised counseling experience performed at an approved site. Learners apply the skills developed throughout the course of their program while working in a school, clinic, agency, or other setting that provides counseling services.

The internships (**COUN6321 and COUN6322**) are two online courses that require 600 total hours of experience completed under supervision at an approved site. Learners may register for a third or fourth internship course (**COUN6333 and COUN6334**) should they need additional time or need to meet additional requirements for state licensure. The internships include a more intensive experience at the approved site where learners continue to demonstrate the counseling competencies and proficiencies required in their program.

Master of Science (MS) in Marriage and Family Therapy

School of Social and Behavioral Sciences

Learners in the MS in Marriage and Family Therapy specialization who need to enhance their knowledge in the area of psychopharmacology for licensure purposes may register for PSY7330 or COUN5268.

This course is in addition to the specialization requirements.

The COAMFTE-accredited Master of Science in Marriage and Family Therapy degree program is designed to prepare learners to serve as marriage and family therapists for clients in various therapeutic settings. Learners interact with the curriculum through a dynamic and collaborative learning environment. In the program, learners gain and demonstrate knowledge in systemic case conceptualization and theories, family developmental dynamics, and clinical training designed to instill high standards for professional practice based on the American Association for Marriage and Family Therapy (AAMFT) code of ethical standards and sensitivity to the complex family systems needs. The primary goal of this program is for learners to develop the ability to apply systems-based theory to clinical services, as well as integrate wellness approaches and relevant research through assessment and intervention with individuals, groups, couples, and families.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the American Association for Marriage and Family Therapy (AAMFT). The faculty, clinical supervisors, and administrators within the Marriage and Family Therapy degree program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the personal suitability, emotional maturity and stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and clinical supervisors are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s)

Two four-and-a-half-day residencies. See university policy [3.04.05 Attendance at Residencies](#), the [Residencies](#) page on Campus, and the Residency section, below, for more information. Also see each graduate school’s residency courses.

Practicum/Internship Experience Requirement(s)

Minimum of 300 internship hours. See the Practicum/Internship Experience section, below, for more information.

Additional Program Requirements

MFT5008	Foundations of Couple and Family Therapy	4
MFT5106	Assessment, Tests, and Measures for Marriage and Family Therapy Practice	4
MFT5107	Psychopathology: Diagnosis and Treatment of Behavior Disorders	4
MFT5108	Impact of Addiction and Addictive Behavior on Family Systems	4
MFT5222	Professional Ethics in Marriage and Family Therapy	4
MFT5232	Systematic Approaches to Gender and Sexuality	4
MFT5270	Systemic Family Therapy Theory and Practice 1	4
MFT5271	Working with Families Across the Lifespan	4
MFT5273	Couple and Marital Therapy	4
MFT5275	Utilizing Systemic Approaches: Infancy Through Adolescence	4
MFT5336	Social Justice and Advocacy in Systemic Family Therapy	4
MFT5820	Systemic Family Therapy Theory and Practice 2	4
MFT5822	Systemic Interventions for Grief, Loss, and Trauma	4
MFT5876	Research Methods in Marriage and Family Therapy	4

All academic courses listed below include specific residency or clinical experiences.

Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

MFT-R5821	Advanced Marriage and Family Therapy Theory and Pre-Clinical Practice: Residency Track 1	4
MFT-R5823	Advanced Marriage and Family Therapy Theory and Pre-Clinical Practice: Residency Track 2	4
MFT6231	Marriage and Family Therapy Clinical Internship 1	2
MFT6232	Marriage and Family Therapy Clinical Internship 2	2
MFT6233	Marriage and Family Therapy Clinical Internship 3	2
MFT6234	Marriage and Family Therapy Clinical Internship 4	2

Total

At least 72 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. State licensing boards review each applicant’s completed education, exam scores, supervised experience, criminal history, and application materials at the time of license application to determine eligibility. For more information, see the professional licensure disclosures for this program on [Capella’s website](#).

Residency

The residency requirement for the Master of Science in Marriage and Family Therapy degree program is satisfied by the completion of two online courses, each consisting of three full-day and two half-day experiences (**MFT-R5821 and MFT-R5823**). Learners must have completed the residency requirement prior to starting their site-based learning experience. Each residency experience for the Master of Science in Marriage and Family Therapy degree program requires learners to practice in the areas of systemic theories and intervention, assessment, legal and ethical issues, and advanced therapy. Through the pre-clinical residencies, learners gain a stronger sense of academic community by networking and discussing concepts and issues in the field of professional marriage and family therapy. This experience provides a learning environment that fosters the application of critical thinking and integrated knowledge to professional issues.

Practicum/Internship Experience

Learners enrolled in the Master of Science in Marriage and Family Therapy degree program complete supervised clinical internship experiences in their community as a requirement of their program.

The internship courses (**MFT6231, MFT6232, MFT6233, MFT6234**) require completion of 300 direct client contact hours across the four courses, with 100 or more of those hours being relational. The site-based learning experience is a supervised clinical experience performed at an approved internship site. Learners apply the skills developed throughout the course of their program while working in a clinic, agency, or other settings that provides couple and family services. Learners may register for additional internship courses should they need additional time or have a need to meet additional requirements for state licensure. In the degree program's capstone exam, which learners take during internship course MFT6233, learners must pass a 200-question, multiple choice, practice, national licensing exam. Study resources for the capstone are available throughout the internship courses.

Master of Science (MS) in School Counseling

School of Social and Behavioral Sciences

The CACREP-accredited Master of Science in School Counseling degree program is designed to prepare learners to pursue leadership positions as school counselors serving students in public or private elementary, middle, and high school settings. Built on national standards and models, the curriculum offers a comprehensive approach to the delivery and management of contemporary school counseling programs and emphasizes assessment; intervention; individual and group counseling; school counseling core curriculum; consultation and collaboration with teachers, parents, and the community; and advocacy for change in the P-12 environment. Through coursework and clinical skills training, learners demonstrate proficiency in evidence-based counseling approaches for P-12 children and adolescents.

Specializations

General School Counseling (p. 304)

Addiction Treatment and Recovery (p. 306)

Child and Adolescent Counseling (p. 308)

MS in School Counseling, General School Counseling

The General School Counseling specialization is designed for graduate program counseling learners who want to take advantage of maximum flexibility in choosing their additive course content. Learners can select any four courses within the MS Counseling programs, including PLAY-prefixed courses, to create their General School Counseling Specialization within the MS in School Counseling program.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) and the American School Counselor Association (ASCA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the General School Counseling specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and

appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s)

Two four-and-a-half-day residencies. See university policy [3.04.05 Attendance at Residencies](#), the [Residencies](#) page on Campus, and the Residency section, below, for more information. Also see each graduate school’s residency courses.

Practicum/Internship Experience Requirement(s)

Minimum of 100 practicum hours and 600 internship hours. See the Practicum/Internship Experience section, below, for more information.

Additional Program Requirements

Core courses

COUN5002	Lifespan Development for the Counseling Professions	4
COUN5007	Research Methods for the Counseling Professions	4
COUN5106	Assessment, Tests, and Measures	4
COUN5217	Ethical and Legal Issues in Professional Counseling	4
COUN5238	Crisis Assessment and Intervention	4
COUN5239	Theories of the Counseling Profession	4
COUN5241	Group Counseling and Psychotherapy	4
COUN5279	Life Planning and Career Development	4
COUN5280	Introduction to School Counseling	4
COUN5284	School Counseling Program Development and Evaluation	4

COUN5336	Counseling and Advocacy Across Populations	4
COUN5420	Child and Adolescent Psychopathology	4
COUN5422	Counseling for College and Career Readiness	4

All academic courses listed below include specific residency or clinical experiences.

Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

COUN-R5861	The Counseling Relationship: Concepts and Skills	4
COUN-R5863	The Advanced Counseling Relationship: Concepts, Skills, and Approaches	4
COUN6102	School Counseling Practicum	4
COUN6121	Internship for School Counseling 1	5
COUN6122	Internship for School Counseling Internship 2	5

Four Elective Courses

*At least 16 quarter credits
Choose any graduate counseling (COUN, PLAY) course(s).*

Total

At least 90 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. State licensing boards review each applicant’s completed education, exam scores, supervised

experience, criminal history, and application materials at the time of license application to determine eligibility. For more information, see the professional licensure disclosures for this program on [Capella's website](#). Contact your school district for a determination on qualifications for salary advancement.

Capella University is not currently accepting applications for the MS in School Counseling program from Arkansas or Kentucky residents.

Residency

The residency requirement for the Master of Science in School Counseling degree program is satisfied by the completion of two residency tracks, each consisting of an online courseroom and a four-and-a-half-day residency (**COUN-R5861** and **COUN-R5863**). Learners must have completed the residency requirement prior to starting their practicum (**COUN6102**). Each residency experience for the Master of Science in School Counseling degree program requires learners to receive a minimum of 40 total hours of training and practice in the areas of counseling skills, intervention, assessment, and ethics.

Practicum/Internship Experience

Learners enrolled in the Master of School Counseling degree program complete supervised onsite counseling experiences as a requirement of their program. The practicum and internship experiences consist of the following online courses and supervised site-based learning:

The practicum (**COUN6102**) is an online course that requires completion of 100 hours of supervised counseling experience performed at an approved site. Learners apply the skills developed throughout the course of their program while working in a school, clinic, agency, or other setting that provides counseling services.

The internships (**COUN6121** and **COUN6122**) are two online courses that require 600 total hours of experience completed under supervision at an approved site. Learners may register for a third or fourth internship course (**COUN6333** and **COUN6334**) should they need additional time or need to meet additional requirements for state licensure. The internships include a more intensive experience at the approved site where learners continue to

demonstrate the counseling competencies and proficiencies required in their program.

MS in School Counseling, Addiction Treatment and Recovery

The Addiction Treatment and Recovery Specialization is designed for graduate program counseling learners who want to increase their knowledge of substance abuse, addiction, and compulsive behaviors. Learners will expand their knowledge of addiction theory and treatment and intervention for individuals and groups. The curriculum also emphasizes developmental considerations and ethical and legal issues associated with providing treatment/interventions.

Learners complete two foundational addiction courses and choose two out of three other courses specific to work with addiction and recovery. This specialization is available to MS in School Counseling learners and is completed as part of an entry level CACREP-accredited program curriculum.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) and the American School Counselor Association (ASCA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the General School Counseling specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s)

Two four-and-a-half-day residencies. See university policy [3.04.05 Attendance at Residencies](#), the [Residencies](#) page on Campus, and the Residency section, below, for more information. Also see each graduate school’s residency courses.

Practicum/Internship Experience Requirement(s)

Minimum of 100 practicum hours and 600 internship hours. See the Practicum/Internship Experience section, below, for more information.

Additional Program Requirements

Core courses

COUN5002	Lifespan Development for the Counseling Professions	4
COUN5007	Research Methods for the Counseling Professions	4
COUN5106	Assessment, Tests, and Measures	4
COUN5217	Ethical and Legal Issues in Professional Counseling	4
COUN5238	Crisis Assessment and Intervention	4
COUN5239	Theories of the Counseling Profession	4
COUN5241	Group Counseling and Psychotherapy	4
COUN5279	Life Planning and Career Development	4
COUN5280	Introduction to School Counseling	4
COUN5284	School Counseling Program Development and Evaluation	4
COUN5336	Counseling and Advocacy Across Populations	4
COUN5420	Child and Adolescent Psychopathology	4
COUN5422	Counseling for College and Career Readiness	4

All academic courses listed below include specific residency or clinical experiences.

Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

COUN-R5861	The Counseling Relationship: Concepts and Skills	4
COUN-R5863	The Advanced Counseling Relationship: Concepts, Skills, and Approaches	4
COUN6102	School Counseling Practicum	4
COUN6121	Internship for School Counseling 1	5
COUN6122	Internship for School Counseling Internship 2	5

Specialization courses

COUN5260	Theories of Addiction Treatment	4
COUN5261	Interventions for Substance-Related and Addictive Disorders	4

In addition, choose two of the following courses.

COUN5258	Group Therapy and the Treatment of Substance-Related and Addictive Behavior	4
COUN5266	Family Systems and Psychoeducation in Addiction	4
COUN5268	Psychopharmacology and Medication Management	4

Total

At least 90 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

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or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. State licensing boards review each applicant's completed education, exam scores, supervised experience, criminal history, and application materials at the time of license application to determine eligibility. For more information, see the professional licensure disclosures for this program on [Capella's website](#). Contact your school district for a determination on qualifications for salary advancement.

Capella University is not currently accepting applications for the MS in School Counseling program from Arkansas or Kentucky residents.

Residency

The residency requirement for the Master of Science in School Counseling degree program is satisfied by the completion of two residency tracks, each consisting of an online courseroom and a four-and-a-half-day residency (**COUN-R5861 and COUN-R5863**). Learners must have completed the residency requirement prior to starting their practicum (**COUN6102**). Each residency experience for the Master of Science in School Counseling degree program requires learners to receive a minimum of 40 total hours of training and practice in the areas of counseling skills, intervention, assessment, and ethics.

Practicum/Internship Experience

Learners enrolled in the Master of School Counseling degree program complete supervised onsite counseling experiences as a requirement of their program. The practicum and internship experiences consist of the following online courses and supervised site-based learning:

The practicum (**COUN6102**) is an online course that requires completion of 100 hours of supervised counseling experience performed at an approved site. Learners apply the skills developed throughout the course of their program while working in a school, clinic, agency, or other setting that provides counseling services.

The internships (**COUN6121 and COUN6122**) are two online courses that require 600 total hours of

experience completed under supervision at an approved site. Learners may register for a third or fourth internship course (**COUN6333 and COUN6334**) should they need additional time or need to meet additional requirements for state licensure. The internships include a more intensive experience at the approved site where learners continue to demonstrate the counseling competencies and proficiencies required in their program.

MS in School Counseling, Child and Adolescent Counseling

The Child and Adolescent specialization is designed for graduate program counseling learners who want to expand their knowledge, theory and best practices necessary to support the social emotional growth and development of children and adolescents. Learners will gain more extensive knowledge of developmentally appropriate interventions related to play therapy, family therapy and treatment and intervention planning for typical childhood and adolescent disorders. The curriculum also emphasizes developmental considerations and ethical and legal issues associated with providing therapy for child and adolescent populations.

Learners complete two foundational play therapy classes and choose two out of three other courses specific to work with child and adolescent populations. This specialization is available to MS in School Counseling learners and is completed as part of an entry level CACREP-accredited program curriculum.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) and the American School Counselor Association (ASCA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the General School Counseling specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-

evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s)

Two four-and-a-half-day residencies. See university policy [3.04.05 Attendance at Residencies](#), the [Residencies](#) page on Campus, and the Residency section, below, for more information. Also see each graduate school’s residency courses.

Practicum/Internship Experience Requirement(s)

Minimum of 100 practicum hours and 600 internship hours. See the Practicum/Internship Experience section, below, for more information.

Additional Program Requirements

Core courses

COUN5002	Lifespan Development for the Counseling Professions	4
COUN5007	Research Methods for the Counseling Professions	4
COUN5106	Assessment, Tests, and Measures	4
COUN5217	Ethical and Legal Issues in Professional Counseling	4
COUN5238	Crisis Assessment and Intervention	4
COUN5239	Theories of the Counseling Profession	4
COUN5241	Group Counseling and Psychotherapy	4
COUN5279	Life Planning and Career Development	4
COUN5280	Introduction to School Counseling	4
COUN5284	School Counseling Program Development and Evaluation	4
COUN5336	Counseling and Advocacy Across Populations	4
COUN5420	Child and Adolescent Psychopathology	4
COUN5422	Counseling for College and Career Readiness	4

All academic courses listed below include specific residency or clinical experiences.

Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

COUN-R5861	The Counseling Relationship: Concepts and Skills	4
COUN-R5863	The Advanced Counseling Relationship: Concepts, Skills, and Approaches	4
COUN6102	School Counseling Practicum	4
COUN6121	Internship for School Counseling 1	5
COUN6122	Internship for School Counseling Internship 2	5

Specialization courses

PLAY6203	The History and Systems of Play Therapy	4
PLAY6206	Theories and Skills of Play Therapy	4
COUN5254	Child and Adolescent Counseling	4
COUN5271	Marriage and Family Systems	4

Total

At least 90 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. State licensing boards review each applicant’s completed education, exam scores, supervised experience, criminal history, and application materials

at the time of license application to determine eligibility. For more information, see the professional licensure disclosures for this program on [Capella's website](#). Contact your school district for a determination on qualifications for salary advancement.

Capella University is not currently accepting applications for the MS in School Counseling program from Arkansas or Kentucky residents.

Residency

The residency requirement for the Master of Science in School Counseling degree program is satisfied by the completion of two residency tracks, each consisting of an online courseroom and a four-and-a-half-day residency (**COUN-R5861 and COUN-R5863**). Learners must have completed the residency requirement prior to starting their practicum (**COUN6102**). Each residency experience for the Master of Science in School Counseling degree program requires learners to receive a minimum of 40 total hours of training and practice in the areas of counseling skills, intervention, assessment, and ethics.

Practicum/Internship Experience

Learners enrolled in the Master of School Counseling degree program complete supervised onsite counseling experiences as a requirement of their program. The practicum and internship experiences consist of the following online courses and supervised site-based learning:

The practicum (**COUN6102**) is an online course that requires completion of 100 hours of supervised counseling experience performed at an approved site. Learners apply the skills developed throughout the course of their program while working in a school, clinic, agency, or other setting that provides counseling services.

The internships (**COUN6121 and COUN6122**) are two online courses that require 600 total hours of experience completed under supervision at an approved site. Learners may register for a third or fourth internship course (**COUN6333 and COUN6334**) should they need additional time or need to meet additional requirements for state licensure. The internships include a more intensive experience at the approved site where learners continue to

demonstrate the counseling competencies and proficiencies required in their program.

Counseling Graduate Certificate Programs

Contemporary Theory in Addictive Behavior Graduate Certificate

School of Social and Behavioral Sciences

The Contemporary Theory in Addictive Behavior graduate certificate is designed for professionals who want to increase their knowledge of substance abuse, addiction, and compulsive behaviors. This graduate certificate is not designed or intended to meet licensure requirements for any licensed profession.

COUN5258	Group Therapy and the Treatment of Substance-Related and Addictive Behavior	4
COUN5260	Theories of Addiction Treatment	4
COUN5261	Interventions for Substance-Related and Addictive Disorders	4
COUN5264	Contemporary Issues in the Treatment of Substance-Related and Addictive Disorders	4

In addition, choose one from the following courses.

COUN5108	Foundations of Addiction and Addictive Behavior	4
COUN5266	Family Systems and Psychoeducation in Addiction	4
COUN5268	Psychopharmacology and Medication Management	4

Total

At least 20 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with

any additional or repeat coursework necessary for successful completion of program requirements.

Contemporary Theory in Mental Health Services Graduate Certificate

School of Social and Behavioral Sciences

The Contemporary Theory in Mental Health Services graduate certificate is designed for professionals who want to increase their knowledge of assessment and treatment of mental health issues. This graduate certificate is not designed or intended to meet licensure requirements for any licensed profession.

COUN5002	Lifespan Development for the Counseling Professions	4
COUN5217	Ethical and Legal Issues in Professional Counseling	4
COUN5223	Introduction to Clinical Mental Health Counseling	4
COUN5239	Theories of the Counseling Profession	4
COUN5336	Counseling and Advocacy Across Populations	4

Total

At least 20 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Contemporary Theory in School-Based Services Graduate Certificate

School of Social and Behavioral Sciences

The Contemporary Theory in School-Based Services graduate certificate is designed for professionals who want to increase their knowledge of theories of development, mental health issues affecting children and adolescents in school settings, and the roles of school counselors.

COUN5002	Lifespan Development for the Counseling Professions	4
COUN5238	Crisis Assessment and Intervention	4
COUN5239	Theories of the Counseling Profession	4
COUN5280	Introduction to School Counseling	4
COUN5420	Child and Adolescent Psychopathology	4

Total

At least 20 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Play Therapy Graduate Certificate

School of Social and Behavioral Sciences

The Play Therapy graduate certificate is designed for mental health professionals from a variety of backgrounds and specialties. Learners explore the evolution and core systems of play therapy; play therapy techniques, models, and applications; and experientially based supervision practices in filial play therapy and individual and group play therapy. The curriculum also emphasizes developmental considerations and ethical and legal issues associated with providing therapy. Current Capella learners enrolled in the Play Therapy graduate certificate program must have an eligible master's degree conferred before the graduate certificate can be conferred. Licensure and additional professional and supervised clinical hours are required by the Association for Play Therapy to earn its Registered Play Therapist credential. This graduate certificate is not designed or intended to meet licensure requirements for any licensed profession.

PLAY6203	The History and Systems of Play Therapy	4
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PLAY6206	Theories and Skills of Play Therapy	4
PLAY6209	Advanced Play Therapy	4
PLAY6212	Special Topics in Play Therapy	4

Total**At least 16 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Applicants for the Association for Play Therapy's Registered Play Therapist credential must hold a recognized professional license and have specific work experience. Additionally, applicants must complete supervised clinical hours outside of Capella's program. Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work.

Systemic Couple and Family Therapy Graduate Certificate**School of Social and Behavioral Sciences**

The Systemic Couple and Family Therapy graduate certificate is designed for professionals seeking to increase their knowledge of couple and family therapy. Learners articulate and apply an understanding of theoretical knowledge in the field and demonstrate ethical and professional standards. This graduate certificate is not designed or intended to meet licensure requirements for any licensed profession.

MFT5008	Foundations of Couple and Family Therapy	4
MFT5222	Professional Ethics in Marriage and Family Therapy	4
MFT5270	Systemic Family Therapy Theory and Practice 1	4
MFT5271	Working with Families Across the Lifespan	4

MFT5273	Couple and Marital Therapy	4
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Total**At least 20 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Please note that some courses within this program have prerequisites that are not listed as required courses, which may increase the total number of courses needed to complete this program.

Undergraduate-Department of Psychology Academic Offerings**Bachelor of Science (BS) in Psychology****School of Social and Behavioral Sciences**

The Bachelor of Science in Psychology degree program provides undergraduate learners with instruction across the broad science of psychology. The curriculum emphasizes the knowledge, skills, and values identified by the American Psychological Association (APA) as fundamental in the undergraduate study of psychology. The program is designed to foster understanding of the complexities of human behavior and thought and develop analytical, quantitative, and communication skills associated with the study of psychology. Applying psychological content and skills to life and work settings is also a key focus of the program. Successful graduates of this program are prepared to continue their studies at the graduate level or pursue careers in a variety of public and private employment settings in which psychology knowledge and skills are used to promote human welfare and well-being.

Specializations

General Psychology (p. 313)

General Psychology, FlexPath option (p. 316)
Applied Behavior Analysis (p. 319)

Accelerated Master's Pathways
BS in Psychology/MS in Psychology option, General Psychology (p. 314)
BS in Psychology/MS in Psychology option, General Psychology, FlexPath option (p. 318)

BS in Psychology, General Psychology

School of Social and Behavioral Sciences

Undergraduate learners in the General Psychology specialization integrate psychological knowledge with associated skills by engaging in a curriculum that presents fundamental and applied psychological concepts, theories, empirical findings, and historical trends. In addition to core courses, learners may take electives related to social media, workplace psychology, counseling and psychotherapy, gender and sexuality, abnormal psychology, criminal behavior, cognition and education, motivation and performance, positive psychology, and stress and trauma. Successful graduates of this specialization are prepared to build on their knowledge and skills at the graduate level or pursue careers in a variety of settings, including education, public service, law enforcement and corrections, business, human development, and rehabilitation and mental health.

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).

Required courses

MAT2150	Data and Statistics for Everyday Life	6
PSYC1010	Introductory Psychology	3

Additionally, choose a minimum of 4 quarter credits from English (ENG) courses.

Additional Program Requirements†

PSYC1003	Developing Psychology Thinking	6
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Core courses

At least 42 quarter credits‡

PSYC2002	The Skillful Psychology Learner	6
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	Or	
PSYC2003	The Skillful Psychology Learner	6
PSYC1540	The Psychology of Human Differences and Society	3
PSYC2520	Social Psychology in Action	3
PSYC2600	Development Across the Lifespan	3
PSYC3310	Brain, Body, and Behavior	6
PSYC3700	Statistics for Psychology	6
PSYC4101	History, Systems, and Contemporary Psychology	6
PSYC4600	Research Methods in Psychology	6

In addition, choose one of the following three courses.

PSYC2700	Child Development	3
PSYC2720	Adolescent Psychology	3
PSYC2740	Adult Development and Aging	3

Specialization courses

At least 30 quarter credits

Choose an additional 12 quarter credits from the following psychology courses.

PSYC2210	Introduction to Psychology of Social Media	3
PSYC2240	Psychology of the Workplace	3
PSYC2320	Introduction to Counseling and Psychotherapy	3
PSYC2800	Gender and Human Sexuality	3
PSYC3110	Abnormal Psychology	6
PSYC3130	Criminal Psychology & Behavior	6
PSYC3501	Cognitive Psychology	6
PSYC3770	Psychology of Human Motivation and Performance	6
PSYC4110	Positive Psychology	6
PSYC4325	Stress, Trauma, and Wellness	6

In addition, choose an additional 18 quarter credits from the following upper division psychology courses.

PSYC3110	Abnormal Psychology	6
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PSYC3130	Criminal Psychology & Behavior	6
PSYC3501	Cognitive Psychology	6
PSYC3770	Psychology of Human Motivation and Performance	6
PSYC4110	Positive Psychology	6
PSYC4325	Stress, Trauma, and Wellness	6

Elective courses

At least 57 quarter credits
 Choose 51 quarter credits of additional undergraduate courses.[§]
 Choose 6 quarter credits of additional upper division undergraduate courses.[§]

Capstone course

At least 6 quarter credits
 Taken during the learner's final quarter.

PSYC4900	Psychology Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

At least 15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3
COM-H4005	Communicating and Integrating Solutions in the Professional World	6
SOC-H3005	Honors Professional Seminar	6

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take PSYC1003 during their first quarter.

‡ Learners who have completed PSYC1003 are required to take PSYC2003. Learners who are not required to take PSYC1003 are placed in PSYC2002.

§ Learners who have completed PSYC1003 choose 51 quarter credits of additional undergraduate elective courses, with 6 quarter credits of upper division undergraduate courses.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Accelerated Master's Pathway, BS in Psychology/MS in Psychology Option, General Psychology

School of Social and Behavioral Sciences

Undergraduate learners in the General Psychology specialization integrate psychological knowledge with associated skills by engaging in a curriculum that presents fundamental and applied psychological concepts, theories, empirical findings, and historical trends. In addition to core courses, learners may take electives related to social media, workplace psychology, counseling and psychotherapy, gender and sexuality, abnormal psychology, criminal behavior, cognition and education, motivation and performance, positive psychology, and stress and trauma. Successful graduates of this specialization are prepared to build on their knowledge and skills at the graduate level or pursue careers in a variety of settings, including education, public service, law enforcement and corrections, business, human development, and rehabilitation and mental health.

For more information see the Accelerated Master's Pathway Options section on the **Offering Information** (p. 25) page.

Master's-Level Courses

Learners enrolled in the Accelerated Master's Pathway, BS in Psychology/MS in Psychology option complete the following master's level courses in lieu of some of their specialization electives.

At least 15 quarter credits

PSY5110	Ethics and Individual Differences in Psychology	5
PSY6015	Lifespan Development	5

In addition, choose one of the following four courses.

PSY6025	Child Psychology	5
PSY6110	Learning Theories in Psychology	5
PSY6720	Psychology of Leadership	5
PSY6810	Principles of Sport Psychology	5

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).

Required courses

MAT2150	Data and Statistics for Everyday Life	6
PSYC1010	Introductory Psychology	3

Additionally, choose a minimum of 4 quarter credits from English (ENG) courses.

Additional Program Requirements[†]

PSYC1003	Developing Psychology Thinking	6
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Core courses

At least 42 quarter credits[‡]

PSYC2002	The Skillful Psychology Learner	6
	Or	
PSYC2003	The Skillful Psychology Learner	6

PSYC1540	The Psychology of Human Differences and Society	3
PSYC2520	Social Psychology in Action	3
PSYC2600	Development Across the Lifespan	3
PSYC3310	Brain, Body, and Behavior	6
PSYC3700	Statistics for Psychology	6
PSYC4101	History, Systems, and Contemporary Psychology	6
PSYC4600	Research Methods in Psychology	6

In addition, choose one of the following three courses.

PSYC2700	Child Development	3
PSYC2720	Adolescent Psychology	3
PSYC2740	Adult Development and Aging	3

Specialization courses

At least 15 quarter credits

Choose an additional 12 quarter credits from the following psychology courses.

PSYC2210	Introduction to Psychology of Social Media	3
PSYC2240	Psychology of the Workplace	3
PSYC2320	Introduction to Counseling and Psychotherapy	3
PSYC2800	Gender and Human Sexuality	3
PSYC3110	Abnormal Psychology	6
PSYC3130	Criminal Psychology & Behavior	6
PSYC3501	Cognitive Psychology	6
PSYC3770	Psychology of Human Motivation and Performance	6
PSYC4110	Positive Psychology	6
PSYC4325	Stress, Trauma, and Wellness	6

In addition, choose an additional 3 quarter credits from the following upper division psychology courses.

PSYC3110	Abnormal Psychology	6
PSYC3130	Criminal Psychology & Behavior	6
PSYC3501	Cognitive Psychology	6
PSYC3770	Psychology of Human Motivation and Performance	6

PSYC4110	Positive Psychology	6
PSYC4325	Stress, Trauma, and Wellness	6

Elective courses

At least 57 quarter credits

Choose 51 quarter credits of additional undergraduate courses.[§]

Choose 6 quarter credits of additional upper division undergraduate courses.[§]

Capstone course

At least 6 quarter credits

Taken during the learner's final quarter.

PSYC4900	Psychology Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

At least 15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3
COM-H4005	Communicating and Integrating Solutions in the Professional World	6
SOC-H3005	Honors Professional Seminar	6

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

[†] Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take PSYC1003 during their first quarter.

[‡] Learners who have completed PSYC1003 are required to take PSYC2003. Learners who are not required to take PSYC1003 are placed in PSYC2002.

[§] Learners who have completed PSYC1003 choose 51 quarter credits of additional undergraduate elective courses, with 6 quarter credits of upper division undergraduate courses.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

BS in Psychology, General Psychology, FlexPath option

School of Social and Behavioral Sciences

Undergraduate learners in the General Psychology specialization integrate psychological knowledge with associated skills by engaging in a curriculum that presents fundamental and applied psychological concepts, theories, empirical findings, and historical trends. In addition to core courses, learners may take electives related to social media, workplace psychology, counseling and psychotherapy, gender and sexuality, abnormal psychology, criminal behavior, cognition and education, motivation and performance, positive psychology, and stress and trauma. Successful graduates of this specialization are prepared to build on their knowledge and skills at the graduate level or pursue careers in a variety of settings, including education, public service, law enforcement and corrections, business, human development, and rehabilitation and mental health. Learners who pursue this specialization through the FlexPath option earn a BS in Psychology through self-paced demonstrations of competencies.

General Education Requirements

Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 265).[†]

Required courses

MAT-FPX2150	Data and Statistics for Everyday Life	3
PSYC-FPX1010	Introductory Psychology	1.5

Additionally, choose a minimum of 2 program points from English (ENG-FPX) courses.

Additional Program Requirements

Core courses

At least 21 program points

PSYC-FPX2002	The Skillful Psychology Learner	3
PSYC-FPX1540	The Psychology of Human Differences and Society	1.5
PSYC-FPX2520	Social Psychology in Action	1.5
PSYC-FPX2600	Development Across the Lifespan	1.5
PSYC-FPX3310	Brain, Body, and Behavior	3
PSYC-FPX3700	Statistics for Psychology	3
PSYC-FPX4101	History, Systems, and Contemporary Psychology	3
PSYC-FPX4600	Research Methods in Psychology	3

In addition, choose one of the following three courses.

PSYC-FPX2700	Child Development	1.5
PSYC-FPX2720	Adolescent Psychology	1.5
PSYC-FPX2740	Adult Development and Aging	1.5

Specialization courses

At least 15 program points

Choose an additional 6 program points from the following psychology courses.

PSYC-FPX2210	Introduction to Psychology of Social Media	1.5
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PSYC-FPX2240	Psychology of the Workplace	3
PSYC-FPX2320	Introduction to Counseling and Psychotherapy	1.5
PSYC-FPX2800	Gender and Human Sexuality	1.5
PSYC-FPX3110	Abnormal Psychology	3
PSYC-FPX3130	Criminal Psychology and Behavior	3
PSYC-FPX3501	Cognitive Psychology in Action	3
PSYC-FPX3770	Psychology of Human Motivation and Performance	3
PSYC-FPX4110	Positive Psychology	3
PSYC-FPX4325	Stress, Trauma, and Wellness	3

In addition, choose an additional 9 program points from the following upper division psychology courses.

PSYC-FPX3110	Abnormal Psychology	3
PSYC-FPX3130	Criminal Psychology and Behavior	3
PSYC-FPX3501	Cognitive Psychology in Action	3
PSYC-FPX3770	Psychology of Human Motivation and Performance	3
PSYC-FPX4110	Positive Psychology	3
PSYC-FPX4325	Stress, Trauma, and Wellness	3

Elective courses

At least 28.5 program points

Choose 25.5 program points of additional undergraduate courses.[†]

Choose 3 program points of additional upper division undergraduate courses.[†]

Capstone course

At least 3 program points

Taken during the learner's final quarter.

PSYC-FPX4900	Psychology Capstone Project	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000-level and above

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners in this specialization choose general education, undergraduate psychology, and elective courses from the FlexPath (-FPX) course list.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Accelerated Master's Pathway, BS in Psychology/MS in Psychology Option, General Psychology, FlexPath option

School of Social and Behavioral Sciences

Undergraduate learners in the General Psychology specialization integrate psychological knowledge with associated skills by engaging in a curriculum that presents fundamental and applied psychological concepts, theories, empirical findings, and historical trends. In addition to core courses, learners may take electives related to social media, workplace psychology, counseling and psychotherapy, gender and sexuality, abnormal psychology, criminal behavior, cognition and education, motivation and performance, positive psychology, and stress and trauma. Successful graduates of this specialization are prepared to build on their knowledge and skills at the graduate level or pursue careers in a variety of settings, including education, public service, law enforcement and corrections, business, human development, and rehabilitation and mental health. Learners who pursue this specialization through the FlexPath option earn a BS in Psychology through self-paced demonstrations of competencies.

For more information see the Accelerated Master's Pathway Options section on the **Offering Information** (p. 25) page.

Master's-Level Courses

Learners enrolled in the Accelerated Master's Pathway, BS in Psychology/MS in Psychology option, FlexPath option complete the following master's-level courses in lieu of some of their specialization electives.

At least 7.5 program points

PSY-FPX5110	Ethics and Individual Differences in Psychology	2.5
PSY-FPX6015	Lifespan Development	2.5

In addition, choose one of the following four courses.

PSY-FPX6025	Child Psychology	2.5
PSY-FPX6110	Learning Theories in Psychology	2.5
PSY-FPX6720	Psychology of Leadership	2.5
PSY-FPX6810	Principles of Sport Psychology	2.5

General Education Requirements

*Choose 22.5 program points with a minimum of 2 program points from each category; see **General Education Courses, FlexPath option** (p. 265).†*

Required courses

MAT-FPX2150	Data and Statistics for Everyday Life	3
PSYC-FPX1010	Introductory Psychology	1.5

Additionally, choose a minimum of 2 program points from English (ENG-FPX) courses.

Additional Program Requirements

In addition, choose one of the following three courses.

PSYC-FPX2700	Child Development	1.5
PSYC-FPX2720	Adolescent Psychology	1.5
PSYC-FPX2740	Adult Development and Aging	1.5

Core courses

At least 21 program points

PSYC-FPX2002	The Skillful Psychology Learner	3
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PSYC-FPX1540	The Psychology of Human Differences and Society	1.5
PSYC-FPX2520	Social Psychology in Action	1.5
PSYC-FPX2600	Development Across the Lifespan	1.5
PSYC-FPX3310	Brain, Body, and Behavior	3
PSYC-FPX3700	Statistics for Psychology	3
PSYC-FPX4101	History, Systems, and Contemporary Psychology	3
PSYC-FPX4600	Research Methods in Psychology	3

Specialization courses

At least 7.5 program points

Choose an additional 6 program points from the following psychology courses.

PSYC-FPX2210	Introduction to Psychology of Social Media	1.5
PSYC-FPX2240	Psychology of the Workplace	3
PSYC-FPX2320	Introduction to Counseling and Psychotherapy	1.5
PSYC-FPX2800	Gender and Human Sexuality	1.5
PSYC-FPX3110	Abnormal Psychology	3
PSYC-FPX3130	Criminal Psychology and Behavior	3
PSYC-FPX3501	Cognitive Psychology in Action	3
PSYC-FPX3770	Psychology of Human Motivation and Performance	3
PSYC-FPX4110	Positive Psychology	3
PSYC-FPX4325	Stress, Trauma, and Wellness	3

In addition, choose an additional 1.5 program points from the following upper division psychology courses.

PSYC-FPX3110	Abnormal Psychology	3
PSYC-FPX3130	Criminal Psychology and Behavior	3
PSYC-FPX3501	Cognitive Psychology in Action	3
PSYC-FPX3770	Psychology of Human Motivation and Performance	3

PSYC-FPX4110	Positive Psychology	3
PSYC-FPX4325	Stress, Trauma, and Wellness	3

Elective courses

At least 28.5 program points

Choose 25.5 program points of additional undergraduate courses. †

Choose 3 program points of additional upper division undergraduate courses. †

Capstone course

At least 3 program points

Taken during the learner's final quarter.

PSYC-FPX4900	Psychology Capstone Project	3
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Total

At least 90 program points, including a minimum of 27 program points from the 3000-level and above

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners in this specialization choose general education, undergraduate psychology, and elective courses from the FlexPath (-FPX) course list.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

BS in Psychology, Applied Behavior Analysis

School of Social and Behavioral Sciences

The Applied Behavior Analysis undergraduate specialization provides learners with a foundational knowledge of major competency areas in the applied behavior analysis field. The curriculum focuses on foundational behavior analysis theories, concepts, and

techniques; applied research methods in the field; and ethical standards to which professionals in the applied behavior analysis field must adhere. Upon successful completion of this undergraduate specialization, learners are prepared to interpret research studies in applied behavior analysis; identify behavioral problems through assessment; select targeted behaviors for change; conduct consultations; and design, implement, and evaluate ethical behavioral interventions under the supervision of a board certified behavior analyst (BCBA) in order to bring about positive behavioral change for individuals.

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).

Required courses

MAT2150	Data and Statistics for Everyday Life	6
PSYC1010	Introductory Psychology	3

Additionally, choose a minimum of 4 quarter credits from English (ENG) courses.

Additional Program Requirements[†]

PSYC1003	Developing Psychology Thinking	6
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Core courses

At least 36 quarter credits[‡]

PSYC2002	The Skillful Psychology Learner	6
	Or	
PSYC2003	The Skillful Psychology Learner	6
PSYC1540	The Psychology of Human Differences and Society	3
PSYC2520	Social Psychology in Action	3
PSYC2600	Development Across the Lifespan	3
PSYC3310	Brain, Body, and Behavior	6
PSYC3700	Statistics for Psychology	6
PSYC4600	Research Methods in Psychology	6

In addition, choose one of the following three courses.

PSYC2700	Child Development	3
PSYC2720	Adolescent Psychology	3
PSYC2740	Adult Development and Aging	3

Specialization courses

At least 36 quarter credits

PSYC2001	Applied Behavior Analysis Foundations	6
PSYC4003	Applied Behavior Analysis Research and Interventions	6
PSYC4004	Applied Behavior Analysis Assessment	6
PSYC4005	Applied Behavior Analysis Behavior-Change Procedures and Interventions	6
PSYC4011	Applied Behavior Analysis Ethics and Supervision	6
PSYC4016	Introduction to Organizational Behavior Management: Supervision and Performance Management	6

Elective courses

At least 51 quarter credits

Choose 45 quarter credits of additional undergraduate courses.[§]

Choose 6 quarter credits of additional upper division undergraduate courses.[§]

Capstone courses

At least 12 quarter credits

Taken during the learner's final two quarters:

PSYC4006	Applied Behavior Analysis Capstone 1	6
PSYC4007	Applied Behavior Analysis Capstone 2	6

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

At least 15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3
COM-H4005	Communicating and Integrating Solutions in the Professional World	6
SOC-H3005	Honors Professional Seminar	6

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take PSYC1003 during their first quarter.

‡ Learners who have completed PSYC1003 are required to take PSYC2003. Learners who are not required to take PSYC1003 are placed in PSYC2002.

§ Learners who have completed PSYC1003 choose 45 quarter credits of additional undergraduate elective courses, with 6 quarter credits of upper division undergraduate courses.

This specialization is not accredited by the American Psychological Association (APA) or by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Capella University cannot

guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the professional licensure disclosures for this program on [Capella's website](#).

Bachelor of Science (BS) in Psychology Pre-Counseling and Therapy

School of Social and Behavioral Sciences

The Bachelor of Science in Psychology Pre-Counseling and Therapy degree program provides undergraduate learners with instruction across the broad science of psychology and an introduction to counseling theories, professions, and practices. The psychology curriculum emphasizes the knowledge, skills, and values identified by the American Psychological Association (APA) as fundamental in the undergraduate study of psychology and is designed to foster understanding of the complexities of human behavior and thought and the development of the analytical, quantitative, and communication skills associated with psychology study. For their graduate-level curriculum, pre-counseling and therapy learners choose three courses emphasizing either clinical mental health counseling and school counseling, or marriage and family therapy. Successful graduates of this program are prepared to continue their studies at the graduate level or pursue entry-level careers in a variety of public and private employment settings in which psychology knowledge and skills are used to promote human welfare. These degree program requirements are not designed or intended to meet professional licensure requirements for the counseling or psychology professions.

General Education Requirements

Choose 45 quarter credits with a minimum of 4 quarter credits from each category; see **General Education Courses** (p. 265).

Required courses

MAT2150	Data and Statistics for Everyday Life	6
PSYC1010	Introductory Psychology	3

Additionally, choose a minimum of 4 quarter credits from English (ENG) courses.

Additional Program Requirements^{††}

PSYC1003	Developing Psychology Thinking	6
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Core courses[†]

At least 42 quarter credits

PSYC2002	The Skillful Psychology Learner	6
	Or	
PSYC2003	The Skillful Psychology Learner	6
PSYC1540	The Psychology of Human Differences and Society	3
PSYC2520	Social Psychology in Action	3
PSYC2600	Development Across the Lifespan	3
PSYC3310	Brain, Body, and Behavior	6
PSYC3700	Statistics for Psychology	6
PSYC4101	History, Systems, and Contemporary Psychology	6
PSYC4600	Research Methods in Psychology	6

In addition, choose one of the following three courses.

PSYC2700	Child Development	3
PSYC2720	Adolescent Psychology	3
PSYC2740	Adult Development and Aging	3

Specialization courses

At least 30 quarter credits

Choose an additional 12 quarter credits from the following psychology courses.

PSYC2210	Introduction to Psychology of Social Media	3
PSYC2240	Psychology of the Workplace	3
PSYC2320	Introduction to Counseling and Psychotherapy	3
PSYC2800	Gender and Human Sexuality	3
PSYC3110	Abnormal Psychology	6
PSYC3130	Criminal Psychology & Behavior	6
PSYC3501	Cognitive Psychology	6
PSYC3770	Psychology of Human Motivation and Performance	6

PSYC4110	Positive Psychology	6
PSYC4325	Stress, Trauma, and Wellness	6

In addition, choose an additional 6 quarter credits from the following upper division psychology courses.

PSYC3110	Abnormal Psychology	6
PSYC3130	Criminal Psychology & Behavior	6
PSYC3501	Cognitive Psychology	6
PSYC3770	Psychology of Human Motivation and Performance	6
PSYC4110	Positive Psychology	6
PSYC4325	Stress, Trauma, and Wellness	6

In addition, choose a set of three master's-level courses.

Clinical Mental Health Counseling/School Counseling track

COUN5217	Ethical and Legal Issues in Professional Counseling	4
COUN5279	Life Planning and Career Development	4
COUN5336	Counseling and Advocacy Across Populations	4

Or**Marriage and Family Therapy track**

MFT5222	Professional Ethics in Marriage and Family Therapy	4
MFT5270	Systemic Family Therapy Theory and Practice 1	4
MFT5271	Working with Families Across the Lifespan	4

Elective courses

At least 57 quarter credits

Choose 51 quarter credits of additional undergraduate courses.⁵

Choose 6 quarter credits of additional upper division undergraduate courses.⁵

Capstone courses

At least 6 quarter credits

Taken during the learner's final quarter:

PSYC4900	Psychology Capstone Project	6
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Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

At least 15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3
COM-H4005	Communicating and Integrating Solutions in the Professional World	6
SOC-H3005	Honors Professional Seminar	6

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

At least 180 quarter credits, including a minimum of 54 quarter credits from the 3000-level and above

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take PSYC1003 during their first quarter.

‡ Learners who have completed PSYC1003 are required to take PSYC2003. Learners who are not required to take PSYC1003 are placed in PSYC2002.

§ Learners who have completed PSYC1003 choose 51

quarter credits of additional undergraduate elective courses, with 6 quarter credits of upper division undergraduate courses.

Additional BS in Psychology Pre-Counseling Degree Program Information

The BS in Psychology Pre-Counseling and Therapy degree program incorporates specific graduate-level counseling or therapy courses into the learner’s final year of the undergraduate program. Learners must gain school approval prior to registering for the graduate-level courses.

In this program, learners are required to have a 3.0 Capella cumulative grade point average (GPA) at the time they take graduate-level courses and must achieve at least a of “B” in each of the master’s-level courses. In addition, learners are required to select their MS track as part of the approval process. Learners who fail to maintain the minimum GPA, who do not select a track, or who are not approved to take graduate-level courses should move from the BS in Psychology Pre-Counseling and Therapy degree program into the BS Psychology, General Psychology program.

Once learners have successfully completed the requirements for their bachelor’s degree program and their degree has been awarded, they may apply to the master’s degree program that corresponds to their chosen track. Learners are encouraged to enroll in their master’s degree program within one year of graduating from their bachelor’s degree program to ensure all master’s-level courses are relevant and applicable to the graduate program’s degree requirements.

Graduate-Department of Psychology Academic Offerings

Doctor of Philosophy (PhD) in Behavior Analysis

School of Social and Behavioral Sciences

The Doctor of Philosophy (PhD) in Behavior Analysis degree program is designed for behavior analyst professionals seeking to serve as academic, research, or clinical leaders in the field of behavior analysis. Learners integrate basic behavior analytic theory, as well as basic and applied research with the practice of

applied behavior analysis. Upon completion, learners are prepared to pursue careers in leadership positions within the practice of applied behavior analysis as well as academic and research positions. In combination with a behavior-analytic dissertation, learners who complete this degree program can apply for the doctoral designation as a board-certified behavior analyst. These degree program requirements are not designed or intended to meet professional licensure requirements for the counseling or psychology professions.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators in the Applied Behavior Analysis program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

PSY8003	Foundations of Theory and Practice for Behavior Analysis	5
PSY7305	Organizational Behavior Management	5
PSY7306	Education and Teaching in Applied Behavior Analysis	5
PSY8301	Single-Subject Research Design Methods	5
PSY8302	Behaviorism	5
PSY8303	Experimental Analysis of Behavior	5
PSY8304	Analysis of Verbal Behavior	5
PSY8307	Advanced Single-Subject Research Design for Behavior Analysis	5

PSY8348	Motivation and Learning	5
PSY8352	Compassionate and Multicultural Applied Behavior Analysis	5
RSCH7860	Survey of Research Methods	4
PSY-V8925	Doctoral Project Development - Topic Ideation	3
PSY-V8926	Doctoral Project Development - Topic Development	3
PSY-V8927	Doctoral Project Development - Framework Development	3

Upon completion of all required coursework

PSY9919	Doctoral Comprehensive Examination	3
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Learners must register for PSY9960 a minimum of four times to fulfill their specialization requirements.

PSY9960	Dissertation Courseroom	3
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Three Elective Courses

At least 15 quarter credits

Choose three from the following courses:

PSY6311	Autism Spectrum Disorder Diagnosis and Early Intervention	5
PSY6313	Lifespan Interventions and Autism Spectrum Disorder	5
PSY6315	Leadership and Consultation in Applied Behavior Analysis	5
PSY6319	Behavior Analysts as Consultants	5
PSY8354	Relational Frame Theory and Acceptance and Commitment Therapy	5
PSY8358	Higher Education Teaching Methods	5

Total

At least 93 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Doctor of Philosophy (PhD) in Psychology

School of Social and Behavioral Sciences

The Doctor of Philosophy (PhD) in Psychology degree program provides learners with advanced academic preparation with an emphasis on research and scholarship. Learners pursue a specialization during which they engage in a competency-based, scholar-practitioner curriculum that can be applied in a range of fields, including psychology, mental health, education, business, and public policy. Successful graduates of this degree program are prepared to apply psychological principles in areas such as teaching, administration, research, consultation, coaching, management, and leadership. The PhD in Psychology specializations are not designed or intended to meet licensure requirements for any licensed profession.

Specializations

- General Psychology (p. 325)
- Developmental Psychology (p. 326)
- Educational Psychology (p. 327)
- Industrial/Organizational Psychology (p. 328)

PhD in Psychology, General Psychology

School of Social and Behavioral Sciences

The doctoral General Psychology specialization is for learners who want flexibility in designing a program based on their professional interests. Learners may use their electives to design an individualized area of psychology study or to design an interdisciplinary area of study that blends psychology with education or business. Upon successful completion of this specialization, learners are prepared to pursue careers as university professors, researchers, consultants, or program administrators. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Core courses

PSY7015	Foundations of Doctoral Studies in Applied Psychology	4
PSY7105	Building a Doctoral Foundation: History, Theory, and Topics in Psychology	4
PSY7870	Doctoral Research Design	4
RSCH7020	Navigating the Ethical Landscape of Research in a Modern World	4
RSCH7864	Quantitative Design and Analysis	4
RSCH7868	Qualitative Design and Analysis	4
PSY-V8925	Doctoral Project Development - Topic Ideation	3
PSY-V8926	Doctoral Project Development - Topic Development	3
PSY-V8927	Doctoral Project Development - Framework Development	3

Choose one from the following two courses.

RSCH8625	Advanced Quantitative Statistics	4
RSCH8635	Advanced Qualitative Analysis	4

Specialization courses

PSY7610	Tests and Measurements	5
PSY7660	Survey Construction and Administration	5

In addition, choose one course from the following.

PSY5120	Social Psychology	5
PSY5140	Program Evaluation	5
PSY7421	Cognitive/Affective Psychology	5
PSY8626	Multivariate Statistics: Theory and Application	5

Learners must register for PSY9960 a minimum of four times to fulfill their specialization requirements.

PSY9960	Dissertation Courseroom	3
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Four Elective courses

At least 20 quarter credits

Choose four from the following courses.

PSY5115	Human Sexuality	5
PSY5130	Career Counseling Theory	5
PSY6010	Human Prenatal Development	5
PSY6015	Lifespan Development	5
PSY6020	Advocacy in Child and Adolescent Development	5
PSY6025	Child Psychology	5
PSY6030	Adolescent Psychology	5
PSY6110	Learning Theories in Psychology	5
PSY6710	Principles of Industrial/Organizational Psychology	5
PSY6720	Psychology of Leadership	5
PSY6730	Consultation Psychology	5
PSY6740	Industrial/Organizational Psychology Practices in Personnel and Human Resource Management	5
PSY7240	Adult Psychology	5
PSY7330	Psychopharmacology	5
PSY7422	Motivation	5
PSY7510	Psychology of Personality	5
PSY7530	Psychology of Group Dynamics	5
PSY8100	Principles of Educational Psychology	5
PSY8110	The Psychology of Teaching	5
PSY8130	Adult Learner in the Classroom	5
PSY8150	Exceptional Children in the Classroom	5
PSY8170	Principles of Instructional Design	5
PSY8721	Introduction to Business Practices for Psychologists	5
PSY8755	Ethical and Legal Principles of Industrial/Organizational Psychology	5
PSY8761	Work Analysis and Selection	5
PSY8765	Testing and Assessment in Workplace Psychology	5
PSY8768	Theory and Practice of Psychological Coaching	5
PSY8770	Psychology of Motivation and Performance	5

Total

At least 84 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

PhD in Psychology, Developmental Psychology

School of Social and Behavioral Sciences

Doctoral learners in the Developmental Psychology specialization acquire a broad base of knowledge associated with lifespan development, policy, and advocacy. Core coursework provides a foundation of the science of psychology, and specialization coursework provides depth within the discipline of developmental psychology and policy. Successful graduates of this specialization are prepared to pursue careers in teaching and instruction; higher education; child, adolescent, and adult development; policy and advocacy; or research. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Core courses

PSY7015	Foundations of Doctoral Studies in Applied Psychology	4
PSY7105	Building a Doctoral Foundation: History, Theory, and Topics in Psychology	4
PSY7870	Doctoral Research Design	4
RSCH7020	Navigating the Ethical Landscape of Research in a Modern World	4
RSCH7864	Quantitative Design and Analysis	4
RSCH7868	Qualitative Design and Analysis	4
PSY-V8925	Doctoral Project Development - Topic Ideation	3
PSY-V8926	Doctoral Project Development - Topic Development	3
PSY-V8927	Doctoral Project Development - Framework Development	3

Choose one from the following two courses.

RSCH8625	Advanced Quantitative Statistics	4
RSCH8635	Advanced Qualitative Analysis	4

Specialization courses

PSY6020	Advocacy in Child and Adolescent Development	5
PSY6030	Adolescent Psychology	5
PSY7240	Adult Psychology	5
PSY7421	Cognitive/Affective Psychology	5

In addition, choose three courses from the following.

PSY5115	Human Sexuality	5
PSY5120	Social Psychology	5
PSY5140	Program Evaluation	5
PSY6010	Human Prenatal Development	5
PSY6015	Lifespan Development	5
PSY6025	Child Psychology	5
PSY7510	Psychology of Personality	5
PSY8626	Multivariate Statistics: Theory and Application	5

Learners must register for PSY9960 a minimum of four times to fulfill their specialization requirements.

PSY9960	Dissertation Courseroom	3
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Total

At least 84 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

PhD in Psychology, Educational Psychology

School of Social and Behavioral Sciences

Doctoral learners in the Educational Psychology specialization acquire a broad base of knowledge associated with learning, cognition, instruction, development, and research. Core coursework provides

a foundation of the science of psychology, and specialization coursework provides depth within the discipline of educational psychology. Successful graduates of this specialization are prepared to pursue careers in teaching and instruction; higher education; corporate and military educational training; child, adolescent, and adult development; instructional technology; test construction; learning evaluation; program evaluation; or research. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Core courses

PSY7015	Foundations of Doctoral Studies in Applied Psychology	4
PSY7105	Building a Doctoral Foundation: History, Theory, and Topics in Psychology	4
PSY7870	Doctoral Research Design	4
RSCH7020	Navigating the Ethical Landscape of Research in a Modern World	4
RSCH7864	Quantitative Design and Analysis	4
RSCH7868	Qualitative Design and Analysis	4
PSY-V8925	Doctoral Project Development - Topic Ideation	3
PSY-V8926	Doctoral Project Development - Topic Development	3
PSY-V8927	Doctoral Project Development - Framework Development	3

Choose one from the following two courses.

RSCH8625	Advanced Quantitative Statistics	4
RSCH8635	Advanced Qualitative Analysis	4

Specialization courses

PSY7421	Cognitive/Affective Psychology	5
PSY8100	Principles of Educational Psychology	5
PSY8110	The Psychology of Teaching	5

In addition, choose four courses from the following.

PSY5140	Program Evaluation	5
PSY6025	Child Psychology	5
PSY6030	Adolescent Psychology	5
PSY6110	Learning Theories in Psychology	5
PSY7240	Adult Psychology	5
PSY7330	Psychopharmacology	5
PSY7422	Motivation	5
PSY7610	Tests and Measurements	5
PSY8130	Adult Learner in the Classroom	5
PSY8150	Exceptional Children in the Classroom	5
PSY8170	Principles of Instructional Design	5
PSY8626	Multivariate Statistics: Theory and Application	5
PSY8770	Psychology of Motivation and Performance	5

Learners must register for PSY9960 a minimum of four times to fulfill their specialization requirements.

PSY9960	Dissertation Courseroom	3
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Total

At least 84 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

PhD in Psychology, Industrial/Organizational Psychology

School of Social and Behavioral Sciences

The doctoral specialization in Industrial/Organizational Psychology is for learners interested in the structure of psychology in the workplace and other organizational settings. Learners in this specialization are interested in leader development, coaching psychology, group and team dynamics, organizational change management,

systems planning, industrial/organizational assessment, employee motivation/performance improvement, strategic planning, professional development, and administrative and human resource management (including employee support services). Doctoral graduates typically pursue positions as consultants to organizations, including government, higher education, and scientific research. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Core courses

PSY7015	Foundations of Doctoral Studies in Applied Psychology	4
PSY7105	Building a Doctoral Foundation: History, Theory, and Topics in Psychology	4
PSY7870	Doctoral Research Design	4
RSCH7020	Navigating the Ethical Landscape of Research in a Modern World	4
RSCH7864	Quantitative Design and Analysis	4
RSCH7868	Qualitative Design and Analysis	4
PSY-V8925	Doctoral Project Development - Topic Ideation	3
PSY-V8926	Doctoral Project Development - Topic Development	3
PSY-V8927	Doctoral Project Development - Framework Development	3

Choose one from the following two courses.

RSCH8625	Advanced Quantitative Statistics	4
RSCH8635	Advanced Qualitative Analysis	4

Specialization courses

PSY6710	Principles of Industrial/Organizational Psychology	5
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In addition, choose six courses from the following.

PSY5130	Career Counseling Theory	5
PSY6720	Psychology of Leadership	5
PSY6730	Consultation Psychology	5

PSY6740	Industrial/Organizational Psychology Practices in Personnel and Human Resource Management	5
PSY7530	Psychology of Group Dynamics	5
PSY7610	Tests and Measurements	5
PSY8626	Multivariate Statistics: Theory and Application	5
PSY8721	Introduction to Business Practices for Psychologists	5
PSY8755	Ethical and Legal Principles of Industrial/Organizational Psychology	5
PSY8761	Work Analysis and Selection	5
PSY8765	Testing and Assessment in Workplace Psychology	5
PSY8768	Theory and Practice of Psychological Coaching	5
PSY8770	Psychology of Motivation and Performance	5

Learners must register for PSY9960 a minimum of four times to fulfill their specialization requirements.

PSY9960	Dissertation Courseroom	3
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Total

At least 84 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Doctor of Psychology (PsyD) in Clinical Psychology

School of Social and Behavioral Sciences

The Doctor of Psychology (PsyD) in Clinical Psychology degree program is designed to prepare learners for professional clinical psychology practice and eligibility to apply for clinical psychologist licensure in many states. Learners engage in a competency-based, scholar-practitioner curriculum

that provides them with advanced practice preparation emphasizing the incorporation of scientific knowledge and inquiry into the development, application, and evaluation of ethical and culturally sensitive psychological assessments and interventions. The curriculum provides both online coursework and face-to-face residencies that focus on ethics, supervision, clinical interviewing skills, cognitive and personality assessment, diagnosis and psychopathology, psychotherapy theory and treatment, and psychological report writing. Coursework, residency experiences, clinical training, and research are sequential, developmental, and graded in complexity to ensure that successful graduates gain the knowledge, skills, and attitudes needed to form effective professional relationships; conduct appropriate psychological assessments; successfully implement evidence-based interventions; evaluate the outcomes of programs and therapeutic interventions; and engage in supervision, consultation, and advocacy related to the practice of clinical psychology.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators in the PsyD Clinical Psychology specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s)

Clinical Psychology year-in-residence. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information.

Also see the PsyD Year-in-Residence section, below, and the Clinical Psychology year-in-residence courses.

Clinical Training Requirement(s)

Minimum of 1,000 practicum hours and 2,000 pre-doctoral internship hours. See the PsyD Clinical Training section, below, for more information.

Additional Program Requirements

Learners must register for PSY8950 a minimum of three times to fulfill their program requirements.

PSY8950	Clinical Psychology Doctoral Practicum	4
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Learners must register for PSY9962 a minimum of four times to fulfill their program requirements.

PSY9962	Clinical Psychology Doctoral Internship	3
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PSY8001	Orientation to Professional Psychology	5
PSY5120	Social Psychology	5
PSY5410	History and Systems of Psychology	5
PSY5420	Multicultural Perspectives in Human Behavior	5
PSY6015	Lifespan Development	5
PSY6095	Theories of Counseling and Psychotherapy	5
PSY7320	Advanced Biological Psychology	5
PSY7421	Cognitive/Affective Psychology	5
PSY7610	Tests and Measurements	5
PSY8220	Advanced Psychopathology	5
PSY8221	Practice Readiness Examination	2
PSY8371	Strategies of Clinical Supervision and Consultation	5
PSY8501	Advanced Research Methods and Statistics for Professional Psychology	5
PSY8502	Advanced Research Design and Methodology for Professional Psychology	5
PSY9909	Clinical Psychology Dissertation Preparation	5
PSY-R8200	The Helping Relationship and Techniques in Clinical Psychology	5

PSY-R8203	Psychological Assessment 1: Cognitive, Achievement, and Adaptive Behavior	5
PSY-R8206	Psychological Assessment 2: Personality and Mental Health	5
PSY-R8209	Integrated Psychological Report Writing and Case Conceptualization	5
PSY-R8212	Theory and Evidence-Based Practice in Clinical Psychology	5
PSY-R8215	Ethics and Standards of Professional Practice in Clinical Psychology	5

Learners must register for PSY9960 a minimum of three times to fulfill their program requirements.

PSY9960	Dissertation Courseroom	3
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Two Elective Courses

At least 10 quarter credits

Choose at least two from the following courses:

PSY-R8218	Advanced Residency Applications	2
PSY5115	Human Sexuality	5
PSY5125	Introduction to Sex Therapy	5
PSY5135	Issues and Trends in Addiction-Related Treatments	5
PSY5260	Philosophical Foundations of Behaviorism	5
PSY5280	Advanced Concepts in Applied Behavior Analysis	5
PSY6210	Introduction to Psychopathology	5
PSY6505	Principles of Family Psychology	5
PSY6810	Principles of Sport Psychology	5
PSY6820	Performance Enhancement in Sports	5
PSY6830	Applied Sport Psychology	5
PSY6840	Current Issues in Sport Psychology	5
PSY6910	Psychology and the Law	5
PSY6920	Techniques of Forensic Practice	5
PSY6930	Current Issues and Trends in Forensic Practice	5
PSY7310	Biological Basis of Behavior	5

PSY7330	Psychopharmacology	5
PSY7510	Psychology of Personality	5
PSY8251	Neuropsychological Assessment	5
PSY8610	Principles of Health Psychology	5
PSY8770	Psychology of Motivation and Performance	5

Total

At least 145 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Capella University is not currently accepting applications for the PsyD in Clinical Psychology program from Iowa, Maryland, or New York residents.

This program is not accredited by the American Psychological Association (APA) or by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the professional licensure disclosures for this program on [Capella's website](#).

PsyD Clinical Psychology Year-in-Residence

For more detailed information on residencies, learners should refer to the [PsyD Clinical Psychology Program Manual](#).

PsyD Clinical Training

Overview of Practicum

The practicum is a training experience that occurs in the second or third year of the program and provides the opportunity for learners to receive professional clinical training. Practicum is a part-time, on-site

commitment that takes place over a minimum period of nine months and includes registration for the accompanying practicum courses.

All practicum learners must follow the practicum application process and completion guidelines stated in the Clinical PsyD Program Manual, available on Campus. The director of clinical training works closely with learners to identify potential practicum sites in their local community that meet the criteria outlined by the clinical training department. All practicum placements must be approved by the director of clinical training.

Practicum Requirements

- Approved practicum application.
- Part-time site placement with a minimum of 1,000 hours and coursework in a minimum of three quarters of the Clinical Psychology Doctoral Practicum (PSY8950).

Overview of Internship

The pre-doctoral internship is the last opportunity for learners to gain professional clinical experience prior to the granting of the degree. The internship requires a full-time (one year) or part-time (two years) on-site commitment of a minimum of 2,000 hours and includes registration for the accompanying internship course. The predoctoral internship is viewed critically by licensing boards and future employers. All internship learners must follow the internship application process and completion guidelines stated in the Clinical PsyD Program Manual, available on Campus.

Internship Requirements

- Learner demonstrates readiness for internship.
- Approved internship application.
- Full-time site placement with a minimum of 2,000 hours, completed sequentially over a one-year period, or part-time site, two-year placement with a minimum of 2,000 hours, at least 20 hours per week, not to exceed eight sequential quarters, and registration of a minimum of four times in the Clinical Psychology Doctoral Internship (PSY9962).

Clinical training hours and supervisor credential requirements for licensure or certification vary across states and Canadian provinces. Learners are

responsible for determining the specific licensing requirements for any state or province in which they plan to seek licensure.

Doctor of Psychology (PsyD) in School Psychology

School of Social and Behavioral Sciences

The Doctor of Psychology (PsyD) in School Psychology degree program familiarizes learners with psychology as a practical discipline, including psychological and neuropsychological assessment, clinical supervision and consultation, psychopathology of children and adolescents, child and adolescent development, and consultation and collaboration in the schools. The curriculum provides the theoretical tools and skills-based training needed to assess students, consult with school personnel, and supervise other school psychologists. Learners enrolled in this degree program may seek supervisory positions in their school district. Other successful graduates pursue careers in college and university teaching, program administration, or consulting.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators within the PsyD in School Psychology degree program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s)

Four ten-week courses, each with a four-day embedded residency experience (PSY-R6000, PSY-V6002, PSY-V7003, PSY-R7004). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see the PsyD in School Psychology Residency section, below.

Practicum and Internship

Minimum of 400 hours for practicum and 1500 hours for internship. See the practicum and internship course descriptions for more information.

Additional Program Requirements

PSY8001	Orientation to Professional Psychology	5
PSY5420	Multicultural Perspectives in Human Behavior	5
PSY7212	Childhood Mental Health, Counseling, and Crisis Intervention/Prevention	5
PSY7233	Psychological Assessments for School Psychologists 1	5
PSY7234	Psychological Assessments for School Psychologists 2	5
PSY7320	Advanced Biological Psychology	5
PSY7331	Principles of School Psychology	5
PSY7421	Cognitive/Affective Psychology	5
PSY7610	Tests and Measurements	5
PSY8220	Advanced Psychopathology	5
PSY8230	Psychological Testing	5
PSY8235	Psychological Assessments for School Psychologists 3	5
PSY8251	Neuropsychological Assessment	5
PSY8332	Advanced Methods in School Psychology	5
PSY8335	Consultation and Collaboration in the School	5
PSY8337	Legal and Ethical Issues in the School	5
PSY8338	Child and Adolescent Development for School Psychologists	5
PSY8371	Strategies of Clinical Supervision and Consultation	5

PSY8375	Professional Development and Supervision of School Psychologists	5
PSY8501	Advanced Research Methods and Statistics for Professional Psychology	5
PSY9965	School Psychology Doctoral Learner Comprehensive Examination	5
PSY-R6000	Advanced Assessment and Counseling for School Psychologists	4
PSY-R7004	Comprehensive Learner Assessment for School Psychology	3
PSY-V6002	Response to Intervention and Functional Behavior Assessment	4
PSY-V7003	Treatment Planning and Report Writing	5

Learners must register for PSY9060 a minimum of two times to fulfill their program requirements.

PSY9060	School Psychology PsyD Practicum	4
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Learners must register for PSY9065 a minimum of four times to fulfill their program requirements.

PSY9065	School Psychology PsyD Internship	4
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Total

At least 145 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Capella University is not currently accepting applications for the PhD in School Psychology program from Arkansas residents.

Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible

for understanding and complying with the requirements of the state in which they intend to work. For more information, see the professional licensure disclosures for this program on [Capella's website](#). Contact your school district for a determination on qualifications for salary advancement.

PsyD in School Psychology Residencies

Doctoral learners in School Psychology attend four different School Psychology residencies offered. Each residency training results in required hours and supports both coursework instruction and practice labs which result in subject mastery.

Education Specialist (EdS) in School Psychology

School of Social and Behavioral Sciences

The Education Specialist (EdS) in School Psychology degree program provides advanced preparation for learners who intend to pursue state licensure or certification as a school psychologist[†]. The EdS in School Psychology program is built on the graduate preparation standards for school psychologists and consists of an integrated, sequential program of study that includes didactic instruction, clinical training, comprehensive assessment of clinical competencies and professional fitness, and supervised practicum and internship experiences. The model for services by school psychologists is embedded throughout the curriculum with particular emphasis on data-based decision making to ensure learners are prepared to provide services in dynamic, complex, and ever-evolving communities.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators in the EdS in School Psychology degree program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner, and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of

sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s)

Two ten-week courses with a four-day and a four-and-a-half-day embedded residency experience (PSY-V7003, PSY-R7004), respectively. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information.

Practicum/Internship Experience Requirement(s)

Minimum of 300 practicum hours and 1,200 internship hours.

Additional Program Requirements

PSY5063	Data Based Decision Making	5
PSY-R7004	Comprehensive Learner Assessment for School Psychology	3
PSY-V7003	Treatment Planning and Report Writing	5
PSY7120	School Psychology Practicum	4
PSY7336	Organization and Operation of the School	5
PSY8150	Exceptional Children in the Classroom	5
PSY8235	Psychological Assessments for School Psychologists 3	5
PSY8335	Consultation and Collaboration in the School	5
PSY8337	Legal and Ethical Issues in the School	5
PSY8338	Child and Adolescent Development for School Psychologists	5

Learners must register for PSY7121 a minimum of three times to fulfill their program requirements.‡

PSY7121	School Psychology Internship	4
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Total

At least 59 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

† The Education Specialist (EdS) in School Psychology degree program provides advanced preparation for learners who intend to pursue state licensure or certification as a school psychologist.

‡ Learners are required to take the Praxis Series tests concurrently with PSY7121. Learners are responsible for any costs associated with these examinations.

Applicants to the EdS in School Psychology degree program must have an MS in School Psychology from Capella University.

Please note that some courses within this program have prerequisites that are not listed as required courses, which may increase the total number of courses needed to complete this program.

Capella University is not currently accepting applications for the EdS in School Psychology program from Arkansas residents.

Completion of Capella's EdS in School Psychology degree will not meet the state requirements for professional licensure or certification as a school psychologist unless certain other conditions are fulfilled. For more information, see the professional licensure disclosure for this program on [Capella's website](#). Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. State licensing boards review each applicant's completed education, exam scores, supervised experience, criminal history, and application materials at the time of license application to determine eligibility. Contact your Enrollment Counselor or Academic Advisor for more information.

Master of Science (MS) in Applied Behavior Analysis

School of Social and Behavioral Sciences

The Master of Science (MS) in Applied Behavior Analysis degree program combines advanced psychology coursework with foundational knowledge of major competency areas in the behavior analytic field. The curriculum focuses on ethical and professional conduct; behavior analysis concepts, principles, and research methods; and applied behavior analysis techniques. Upon successful completion of this degree program, learners are prepared to identify behavioral problems through assessment; design, implement, and manage appropriate interventions and treatments; perform effective behavior supervision; and bring about positive change for individuals in a variety of settings.

Specializations

Autism Spectrum Disorder (p. 335)

Behavior Analysis in Education (p. 336)

Organizational Behavior Management (p. 337)

MS in Applied Behavior Analysis, Autism Spectrum Disorder

School of Social and Behavioral Sciences

The master's in Applied Behavior Analysis program, Autism Spectrum Disorder (ASD) specialization combines foundational knowledge of major competency areas in the behavior analytic field with specialized knowledge in ASD. The curriculum focuses on ethical and professional conduct; behavior analysis concepts, principles, and research methods; and ASD diagnosis and treatment. Upon successful completion of this specialization, learners are prepared to identify behavioral problems through assessment; design, implement, and manage appropriate interventions and treatments; perform effective behavior supervision; and bring about positive change for individuals in a variety of settings.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators in the Applied Behavior Analysis

program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Core courses

PSY5006	Foundations of Theory and Practice for Applied Behavior Analysis	5
PSY5260	Philosophical Foundations of Behaviorism	5
PSY5280	Advanced Concepts in Applied Behavior Analysis	5
PSY5300	Fundamentals of the Experimental Analysis of Behavior	5
PSY5330	Organizational Behavior Management: Supervision and Management in Applied Behavior Analysis	5
PSY7710	Ethics in Applied Behavior Analysis	5
PSY7711	Measurement and Research in Applied Behavior Analysis	5
PSY7712	Behavior Analytic Assessments	5
PSY7713	Behavior Analytic Interventions	5
PSY7715	Applied Behavior Analysis Capstone	5

Specialization courses

PSY6311	Autism Spectrum Disorder Diagnosis and Early Intervention	5
PSY6313	Lifespan Interventions and Autism Spectrum Disorder	5

Total**At least 60 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. State licensing boards review each applicant's completed education, exam scores, supervised experience, criminal history, and application materials at the time of license application to determine eligibility. For more information, see the professional licensure disclosures for this program on [Capella's website](#).

Multiple specializations available (*must be within the same degree program*)

MS in Applied Behavior Analysis, Behavior Analysis in Education**School of Social and Behavioral Sciences**

The master's in Applied Behavior Analysis program, Behavior Analysis in Education specialization combines foundational knowledge of major competency areas in the behavior analytic field with specialized knowledge for practicing applied behavior analysis (ABA) in educational settings. The curriculum focuses on ethical and professional conduct; behavior analysis concepts, principles, and research methods; teaching strategies using behavior analysis; and the implementation of ABA techniques in educational settings. Upon successful completion of this specialization, learners are prepared to identify behavioral problems through assessment; design, implement, and manage appropriate interventions and treatments; perform effective behavior supervision; and bring about positive change for individuals in educational settings.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators in the Applied Behavior Analysis program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Core courses

PSY5006	Foundations of Theory and Practice for Applied Behavior Analysis	5
PSY5260	Philosophical Foundations of Behaviorism	5
PSY5280	Advanced Concepts in Applied Behavior Analysis	5
PSY5300	Fundamentals of the Experimental Analysis of Behavior	5
PSY5330	Organizational Behavior Management: Supervision and Management in Applied Behavior Analysis	5
PSY7710	Ethics in Applied Behavior Analysis	5
PSY7711	Measurement and Research in Applied Behavior Analysis	5
PSY7712	Behavior Analytic Assessments	5
PSY7713	Behavior Analytic Interventions	5
PSY7715	Applied Behavior Analysis Capstone	5

Specialization courses

PSY6319	Behavior Analysts as Consultants	5
PSY7306	Education and Teaching in Applied Behavior Analysis	5

Total**At least 60 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. State licensing boards review each applicant's completed education, exam scores, supervised experience, criminal history, and application materials at the time of license application to determine eligibility. For more information, see the professional licensure disclosures for this program on [Capella's website](#).

Multiple specializations available (*must be within the same degree program*)

MS in Applied Behavior Analysis, Organizational Behavior Management**School of Social and Behavioral Sciences**

The master's in Applied Behavior Analysis program, Organizational Behavior Management (OBM) specialization combines foundational knowledge of major competency areas in the behavior analytic field with specialized knowledge in OBM. The curriculum focuses on ethical and professional conduct; behavior analysis concepts, principles, and research methods; and assessment and interventions in OBM. Upon successful completion of this specialization, learners are prepared to identify behavioral problems through assessment; design, implement, and manage

appropriate interventions and treatments; perform effective behavior supervision; and bring about positive change by addressing workplace performance issues.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators in the Applied Behavior Analysis program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Core courses

PSY5006	Foundations of Theory and Practice for Applied Behavior Analysis	5
PSY5260	Philosophical Foundations of Behaviorism	5
PSY5280	Advanced Concepts in Applied Behavior Analysis	5
PSY5300	Fundamentals of the Experimental Analysis of Behavior	5
PSY5330	Organizational Behavior Management: Supervision and Management in Applied Behavior Analysis	5
PSY7710	Ethics in Applied Behavior Analysis	5
PSY7711	Measurement and Research in Applied Behavior Analysis	5
PSY7712	Behavior Analytic Assessments	5

PSY7713	Behavior Analytic Interventions	5
PSY7715	Applied Behavior Analysis Capstone	5
Specialization courses		
PSY6315	Leadership and Consultation in Applied Behavior Analysis	5
PSY7305	Organizational Behavior Management	5

Total**At least 60 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. State licensing boards review each applicant's completed education, exam scores, supervised experience, criminal history, and application materials at the time of license application to determine eligibility. For more information, see the professional licensure disclosures for this program on [Capella's website](#).

Multiple specializations available (*must be within the same degree program*)

Master of Science (MS) in Clinical Psychology

School of Social and Behavioral Sciences

The Master of Science (MS) in Clinical Psychology degree program is designed for individuals seeking entry into the profession of clinical psychology. Learners begin their socialization into the profession by engaging in a competency-based, practitioner-

scholar curriculum that emphasizes application of psychological theories, psychological assessment, psychopathology, research methods, and ethical principles. Successful graduates of this degree program are prepared to apply psychological and ethical principles in academic, research, or clinical practice, or to pursue doctoral-level graduate study.

Specializations

Applied Research (p. 338)

Clinical Counseling (p. 339)

Forensic (p. 341)

MS in Clinical Psychology, Applied Research

School of Social and Behavioral Sciences

The Applied Research specialization provides master's learners with the foundational clinical psychology knowledge and skills needed for successful academic or research practice, or for doctoral-level study in clinical psychology. The specialization curriculum is designed to help learners further develop their understanding of the application of research methodology, psychotherapy theories, tests and measurement, psychopathology, human development, ethical principles. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators in the MS in Clinical Psychology degree program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and

assessing learners with regard to their personal suitability and fitness for the profession.

Core courses

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners	5
PSY6095	Theories of Counseling and Psychotherapy	5
PSY6210	Introduction to Psychopathology	5
PSY7610	Tests and Measurements	5
RSCH7860	Survey of Research Methods	4

Specialization courses

PSY5410	History and Systems of Psychology	5
PSY5420	Multicultural Perspectives in Human Behavior	5
PSY5430	Ethics and Standards of Professional Practice	5
PSY6015	Lifespan Development	5
PSY7310	Biological Basis of Behavior	5
RSCH7864	Quantitative Design and Analysis	4

Total

At least 53 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

MS in Clinical Psychology, Clinical Counseling

School of Social and Behavioral Sciences

Learners in the MS Clinical Counseling specialization who are seeking a professional counselor license in certain states must complete at least one 5-quarter-credit practicum course and at least one 5-quarter-credit internship course in order to satisfy that state's requirements. Capella University has designed

PSY6400 to fulfill the internship requirement for these learners.

The master's Clinical Counseling specialization focuses on learners' socialization into the counseling and clinical psychology profession and presents foundational scientific theories and practices used in the clinical psychology field. The specialization curriculum emphasizes clinical assessment, counseling interventions, psychological testing, research methods, ethical principles.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators in the MS in Clinical Psychology degree program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s)

Two four-and-a-half-day residencies. See university policy [3.04.05 Attendance at Residencies](#), the [Residencies](#) page on Campus, and the Residency section, below, for more information.

Additional Program Requirements

Core courses

PSY5008	Clinical Counseling: Professional Orientation, Ethics, and the Law	5
PSY6095	Theories of Counseling and Psychotherapy	5
PSY6210	Introduction to Psychopathology	5

PSY7610	Tests and Measurements	5
RSCH7860	Survey of Research Methods	4

Specialization courses

PSY-R6230	Introduction to Psychological Testing	5
PSY-R6313	Clinical Interventions	5
PSY5130	Career Counseling Theory	5
PSY5420	Multicultural Perspectives in Human Behavior	5
PSY6015	Lifespan Development	5
PSY6091	Group Counseling	5
PSY6391	Master's Practicum 1	5
PSY6400	Master's Internship Series	5

Two Elective Courses

At least 10 quarter credits

Choose two from the following eight courses:

PSY5115	Human Sexuality	5
PSY5120	Social Psychology	5
PSY5125	Introduction to Sex Therapy	5
PSY5135	Issues and Trends in Addiction-Related Treatments	5
PSY6092	Counseling Skills and Procedures	5
PSY7310	Biological Basis of Behavior	5
PSY7330	Psychopharmacology	5
PSY7421	Cognitive/Affective Psychology	5

Total

At least 74 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners in the MS in Clinical Psychology, Clinical Counseling program who take PSY5120, PSY7310, or PSY7431 are required to complete the course with a grade of "B" or higher to meet their program requirements.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Capella University is not currently accepting applications for the MS in Clinical Psychology, Clinical Counseling specialization from Montana or Nevada residents.

This specialization is not accredited by the American Psychological Association (APA) or by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the professional licensure disclosures for this program on [Capella's website](#).

MS in Clinical Psychology Residencies

The residency requirement for the MS in Clinical Psychology, Clinical Counseling specialization is satisfied by completion of two five-day residencies (Track 1 and Track 2). The school recommends that all learners register for Track 1 within the first two quarters of enrollment and Track 2 when they complete between 20 and 40 quarter credits. Learners must have completed both tracks prior to starting their practicum (PSY6391).

The MS in Clinical Psychology residencies provide training and practice in the areas of interventions, assessment, and ethics. The two tracks are cumulative rather than sequential, allowing learners to receive training and practice in the above skill areas.

At all MS in Clinical Psychology residencies, in addition to formal instruction and practice, learners participate in cohort group sessions that allow faculty and learners to interact as a community of scholars; individual advising sessions with faculty to support their degree completion plans and assess academic progress; and specialization networking opportunities with other learners and faculty.

Through MS in Clinical Psychology residencies, learners gain a stronger sense of academic community by networking and discussing research, coursework, and projects face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of critical thinking and integrated knowledge to professional and research issues.

For more detailed information on MS in Clinical Psychology residencies, learners should refer to their specialization manual.

MS in Clinical Psychology, Forensic

School of Social and Behavioral Sciences

The Forensic specialization presents master's learners with a theoretical and practical foundation of the clinical psychology profession, with particular emphasis on psychology and the law, techniques in forensic practice, and issues and trends in forensic psychology. The specialization curriculum focuses on competencies aimed at conducting forensic assessments and research with forensic programs and populations, including incarcerated and recently released offenders. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators in the MS in Clinical Psychology degree program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Core courses

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners	5
PSY6095	Theories of Counseling and Psychotherapy	5

PSY6210	Introduction to Psychopathology	5
PSY7610	Tests and Measurements	5
RSCH7860	Survey of Research Methods	4

Specialization courses

PSY5110	Ethics and Individual Differences in Psychology	5
PSY6092	Counseling Skills and Procedures	5
PSY6910	Psychology and the Law	5
PSY6920	Techniques of Forensic Practice	5
PSY6930	Current Issues and Trends in Forensic Practice	5
RSCH7864	Quantitative Design and Analysis	4

Total

At least 53 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Master of Science (MS) in Psychology

School of Social and Behavioral Sciences

The Master of Science (MS) in Psychology degree program is designed for individuals seeking entry into the profession of psychology. Learners begin their socialization into the profession by engaging in a competency-based, practitioner-scholar curriculum that emphasizes application of psychological theories, research methods, and ethical principles. Successful graduates of this degree program are prepared to apply psychological and ethical principles in practice or pursue doctoral-level graduate study. The MS in Psychology specializations are not designed or intended to meet licensure requirements for any licensed profession.

Specializations

- General Psychology** (p. 342)
- General Psychology, FlexPath option** (p. 342)
- Child and Adolescent Development** (p. 343)
- Child and Adolescent Development, FlexPath option** (p. 343)
- Educational Psychology** (p. 344)
- Educational Psychology, FlexPath option** (p. 345)
- Industrial/Organizational Psychology** (p. 345)
- Industrial/Organizational Psychology, FlexPath option** (p. 346)
- Sport Psychology** (p. 347)
- Sport Psychology, FlexPath option** (p. 347)

MS in Psychology, General Psychology

School of Social and Behavioral Sciences

The General Psychology specialization provides master’s learners with a solid foundational knowledge of psychology principles. It is designed for professionals interested in pursuing careers in research, teaching, or program administration in human services organizations. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Core courses

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners	5
PSY7610	Tests and Measurements	5
RSCH7860	Survey of Research Methods	4
RSCH7864	Quantitative Design and Analysis	4

Specialization courses

PSY5110	Ethics and Individual Differences in Psychology	5
PSY5120	Social Psychology	5
PSY6015	Lifespan Development	5
PSY6110	Learning Theories in Psychology	5
PSY7421	Cognitive/Affective Psychology	5

Taken during the learner’s final quarter.

PSY5201	Integrative Project for Master's Degree in Psychology	5
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Total

At least 48 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Multiple specializations available (*must be within the same degree program*)

MS in Psychology, General Psychology, FlexPath option

School of Social and Behavioral Sciences

The General Psychology specialization provides master’s learners with solid foundational knowledge of psychology principles. It is designed for professionals interested in pursuing careers in research, teaching, or program administration in human services organizations. Learners who pursue this specialization through the FlexPath option earn an MS in Psychology through self-paced demonstrations of competencies. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Core courses

PSY-FPX5002	Foundations of Theory and Practice for Master's Psychology Learners	2.5
PSY-FPX7610	Tests and Measurements	2.5
RSCH-FPX7860	Survey of Research Methods	2
RSCH-FPX7864	Quantitative Design and Analysis	2

Specialization courses

PSY-FPX5110	Ethics and Individual Differences in Psychology	2.5
PSY-FPX5120	Social Psychology	2.5
PSY-FPX6015	Lifespan Development	2.5

PSY-FPX6110	Learning Theories in Psychology	2.5
PSY-FPX7421	Cognitive/Affective Psychology	2.5

Taken during the learner’s final quarter.

PSY-FPX5201	Integrative Project for Master's Degree in Psychology	2.5
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Total

At least 24 program points

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

MS in Psychology, Child and Adolescent Development

School of Social and Behavioral Sciences

The master’s Child and Adolescent Development specialization provides learners with the knowledge, theory, and best practices needed to promote and support the growth and development of children and adolescents. Specialization topics include prenatal, child, and adolescent development; physical and mental health; and social and educational issues related to child and adolescent development. Upon successful completion of this specialization, learners are prepared to pursue careers in education, human services, health care, social services, or other settings in which knowledge of child and adolescent development would be an asset or job prerequisite. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Core courses

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners	5
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PSY7610	Tests and Measurements	5
RSCH7860	Survey of Research Methods	4
RSCH7864	Quantitative Design and Analysis	4

Specialization courses

PSY5110	Ethics and Individual Differences in Psychology	5
PSY6010	Human Prenatal Development	5
PSY6015	Lifespan Development	5
PSY6020	Advocacy in Child and Adolescent Development	5
PSY6025	Child Psychology	5
PSY6030	Adolescent Psychology	5

Taken during the learner’s final quarter.

PSY5201	Integrative Project for Master's Degree in Psychology	5
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Total

At least 53 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Multiple specializations available (*must be within the same degree program*)

MS in Psychology, Child and Adolescent Development, FlexPath option

School of Social and Behavioral Sciences

The master’s Child and Adolescent Development specialization provides learners with the knowledge, theory, and best practices needed to promote and support the growth and development of children and adolescents. Specialization topics include prenatal, child, and adolescent development; physical and

mental health; and social and educational issues related to child and adolescent development. Upon successful completion of this specialization, learners are prepared to pursue careers in education, human services, health care, social services, or other settings in which knowledge of child and adolescent development would be an asset or job prerequisite. Learners who pursue this specialization through the FlexPath option earn an MS in Psychology through self-paced demonstrations of competencies. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Core courses

PSY-FPX5002	Foundations of Theory and Practice for Master's Psychology Learners	2.5
PSY-FPX7610	Tests and Measurements	2.5
RSCH-FPX7860	Survey of Research Methods	2
RSCH-FPX7864	Quantitative Design and Analysis	2

Specialization courses

PSY-FPX5110	Ethics and Individual Differences in Psychology	2.5
PSY-FPX6010	Human Prenatal Development	2.5
PSY-FPX6015	Lifespan Development	2.5
PSY-FPX6020	Advocacy in Child and Adolescent Development	2.5
PSY-FPX6025	Child Psychology	2.5
PSY-FPX6030	Adolescent Psychology	2.5

Taken during the learner's final quarter.

PSY-FPX5201	Integrative Project for Master's Degree in Psychology	2.5
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Total

At least 26.5 program points

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

MS in Psychology, Educational Psychology

School of Social and Behavioral Sciences

The master's Educational Psychology specialization offers learners the opportunity to strengthen their credentials in order to pursue careers in public education and instruction, lifespan development from early childhood through late adulthood, educational technology, as well as to prepare them for doctoral study in psychology and other related disciplines. Specialization outcomes allow learners to gain knowledge and skills in the application of learning, human development and socialization, educational psychology, ethics, tests and measurements, and basic statistics and research methods. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Core courses

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners	5
PSY7610	Tests and Measurements	5
RSCH7860	Survey of Research Methods	4
RSCH7864	Quantitative Design and Analysis	4

Specialization courses

PSY5110	Ethics and Individual Differences in Psychology	5
PSY5140	Program Evaluation	5
PSY6015	Lifespan Development	5
PSY6100	Introduction to Educational Psychology	5
PSY6110	Learning Theories in Psychology	5

Taken during the learner's final quarter.

PSY5201	Integrative Project for Master's Degree in Psychology	5
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Total

At least 48 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Multiple specializations available (*must be within the same degree program*)

MS in Psychology, Educational Psychology, FlexPath option

School of Social and Behavioral Sciences

The master’s Educational Psychology specialization offers learners the opportunity to strengthen their credentials in order to pursue careers in public education and instruction, lifespan development from early childhood through late adulthood, and educational technology, as well as to prepare them for doctoral study in psychology and other related disciplines. Specialization outcomes allow learners to gain and demonstrate a working knowledge of the application of learning, human development and socialization, educational psychology, ethics, tests and measurements, and basic statistics and research methods. Learners who pursue this specialization through the FlexPath option earn an MS in Psychology through self-paced demonstrations of competencies. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Core courses

PSY-FPX5002	Foundations of Theory and Practice for Master's Psychology Learners	2.5
PSY-FPX7610	Tests and Measurements	2.5
RSCH-FPX7860	Survey of Research Methods	2
RSCH-FPX7864	Quantitative Design and Analysis	2

Specialization courses

PSY-FPX5110	Ethics and Individual Differences in Psychology	2.5
PSY-FPX5140	Program Evaluation	2.5
PSY-FPX6015	Lifespan Development	2.5
PSY-FPX6100	Introduction to Educational Psychology	2.5
PSY-FPX6110	Learning Theories in Psychology	2.5

Taken during the learner’s final quarter.

PSY-FPX5201	Integrative Project for Master's Degree in Psychology	2.5
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Total

At least 24 program points

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

MS in Psychology, Industrial/Organizational Psychology

School of Social and Behavioral Sciences

The master’s Industrial/Organizational Psychology specialization is for learners who are interested in the application of industrial/organizational behavior principles and research found in the workplace and other organizational settings. Learners practice the application of leadership theories, group development, motivation and workplace performance, conflict resolution, and organizational processes in pursuit of entry-level to mid-management positions in business services, consulting, human resources, teaching, training and development, and organizational administration. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Core courses

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners	5
PSY7610	Tests and Measurements	5
RSCH7860	Survey of Research Methods	4
RSCH7864	Quantitative Design and Analysis	4

Specialization courses

PSY5110	Ethics and Individual Differences in Psychology	5
PSY6015	Lifespan Development	5
PSY6710	Principles of Industrial/Organizational Psychology	5
PSY6720	Psychology of Leadership	5
PSY6730	Consultation Psychology	5
PSY6740	Industrial/Organizational Psychology Practices in Personnel and Human Resource Management	5

Taken during the learner's final quarter.

PSY5201	Integrative Project for Master's Degree in Psychology	5
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Total**At least 53 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Multiple specializations available (must be within the same degree program)

MS in Psychology, Industrial/Organizational Psychology, FlexPath option**School of Social and Behavioral Sciences**

The master's Industrial/Organizational Psychology, FlexPath option specialization is for learners who are interested in the application of industrial/organizational behavior principles and research found in the workplace and other organizational settings. Learners practice the application of leadership theories, group development, motivation and workplace performance, conflict resolution, and organizational processes in pursuit of entry-level to mid-management positions in business services, consulting, human resources, teaching, training and development, and organizational administration. Learners who pursue this specialization through the FlexPath option earn an MS in Psychology through self-paced demonstrations of competencies. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Core courses

PSY-FPX5002	Foundations of Theory and Practice for Master's Psychology Learners	2.5
PSY-FPX7610	Tests and Measurements	2.5
RSCH-FPX7860	Survey of Research Methods	2
RSCH-FPX7864	Quantitative Design and Analysis	2

Specialization courses

PSY-FPX5110	Ethics and Individual Differences in Psychology	2.5
PSY-FPX6015	Lifespan Development	2.5
PSY-FPX6710	Principles of Industrial/Organizational Psychology	2.5
PSY-FPX6720	Psychology of Leadership	2.5
PSY-FPX6730	Consultation Psychology	2.5
PSY-FPX6740	Industrial/Organizational Psychology Practices in Personnel and Human Resource Management	2.5

Taken during the learner’s final quarter.

PSY-FPX5201	Integrative Project for Master's Degree in Psychology	2.5
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Total

At least 26.5 program points

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

MS in Psychology, Sport Psychology

School of Social and Behavioral Sciences

Master’s learners in this specialization are frequently school-based coaches, physical education teachers, or individuals working in parks and recreation departments who wish to gain current theory and research knowledge associated with performance enhancement, individual and team motivation, injury recovery, and stress management as it applies to amateur athletes. Some learners plan to apply these principles to settings such as fitness/health clubs, sports camps, and resort-based wellness programs. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Core courses

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners	5
PSY7610	Tests and Measurements	5
RSCH7860	Survey of Research Methods	4
RSCH7864	Quantitative Design and Analysis	4

Specialization courses

PSY5110	Ethics and Individual Differences in Psychology	5
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PSY6110	Learning Theories in Psychology	5
PSY6810	Principles of Sport Psychology	5
PSY6820	Performance Enhancement in Sports	5
PSY6830	Applied Sport Psychology	5
PSY6840	Current Issues in Sport Psychology	5
PSY7310	Biological Basis of Behavior	5

Taken during the learner’s final quarter.

PSY5201	Integrative Project for Master's Degree in Psychology	5
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Total

At least 58 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Multiple specializations available (*must be within the same degree program*)

MS in Psychology, Sport Psychology, FlexPath option

School of Social and Behavioral Sciences

Master’s learners in this specialization are frequently school-based coaches, physical education teachers, or individuals working in parks and recreation departments who wish to gain current theory and research knowledge associated with performance enhancement, individual and team motivation, injury recovery, and stress management as it applies to amateur athletes. Some learners plan to apply these principles to settings such as fitness/health clubs, sports camps, and resort-based wellness programs. Learners who pursue this specialization through the

FlexPath option earn an MS in Psychology through self-paced demonstrations of competencies. This specialization is not designed or intended to meet licensure requirements for any licensed profession.

Core courses

PSY-FPX5002	Foundations of Theory and Practice for Master's Psychology Learners	2.5
PSY-FPX7610	Tests and Measurements	2.5
RSCH-FPX7860	Survey of Research Methods	2
RSCH-FPX7864	Quantitative Design and Analysis	2

Specialization courses

PSY-FPX5110	Ethics and Individual Differences in Psychology	2.5
PSY-FPX6110	Learning Theories in Psychology	2.5
PSY-FPX6810	Principles of Sport Psychology	2.5
PSY-FPX6820	Performance Enhancement in Sports	2.5
PSY-FPX6830	Applied Sport Psychology	2.5
PSY-FPX6840	Current Issues in Sport Psychology	2.5
PSY-FPX7310	Biological Basis of Behavior	2.5

Taken during the learner's final quarter.

PSY-FPX5201	Integrative Project for Master's Degree in Psychology	2.5
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Total

At least 29 program points

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Master of Science (MS) in School Psychology

School of Social and Behavioral Sciences

The Master of Science (MS) in School Psychology degree program is designed to provide learners with initial training in the profession of school psychology. The MS in School Psychology program is built on the graduate preparation standards for school psychologists and consists of an integrated, sequential program of study that includes didactic instruction and clinical training. The model for services by school psychologists is embedded throughout the curriculum. This program is designed to prepare learners for further training in the Education Specialist in School Psychology or Doctor of Psychology in School Psychology degree programs. Completion of the MS in School Psychology alone does not lead to licensure or certification as a school psychologist. This degree program is not designed or intended to meet licensure requirements for any licensed profession.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators in the MS in School Psychology degree program have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner, and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s)

Two ten-week courses with a four-and-a-half-day and four-day embedded residency experience (PSY-

R6000, PSY-V6002), respectively. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Additional Program Requirements

PSY6000	Foundations of Practice for School Psychology Learners	5
PSY-R6000	Advanced Assessment and Counseling for School Psychologists	4
PSY-V6002	Response to Intervention and Functional Behavior Assessment	4
PSY5420	Multicultural Perspectives in Human Behavior	5
PSY7212	Childhood Mental Health, Counseling, and Crisis Intervention/Prevention	5
PSY7233	Psychological Assessments for School Psychologists 1	5
PSY7234	Psychological Assessments for School Psychologists 2	5
PSY7310	Biological Basis of Behavior	5
PSY7331	Principles of School Psychology	5
PSY7421	Cognitive/Affective Psychology	5
PSY7610	Tests and Measurements	5

Total

At least 53 quarter credits

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

Learners in the MS in School Psychology are required to complete PSY6000 with a grade of "B" or higher as a condition of continued enrollment in the program.

Capella University is not currently accepting applications for the MS in School Psychology program from Arkansas, Kentucky, or Massachusetts residents.

Capella's MS in School Psychology is not intended to lead to license, endorsement, or professional credential. Learners who are interested in preparing to apply for state or national certification as a school psychologist should also complete an EdS in School Psychology or a PsyD in School Psychology. For more information, see the professional licensure disclosures for the EdS and PsyD programs on [Capella's website](#). Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. Contact your Enrollment Counselor or Academic Advisor for more information.

Psychology Graduate Certificate Programs

Applied Behavior Analysis Graduate Certificate

School of Social and Behavioral Sciences

Effective January 1, 2016, learners who are seeking BACB certification, must hold a master's degree in psychology, education, or applied behavior analysis or have a conferred degree with a BACB-approved course sequence.

The Applied Behavior Analysis graduate certificate supplements previous undergraduate or graduate educational experiences and provides learners with a foundational knowledge of major competency areas in the behavior analytic field. The curriculum focuses on ethical and professional conduct; behavior analysis concepts, principles, and research methods; and applied behavior analysis techniques. Upon successful completion of this graduate certificate, learners are prepared to identify behavioral problems through assessment; design, implement, and manage appropriate interventions and treatments; perform effective behavior supervision; and bring about positive change for individuals in a variety of settings.

PSY5260	Philosophical Foundations of Behaviorism	5
PSY5280	Advanced Concepts in Applied Behavior Analysis	5
PSY5330	Organizational Behavior Management: Supervision and Management in Applied Behavior Analysis	5

PSY7710	Ethics in Applied Behavior Analysis	5
PSY7711	Measurement and Research in Applied Behavior Analysis	5
PSY7712	Behavior Analytic Assessments	5
PSY7713	Behavior Analytic Interventions	5
PSY7715	Applied Behavior Analysis Capstone	5

Total**At least 40 quarter credits**

One or more courses in this program may require a prerequisite(s). Refer to the course descriptions for details.

Learners who do not complete all program requirements within quarter credit/program point minimums will be required to accrue such additional quarter credits/program points as are associated with any additional or repeat coursework necessary for successful completion of program requirements.

This certificate is not accredited by the American Psychological Association (APA) or by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Capella University cannot guarantee eligibility for licensure, endorsement, other professional credential, or salary advancement. State licensing boards review each applicant's completed education, exam scores, supervised experience, criminal history, and application materials at the time of license application to determine eligibility. For more information, see the professional licensure disclosures for this program on [Capella's website](#).

Courses

The following course list is correct as of the date this catalog was prepared. Capella University retains the right to withdraw, modify, or add courses to the existing list without prior notice.

The following courses may require live web conferencing activities and/or learner audio/video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations.

GuidedPath Courses

All GuidedPath courses list the associated quarter credit value in parentheses.

ACC - Accounting

ACC5610 - Advanced Accounting, Budget Planning and Control (4)

Prerequisite: MBA5010 or MBA6014.

ACS - Academic and Career Success

ACS1003 - Building Skills for Academic Success (6)

ADD - Addiction Studies

ADD5106 - Assessment of Addiction (4)

ADD5107 - Principles of Integrated Addiction and Mental Health Treatment (4)

ADD5217 - Ethical and Legal Issues in Addiction Treatment (4)

ADD5336 - Implications for Addiction Treatment Across Populations (4)

ADD5945 - Supervision and Program Management in Addiction Treatment (4)

ADD6431 - Addiction Studies Internship (4)

Prerequisite: COUN-R5861 with a cumulative GPA of 3.0 or better.

ADD6432 - Addiction Studies Internship 2 (4)

Prerequisite: ADD6431 with a cumulative GPA of 3.0 or better.

ANLT - Analytics

ANLT5002 - Basic Applications of Analytics (4)

ANLT5010 - Foundations in Analytics (4)

Prerequisite: Completion of or concurrent registration in ANLT5002 or ITEC5020.

ANLT5020 - Data Sources for Analytics (4)

Prerequisite: Completion of or concurrent registration in ANLT5010.

ANLT5030 - Statistical Methods in Analytics (4)

Prerequisite: Completion of or concurrent registration in ANLT5020.

ANLT5040 - Leadership for Analytics (4)

ANLT5050 - Concepts of Data Mining (4)

Prerequisite: ANLT5030; graduate certificate learners in Advanced Analytics Using SAS® are exempt from this prerequisite.

ANLT5060 - Applied Forecasting (4)

Prerequisite: ANLT5030.

ANLT5070 - Text Mining (4)

Prerequisite: ANLT5030; graduate certificate learners in Advanced Analytics Using SAS® are exempt from this prerequisite.

ANLT5080 - Advanced Analytics and Modeling (4)

Prerequisite: ANLT5050.

ANLT5090 - Reporting Solutions with Analytics (4)

Prerequisite: ANLT5030.

ANLT5100 - Visual Analytics (4)

Prerequisite: ANLT5030.

ANLT5900 - Capstone in Analytics (4)

Prerequisite: Completion of all required coursework.

ANLY - Analytics

ANLY5510 - Advanced Business Analytics (4)

Prerequisite: MBA5008.

BHA - Bachelor of Science in Health Care Administration

BHA2002 - Evolution of Healthcare Delivery in the United States (3)

BHA2003 - Current Trends and Future Directions in Healthcare Management (3)

BHA2006 - Healthcare Regulation and Regulatory Affairs (6)

BHA2102 - Leadership and Communication in Healthcare Management (6)

BHA2106 - Health Information Management in Healthcare Organizations (6)

BHA2110 - Healthcare Operations and Process Improvement (6)

BHA3001 - Essentials of the Healthcare System (6)

BHA3004 - Ensuring Patient Safety and Quality Improvement in Healthcare (6)

BHA3008 - Financial Management for Healthcare Organizations (3)

BHA3009 - Healthcare Financing and Reimbursement Models (3)

BHA3010 - Introduction to Healthcare Research Methods (6)

BHA3108 - Population Health Management Strategies (6)

BHA3112 - Introduction to Healthcare Economics (6)

BHA4002 - History of the United States Health Care System (3)

BHA4003 - Present and Future State Developments within the United States Health Care System (3)

BHA4006 - Health Care Regulation and Compliance (6)

BHA4020 - Health Care Administration Capstone Project (6)

BHA4102 - Leadership and Communication in Health Care Organizations (6)

BHA4104 - Strategic Leadership and Workforce Planning in Healthcare (6)

BHA4106 - Introduction to Managing Health Care Information (6)

BHA4110 - Health Care Systems and Operations (6)

BIO - Biology

BIO1000 - Human Biology (6)

BMGT - Business Management

BMGT8002 - Research Processes, Theory and Practice in Global Business (6)

BMGT8006 - Business Principles and Practices (4)

BMGT8008 - Ethics and Leadership in Global Environments (4)

BMGT8012 - Marketing Principles and Practice (4)

BMGT8016 - Strategic Management and Practice (4)

BMGT8019 - Business Dissertation Specialization Literature (4)

Prerequisite: BMGT8028.

BMGT8028 - Foundations of Research, Scholarly Literature, and Theory in Management (4)

BMGT8035 - Tests, Measurements, and Business Research Design (4)

Prerequisite: RSCH7864, BMGT-V8926.

BMGT8043 - Quantitative Research Techniques 2 (4)

Prerequisite: BMGT8035.

BMGT8044 - Qualitative Research Design and Data Analysis (4)

Prerequisite: BMGT-V8926.

BMGT8046 - Qualitative Data Collection Strategies, Data Collection Guides, and Field Testing (4)

Prerequisite: BMGT8044.

BMGT8055 - Business Special Topics: Literature Review (4)

Prerequisite: BMGT-V8926.

BMGT8110 - Advanced Research in Accounting (4)

BMGT8112 - Financial Reporting (4)

BMGT8114 - Accounting in the Global Era (4)
BMGT8116 - Forensic Accounting (4)

BMGT8130 - Foresight: Anticipating the Future (4)

BMGT8132 - Identifying Opportunities for Innovation (4)

BMGT8134 - Competing with Disruptive Innovation (4)

BMGT8136 - Building an Innovation Strategy (4)

BMGT8210 - Information Technology Leaders as Partners in Organizational Strategic Planning (4)

BMGT8212 - Leading Information Technology Strategic Planning in Complex and Global Environments (4)

BMGT8214 - Guiding the Implementation of Information Technology Policies and Processes (4)

BMGT8216 - Innovating Information Technology Life Cycle Management Processes in a Changing Environment (4)

BMGT8410 - Foundations of Human Resource Theory and Practice (4)

BMGT8412 - Creating Adaptive, Innovative Workplaces (4)

BMGT8414 - Attracting and Retaining Talent (4)

BMGT8416 - Human Resource Practices for Developing Talent (4)

BMGT8430 - Advanced Concepts of Project Management Methodologies (4)

BMGT8432 - Projects as Complex Adaptive Systems (4)

BMGT8434 - Advanced Risk Management Systems and Research (4)

BMGT8436 - Dynamics of Program and Portfolio Management (4)

BMGT8538 - Development and Evaluation of Marketing Theory (4)

Prerequisite: PhD in Business Management learners must have completed BMGT8530, BMGT8532, BMGT8534.

BMGT8610 - Leadership Theory and Practice in a Global Environment (4)

BMGT8612 - Leadership as Personal Practice (4)

BMGT8614 - Leading the Organizational System (4)

BMGT8616 - Leading Dynamic Systems with Multi-Dimensional Thinking (4)

BMGT-V - Business Management

BMGT-V8925 - Doctoral Project Development - Topic Ideation (3)

Prerequisite: BMGT8019, BMGT8028.

BMGT-V8926 - Doctoral Project Development - Topic Development (3)

Prerequisite: RSCH7864 or RSCH7868; BMGT-V8925.

BMGT-V8927 - Doctoral Project Development - Framework Development (3)

Prerequisite: BMGT8035 or BMGT8044; BMGT-V8926.

BUS - Business

BUS1011 - Management Fundamentals (3)

BUS2003 - Introduction to Business Perspectives (6)

Prerequisite: ACS1003.

BUS2007 - Introduction to Business Perspectives (6)

BUS2012 - Leadership Fundamentals (3)

BUS2021 - Business Law Fundamentals (3)

BUS2030 - Marketing and Sales Fundamentals (6)

BUS2061 - Accounting Fundamentals (3)

BUS2062 - Finance Fundamentals (3)

BUS3003 - Developing a Business Perspective (6)

Prerequisite: ACS1003.

BUS3007 - Developing a Business Perspective (6)

BUS3011 - Fundamentals of Management (3)

BUS3012 - Fundamentals of Leadership (3)

BUS3021 - Fundamentals of Business Law (3)

BUS3022 - Fundamentals of Supply Chain Management (3)

BUS3030 - Fundamentals of Marketing and Sales (6)

BUS3040 - Fundamentals of Human Resource Management (6)

BUS3050 - Fundamentals of Organizational Communication (6)

BUS3062 - Fundamentals of Finance (3)

BUS3121 - Healthcare Management Ethics (6)

BUS4011 - Virtual Team Collaboration (6)

Prerequisite: BUS1011 and BUS2012.

BUS4012 - Leadership in Organizations (6)

Prerequisite: BUS1011 and BUS2012.

BUS4013 - Organizational Structure, Learning, and Performance (6)

Prerequisite: BUS1011 and BUS2012.

BUS4014 - Operations Management for Competitive Advantage (6)

Prerequisite: BUS1011 and BUS2012.

BUS4015 - Strategic Planning and Implementation (6)

Prerequisite: BUS1011 and BUS2012.

BUS4016 - Global Business Relationships (6)

Prerequisite: BUS1011 and BUS2012.

BUS4022 - E-Marketing (6)

Prerequisite: BUS2030.

BUS4024 - Customer Behavior (6)

Prerequisite: BUS2030.

BUS4027 - Public Relations (6)

Prerequisite: BUS2030.

BUS4030 - Marketing Distribution Channel Management (6)

Prerequisite: BUS2030.

BUS4033 - Brand Identity and Marketing Communications (6)

Prerequisite: BUS2030.

BUS4035 - Global Marketing (6)

Prerequisite: BUS2030.

BUS4036 - Marketing Research (6)

Prerequisite: BUS2030.

BUS4043 - Compensation and Benefits Management (6)

Prerequisite: BUS3040.

BUS4044 - Legal Issues in Human Resource Management (6)

Prerequisite: BUS3040.

BUS4045 - Recruiting, Retention, and Development (6)

Prerequisite: BUS3040.

BUS4046 - Employee and Labor Relations (6)

Prerequisite: BUS3040, BUS4045.

BUS4047 - Employee Training and Development (6)

Prerequisite: BUS3040.

BUS4048 - International HR Management Issues (6)

Prerequisite: BUS3040.

BUS4060 - Financial Accounting Principles (6)

Prerequisite: BUS2061.

BUS4061 - Managerial Accounting Principles (6)

Prerequisite: BUS4060.

BUS4062 - Intermediate Financial Accounting Topics and Trends (6)

Prerequisite: BUS4060.

BUS4063 - Advanced Financial Accounting Topics and Trends (6)

Prerequisite: BUS4062.

BUS4064 - Cost Accounting for Planning and Control (6)

Prerequisite: BUS4061.

BUS4065 - Income Tax Concepts and Strategies (6)

Prerequisite: BUS4060.

BUS4068 - Contemporary Auditing Using Investigative Accounting Practices (6)

Prerequisite: BUS4063.

BUS4070 - Foundations in Finance (6)

Prerequisite: BUS3060 or BUS2062.

BUS4071 - Financial Markets and Institutions (6)

Prerequisite: BUS4070.

BUS4072 - Analysis for Financial Management (6)

Prerequisite: BUS4070.

BUS4073 - Investments and Portfolio Management (6)

Prerequisite: BUS4070.

BUS4074 - Entrepreneurial Finance (6)

Prerequisite: BUS4070.

BUS4075 - Public and Nonprofit Finance (6)

Prerequisite: BUS4070.

BUS4076 - Issues in International Finance (6)

Prerequisite: BUS4070.

BUS4077 - Risk Management Strategies (6)

Prerequisite: BUS4070.

BUS4111 - Ethics in Accounting (3)**BUS4114 - Government and Nonprofit Accounting (3)**

Prerequisite: BUS4062.

BUS4115 - Business Law in Accounting (6)**BUS4200 - Identifying Core Business Processes and Master Data (3)**

Prerequisite: ACS1003 or BUS3007 or IT2230.

BUS4801 - Ethics and Enterprise (6)**BUS4802 - Change Management (6)****BUS4993 - Business Capstone Project (6)****CES - Counselor Education and Supervision****CES8001 - Orientation to Doctoral Studies in Counselor Education (4)****CES8130 - Advanced Scholarly Inquiry (4)**

Prerequisite: CES8001.

CES8140 - Research Theory and Philosophy (4)

Prerequisite: CES8130.

CES8150 - Research Design (4)

Prerequisite: CES8140.

CES8760 - Advanced Counseling Practice (4)

CES8768 - Counselor Education Teaching and Practice (4)

CES8772 - Counselor Supervision (4)

CES8776 - Leadership and Advocacy in Counseling (4)

CES8780 - Counselor Education and Supervision Practicum (4)

Prerequisite: CES8760.

CES8784 - Counselor Education and Supervision Internship 1 (4)

Prerequisite: CES8780.

CES8785 - Counselor Education and Supervision Internship 2 (4)

Prerequisite: CES8784.

CES8786 - Counselor Education and Supervision Internship 3 (4)

Prerequisite: CES8785.

CES8950 - Research Internship (2)

Prerequisite: CES8130, CES8140, CES8150, CES8800, CES8910, CES8920, CES8930, CES8940.

CES9100 - Research and Scholarship (4)

Prerequisite: CES8150.

CES9600 - Counselor Education and Supervision Dissertation (4)

Prerequisite: CES9100 with a cumulative GPA of 3.0 or better.

CES9919 - Doctoral Comprehensive Examination (3)

Prerequisite: CES8004, CES8110, CES8120, CES8122, CES8123, CES8756, CES8760, CES8768, CES8772, CES8776, DRS-V8925, DRS-V8926, DRS-V8927 with a cumulative GPA of 3.0 or better.

CES9960 - Dissertation Courseroom (3)

Prerequisite: CES9919, DRS-V8927, and completion of or concurrent registration in CES8780, CES8784, and CES8785 with a cumulative GPA of 3.0 or better.

CES9980 - Doctoral Project Development (4)

CJ - Criminal Justice

CJ4990 - Criminal Justice Capstone (6)

COM - Communication

COM1150 - Introduction to Digital and Information Literacy (6)

COM1250 - Workplace Communication (6)

COM2000 - Intercultural Communication (6)

COM3700 - Conflict Resolution (6)

COM4100 - Media and Culture (6)

COM-H - Communication

COM-H4005 - Communicating and Integrating Solutions in the Professional World (6)

Prerequisite: SOC-H3005.

COUN - Counseling

COUN5002 - Lifespan Development for the Counseling Professions (4)

COUN5007 - Research Methods for the Counseling Professions (4)

COUN5106 - Assessment, Tests, and Measures (4)

COUN5107 - Principles of Psychopathology and Diagnosis (4)

Prerequisite: COUN5239 or SWK5013.

COUN5108 - Foundations of Addiction and Addictive Behavior (4)

Prerequisite: COUN-R5861 or COUN5260 or SWK5013.

COUN5217 - Ethical and Legal Issues in Professional Counseling (4)

Prerequisite: BS in Psychology Pre-Counseling and Therapy learners require special permission for registration and must have completed PSYC3700 and PSYC4101 with a cumulative GPA of 3.0 or better.

COUN5223 - Introduction to Clinical Mental Health Counseling (4)**COUN5225 - Human Sexuality and Identity in Counseling (4)**

Prerequisite: COUN-R5861.

COUN5238 - Crisis Assessment and Intervention (4)

Prerequisite: MS in Clinical Mental Health Counseling and MS in School Counseling learners must have completed COUN-R5861. Contemporary Theory in School-Based Services graduate certificate learners must have completed COUN5002.

COUN5239 - Theories of the Counseling Profession (4)**COUN5241 - Group Counseling and Psychotherapy (4)**

Prerequisite: COUN-R5861.

COUN5254 - Child and Adolescent Counseling (4)**COUN5258 - Group Therapy and the Treatment of Substance-Related and Addictive Behavior (4)****COUN5260 - Theories of Addiction Treatment (4)****COUN5261 - Interventions for Substance-Related and Addictive Disorders (4)****COUN5264 - Contemporary Issues in the Treatment of Substance-Related and Addictive Disorders (4)****COUN5266 - Family Systems and Psychoeducation in Addiction (4)****COUN5268 - Psychopharmacology and Medication Management (4)****COUN5271 - Marriage and Family Systems (4)****COUN5278 - Assessment Techniques in Career Planning (1)****COUN5279 - Life Planning and Career Development (4)**

Prerequisite: BS in Psychology Pre-Counseling and Therapy learners require special permission for registration and must have completed

PSYC3700 and PSYC4101 with a cumulative GPA of 3.0 or better.

COUN5280 - Introduction to School Counseling (4)**COUN5284 - School Counseling Program Development and Evaluation (4)**

Prerequisite: COUN5239, COUN5241, COUN-R5861.

COUN5336 - Counseling and Advocacy Across Populations (4)

Prerequisite: BS in Psychology Pre-Counseling and Therapy learners require special permission for registration and must have completed PSYC3700 and PSYC4101 with a cumulative GPA of 3.0 or better.

COUN5420 - Child and Adolescent Psychopathology (4)**COUN5422 - Counseling for College and Career Readiness (4)**

Prerequisite: COUN5279, COUN-R5861.

COUN5424 - Instruction and Intervention for Varied Student Needs (4)**COUN5601 - Special Topics for Counselors (1)****COUN5830 - Mental Health Counseling Approaches and Interventions (4)**

Prerequisite: COUN5217, COUN5223, COUN5239, COUN5336.

COUN6102 - School Counseling Practicum (4)

Prerequisite: COUN5007, COUN5284, COUN-R5863, completion of or concurrent registration in COUN5422 with a cumulative GPA of 3.0 or better.

COUN6121 - Internship for School Counseling 1 (5)

Prerequisite: COUN5422, COUN6102, with a cumulative GPA of 3.0 or better.

COUN6122 - Internship for School Counseling Internship 2 (5)

Prerequisite: COUN6121, with a cumulative GPA of 3.0 or better.

COUN6131 - School Counseling Internship 1 (4)

Prerequisite: COUN5420, COUN5422, COUN6102, with a cumulative GPA of 3.0 or better.

COUN6132 - School Counseling Internship 2 (4)

Prerequisite: COUN6131, with a cumulative GPA of 3.0 or better.

COUN6302 - Clinical Mental Health Counseling Practicum (4)

Prerequisite: COUN5007, COUN5108, COUN-R5863 with a cumulative GPA of 3.0 or better.

COUN6321 - Clinical Mental Health Counseling Internship 1 (5)

Prerequisite: COUN6301 or COUN6302 with a cumulative GPA of 3.0 or better.

COUN6322 - Clinical Mental Health Counseling Internship 2 (5)

Prerequisite: COUN6321 with a cumulative GPA of 3.0 or better.

COUN6333 - Counselor Education Clinical Internship 3 (4)

Prerequisite: COUN6132 or COUN6332 with a cumulative GPA of 3.0 or better.

COUN6334 - Counselor Education Clinical Internship 4 (4)

Prerequisite: COUN6333 with a cumulative GPA of 3.0 or better.

COUN6965 - Applied Research and Program Evaluation in Mental Health Counseling (4)

Prerequisite: COUN5007, COUN5106, COUN5223, COUN5832, COUN-R5861.

COUN-R - Counseling

COUN-R5861 - The Counseling Relationship: Concepts and Skills (4)

Prerequisite: MS in Addiction Studies learners must have completed ADD5217, ADD5336, COUN5260. MS in Clinical Mental Health Counseling learners must have completed COUN5217, COUN5223, COUN5239, COUN5279, COUN5336. MS in School

Counseling learners must have completed COUN5217, COUN5239, COUN5279, COUN5280, COUN5336.

COUN-R5863 - The Advanced Counseling Relationship: Concepts, Skills, and Approaches (4)

Prerequisite: COUN5106, COUN5238, COUN5241, COUN-R5861. MS in Clinical Mental Health Counseling learners must have completed COUN5107, COUN5225. MS in School Counseling learners must have completed COUN5420.

CRJ - Criminal Justice

CRJ7021 - Community Corrections (4)

CSC - Computer Science

CSC4010 - Principles of Programming Languages (6)

Prerequisite: IT2249.

CSC4020 - Algorithms and Data Structures (6)

Prerequisite: IT2249, IT2230; MAT1200 or MAT2200.

CSC4030 - Introduction to Machine Learning (6)

Prerequisite: IT2249; MAT1200 or MAT2200.

CSC4040 - Computer Vision (6)

Prerequisite: IT2249; MAT1200 or MAT2200.

CSC4900 - Computer Science Capstone 1 (6)

Prerequisite: All required and elective coursework, CSC4010, CSC4020, CSC4030, CSC4040, IT1006, IT1170, IT2180, IT2230, IT2249, IT2280, IT3240, IT3249, IT4527, IT4535.

CSC4902 - Computer Science Capstone 2 (6)

Prerequisite: CSC4900.

DB - Doctor of Business Administration

DB8030 - Global Operations (6)

DB8400 - Your DBA Journey (6)

DB8405 - Effective Organizational Leadership (6)

DB8410 - Addressing Problems in Human Resources and Compliance (6)

DB8415 - Strategic Decision Making (6)

DB8420 - Teaching Business in Higher Education (6)

DB8610 - Leadership Theory and Practice (4)

Prerequisite: BMGT8614 or DB8420 or DHA8032 or NHS8051.

DB8620 - High Performance Leadership (4)

Prerequisite: DB8610 or DB8710.

DB8630 - Catalysts for Change (4)

Prerequisite: DB8620 or DB8720.

DB8640 - Seminar: Leadership Topic Development (6)

Prerequisite: DB8630, RSCH7860, RSCH7864, RSCH7868.

DB8650 - Seminar: Leadership Literature Review (6)

Prerequisite: DB8640.

DB8710 - Strategy and Innovation: Theorizing, Crafting, Executing (4)

Prerequisite: DB8420 or DHA8032.

DB8720 - Strategic Digital Transformation (4)

Prerequisite: DB8610 or DB8710.

DB8730 - Managing Innovation, Design, and Creativity (4)

Prerequisite: DB8620 or DB8720.

DB8740 - Seminar: Strategy and Innovation Topic Development (6)

Prerequisite: DB8730, RSCH7860, RSCH7864, RSCH7868.

DB8750 - Seminar: Strategy and Innovation Literature Review (6)

Prerequisite: DB8740.

DB8840 - Seminar: General Management Topic Development (6)

Prerequisite: RSCH7860, RSCH7864, RSCH7868; DB8630 or DB8730.

DB8850 - Seminar: General Management Literature Review (6)

Prerequisite: DB8840.

DB9801 - Proposal Writing (6)

Prerequisite: DB8650 or DB8750 or DB8850.

DB9802 - Data Analysis Practice and IRB Approval (6)

Prerequisite: DB9801.

DB9803 - Project Results (6)

Prerequisite: DB9802.

DB9804 - Final Reviews and Presentation (6)

Prerequisite: DB9803.

DB9921 - Dissertation with Project Mentoring 1 (6)

Prerequisite: DB8025 or DB8405; DB-R8923.

DB9940 - DBA Mentor Courseroom (non-credit)

DB9971 - Doctoral Capstone (4)

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better.

DB9980 - Doctoral Project Development (4)

DHA - Doctor of Health Administration

DHA8001 - Foundations of Healthcare Administration for Doctoral Learners (4)

DHA8004 - Innovative Business Practices in Health Care (6)

DHA8007 - Strategic Financial Management in Health Care (6)

DHA8008 - Health Care Policy Processes (6)

DHA8026 - Regulatory Compliance for Health Care Leaders (6)

DHA8032 - Strategic Vision and Planning in Health Care (6)

DHA9971 - Doctoral Capstone (4)

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better.

DHA-V - Doctor of Health Administration

DHA-V8925 - Doctoral Project Development - Topic Ideation (3)

Prerequisite: DHA8026, RSCH7864, RSCH7868.

DHA-V8926 - Doctoral Project Development Topic Development (3)

Prerequisite: DHA-V8925.

DIT - Doctor of Information Technology

DIT8004 - Research and Practice in Information Technology (6)

DIT8210 - Information Technology Leaders as Partners in Organizational Strategic Planning (6)

Prerequisite: DIT8004.

DIT8214 - Guiding the Implementation of Information Technology Policies and Processes (6)

DIT8216 - Innovating Information Technology Life Cycle Management Processes in a Changing Environment (6)

Prerequisite: DIT8210.

DIT8940 - Information Technology Consulting Practice Seminar (6)

DIT8950 - Teaching Practice Seminar in Information Technology Education (6)

DIT9921 - Dissertation with Project Mentoring (6)

Prerequisite: DIT8940 or DIT8950, DIT-V8923.

DIT9971 - Doctoral Capstone (4)

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better.

DIT-V - Doctor of Information Technology

DIT-V8925 - Doctoral Project Development - Topic Ideation (3)

Prerequisite: BMGT8434.

DIT-V8926 - Doctoral Project Development - Topic Development (3)

Prerequisite: DIT-V8925.

DNP - Doctor of Nursing Practice

DNP9971 - Doctoral Capstone (4)

DPA - Doctor of Public Administration

DPA8109 - Program Evaluation and Action Research (4)

Prerequisite: DPA8404; DPA8416; completion of or concurrent registration in DPA8420; PUAD6010.

DPA9960 - Dissertation Coursework (5)

Prerequisite: All required and elective coursework.

DRPH - Doctor of Public Health

DRPH8130 - Leadership and Emerging Trends in Public Health (6)

DRPH8140 - Educating the Public Health Workforce (6)

DRPH8170 - Applied Methods in Epidemiology (6)

DRPH8190 - Experiential Project (6)

DRPH8208 - Leading Public Health Institutions (6)

DRPH8210 - Public Health Policy Design (6)

DRPH8212 - Design and Implementation of Public Health Strategies (6)

DRPH8300 - Community Health Behavior and Promotion (6)

DRPH9971 - Doctoral Capstone (4)

DRS - Dissertation Research**DRS9960 - Dissertation Courseroom (5)**

Prerequisite: DRS9919 or SHB9919.

DRS-V - Dissertation Research**DRS-V8925 - Doctoral Project Development - Topic Ideation (3)**

Prerequisite: PhD in Advanced Studies in Human Behavior and PhD in Human Services learners must have completed or be concurrently registered in RSCH7860. PhD in Counselor Education and Supervision learners must have completed CES8110.

DRS-V8926 - Doctoral Project Development - Topic Development (3)

Prerequisite: DRS-V8925; PhD in Advanced Studies in Human Behavior learners must have completed RSCH7864, RSCH7868. PhD in Counselor Education and Supervision learners must have completed CES8120, CES8122. PhD in Human Services learners must have completed RSCH7864, RSCH7868.

DRS-V8927 - Doctoral Project Development - Framework Development (3)

Prerequisite: DRS-V8926; PhD in Advanced Studies in Human Behavior learners must have completed RSCH7860. PhD in Counselor Education and Supervision learners must have completed CES8123, CES8768, CES8772. PhD in Human Services learners must have completed RSCH7860.

DSW - Doctor of Social Work**DSW9960 - Dissertation Courseroom (5)**

Prerequisite: All required and elective coursework.

ECO - Economics**ECO1050 - Microeconomics (6)****ECO1150 - Personal Economics: Introduction to Financial Planning (6)****EDCN - Education - Graduate****EDCN9919 - Doctoral Comprehensive Exam (3)**

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Completion of external exam requirements, if applicable. Fulfillment of all residency requirements.

EDCN9960 - Dissertation Courseroom (3)

Prerequisite: EDCN9919.

EDD - Doctor of Education**EDD8010 - Foundations of Doctoral Studies in Education (4)****EDD8020 - The Dynamics of Organizational Improvement (4)****EDD8030 - Investigating Problems of Practice (4)**

Prerequisite: EDD8010, EDD8020.

EDD8040 - Research Design for Practitioners (4)

Prerequisite: EDD8030.

EDD8050 - Data Literacy for Leaders (4)

Prerequisite: EDD8040.

EDD8500 - Adult Learning Theory and Professional Practice (4)**EDD8502 - Designing Adult Learning Experiences (4)**

Prerequisite: EDD8020, EDD8500.

EDD8504 - Leading in Adult Learning Settings and Contexts (4)

Prerequisite: EDD8030, EDD8502.

EDD8506 - Adult Education Administration (4)

Prerequisite: EDD8040, EDD8504.

EDD8508 - Program Planning and Evaluation for Adult Education (4)

Prerequisite: Completion of or concurrent registration in EDD8506.

EDD8510 - Organizational Improvement Through Effective Curriculum Development and Instructional Practice (4)

EDD8512 - Assessments for Improved Curriculum and Instruction (4)

Prerequisite: EDD8020.

EDD8514 - Leading In Curriculum and Instruction (4)

Prerequisite: Completion of or concurrent registration in EDD8030.

EDD8516 - Collaboration for the Improvement of Curriculum, Instruction, and Assessment (4)

Prerequisite: EDD8040.

EDD8518 - Applying Research to the Improvement of Curriculum, Instruction, and Assessment (4)

Prerequisite: EDD8050, EDD8516.

EDD8520 - Educational Leadership by Design (4)

Prerequisite: EDD8010, completion of or concurrent registration in EDD8020.

EDD8522 - Leading a Culture of Learning and Inclusion (4)

Prerequisite: EDD8520.

EDD8524 - The Future of Educational Leadership (4)

Prerequisite: EDD8520.

EDD8526 - Change Leadership in a Learning Organization (4)

Prerequisite: EDD8520, EDD8522, EDD8524.

EDD8528 - Assessment and Evaluation in the Learning Organization (4)

Prerequisite: EDD8030, EDD8526.

EDD8534 - Designing, Delivering, and Managing Human Performance Improvement Interventions (4)

Prerequisite: ED7631, ED7641.

EDD8536 - Implementing and Sustaining Organizational Change (4)

Prerequisite: EDD8534.

EDD8540 - Theoretical and Historical Foundations of Reading (4)

Prerequisite: EDD8010.

EDD8542 - Reading and Literacy Assessment, Evaluation, and Decision Making (4)

Prerequisite: EDD8540.

EDD8544 - Meeting Differentiated Literacy Needs in School and Community Contexts (4)

Prerequisite: EDD8540.

EDD8546 - Leading and Managing Literacy Programs (4)

Prerequisite: EDD8542.

EDD8548 - Grant Writing for Reading and Literacy Programs (4)

Prerequisite: EDD8544, completion of or concurrent registration in EDD8546.

EDD9951 - EdD Doctoral Project 1 (4)

Prerequisite: EDD8050; ED7675 or EDD8508 or EDD8518 or EDD8528 or EDD8548.

EDD9952 - EdD Doctoral Project 2 (4)

Prerequisite: EDD9951.

EDD9953 - EdD Doctoral Project 3 (4)

Prerequisite: EDD9952.

EDD9954 - EdD Doctoral Project 4 (4)

Prerequisite: EDD9953.

EDD9955 - EdD Doctoral Project 5 (4)

Prerequisite: EDD9954.

EDD9956 - EdD Doctoral Project 6 (4)

Prerequisite: EDD9955.

EDD9971 - Doctoral Capstone (6)

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better.

EDD9980 - Doctoral Project Development (4)

ED - Education

ED5010 - Foundations of Master's Studies in Education (4)

ED5012 - Overview of Higher Education (4)

Prerequisite: ED5010.

ED5130 - Competency-Based Curriculum and Design (4)

Prerequisite: ED5803, ED6484.

ED5146 - Assessment and Evaluation in Education (4)

ED5304 - Assessment of Learning (4)

ED5317 - Foundations of Adult Education (4)

Prerequisite: Completion of or concurrent registration in ED5340.

ED5320 - School Leadership and Management Practices (4)

ED5322 - School Leadership: Data, Decision-Making, and School Improvement (4)

Prerequisite: ED5010, ED5320.

ED5340 - Theories and Principles of Adult Learning (4)

Prerequisite: ED5012.

ED5343 - Education in a Contemporary Society (4)

ED5344 - Strategies and Best Practices for Teaching and Learning (4)

Prerequisite: ED5012, ED5340.

ED5348 - Adult Education Program Development (4)

Prerequisite: ED5012.

ED5390 - Adult Education Capstone (4)

Prerequisite: Completion of all required and elective coursework.

ED5405 - Infant and Child Development (4)

ED5410 - The Early Childhood Learning Environment (4)

Prerequisite: ED5405.

ED5420 - Exceptional Children in the Early Childhood Setting (4)

Prerequisite: ED5405.

ED5430 - Children, Families, and Society (4)

Prerequisite: ED5405.

ED5440 - Early Childhood Reading and Literacy Instruction (4)

Prerequisite: ED5405.

ED5450 - Early Childhood Education Practicum (6)

Prerequisite: A cumulative GPA of 3.0 or better and the completion, submission, and approval of a practicum application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. Completion of all required coursework.

ED5500 - Standards-Based Curriculum, Instruction and Assessment (4)

ED5503 - Classroom Management Strategies (4)

ED5504 - Strategies for Differentiated Instruction (4)

ED5533 - Curriculum Mapping: Reflection and Practice (4)

Prerequisite: ED5500.

ED5538 - Program Evaluation of Curriculum and Instruction (4)

Prerequisite: ED5533.

ED5546 - Curriculum and Instruction Practicum for Master's Learners (6)

Prerequisite: A cumulative GPA of 3.0 or better and the completion, submission, and approval of a practicum application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. ED5006 or

RSCH7860; ED5010; ED5500 or EDT5130;
ED5501; ED5503; ED5504; ED5533; ED5538;
EDT5126; EDT5142.

ED5551 - Developing Fluent Readers (3)

Prerequisite: ED5440; MS Reading and Literacy learners are exempt from this prerequisite.

ED5552 - Teaching Comprehension Strategies (3)

Prerequisite: ED5551.

ED5553 - Assessment-Based Reading Instruction (3)

Prerequisite: ED5551.

ED5554 - Factors Influencing Reading Instruction (3)

Prerequisite: ED5551.

ED5555 - Foundational Theories in Reading Instruction (3)

Prerequisite: ED5551.

ED5559 - Reading and Literacy Practicum (6)

Prerequisite: A cumulative GPA of 3.0 or better and the completion, submission, and approval of a practicum application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. Completion of all required coursework.

ED5570 - History, Issues, and Trends in Higher Education (4)

ED5572 - Politics and Public Policy in Higher Education (4)

Prerequisite: ED5012.

ED5574 - Financial Management and Institutional Development (4)

Prerequisite: ED5012.

ED5700 - Foundations of Special Education (4)

ED5706 - Assessment and Planning for Students with Disabilities (4)

Prerequisite: ED5700.

ED5707 - Instruction for Students with Disabilities (4)

ED5712 - Communication, Consultation, and Collaboration for Special Education (4)

Prerequisite: ED5700.

ED5720 - Assessment and Instruction of English Language Learners (4)

ED5724 - Applied Linguistics (4)

ED5726 - Second Language Acquisition (4)

Prerequisite: ED5724.

ED5728 - Methods, Curriculum, and Materials for English Language Learners (4)

Prerequisite: ED5726.

ED5730 - Culture, Society, and Language (4)

ED5805 - Assessment and Analytics for Differentiated Instructional Design (4)

Prerequisite: ED5813, ED6484.

ED5808 - Leading in Instructional Design and Technology (4)

Prerequisite: ED5813, ED6484.

ED5813 - Principles and Strategies of Instructional Design (4)

Prerequisite: Completion of or concurrent registration in ED5130; ED6484.

ED5890 - Higher Education Leadership and Administration Capstone (4)

Prerequisite: Completion of all required and elective coursework .

ED5903 - Principal Capstone Coursework 1 (3)

Prerequisite: A cumulative GPA of 3.0 or better and the completion, submission, and approval of an internship application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. ED5010, ED5146, ED5320, ED5322, ED6822, ED6823, ED6852, ED6857, RSCH7860.

ED5904 - Principal Capstone Courseroom 2 (3)

Prerequisite: ED5903; please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines.

ED5905 - Principal Capstone Clinical Experience (non-credit)**ED5992 - Instructional Design for Online Learning Capstone (4)**

Prerequisite: Completion of all required and elective coursework.

ED6484 - Application of Learning Theories to Instructional Design (4)

Prerequisite: ED5343.

ED6503 - Instructional Design Technologies (4)**ED6504 - Leadership in Higher Education (4)**

Prerequisite: Completion of or concurrent enrollment in ED5012.

ED6572 - Organization and Functions of Higher Education Programs (4)

Prerequisite: ED5570.

ED6574 - Law and Governance in Higher Education (4)

Prerequisite: ED5570, ED5572.

ED6576 - Higher Education Program Administration (4)

Prerequisite: ED6504.

ED6822 - The Funding of Educational Institutions (4)

Prerequisite: ED5320 or ED7820.

ED6823 - Education and the Law (4)

Prerequisite: ED5320 or ED7820.

ED6852 - P-12 Principalship (4)

Prerequisite: ED7820 and ED7014, or ED5320.

ED6857 - Personnel Administration (4)

Prerequisite: ED5320.

ED6950 - Capstone for Master of Science in Education (6)

Prerequisite: Completion of all required and elective coursework.

ED7014 - Understanding and Leading School Communities (4)**ED7016 - Technology Integration in Schools (4)**

Prerequisite: ED7820.

ED7041 - Curriculum and Assessment (4)**ED7310 - Evaluating the Effectiveness of the Educational Process (4)****ED7314 - Global Perspectives in Postsecondary and Adult Education (4)****ED7496 - Advanced Instructional Design (4)**

Prerequisite: ED5130, ED5813, ED7620.

ED7504 - Leadership for Instructional Design (4)

Prerequisite: ED5130, ED5813, ED7620.

ED7537 - Emerging Technology and Multimedia for Curriculum and Instruction (4)**ED7541 - Teacher Supervision and Evaluation (4)**

Prerequisite: ED7820.

ED7542 - The Politics of P-12 Education (4)

Prerequisite: ED7820.

ED7545 - Special Education Administration (4)

Prerequisite: Completion of or concurrent enrollment in ED7820.

ED7546 - Human Resources in Higher Education (4)**ED7547 - Assessment in Higher Education (4)****ED7551 - Special Education Curriculum and Instructional Strategies (4)**

Prerequisite: ED7545, ED7820.

ED7554 - Internship for Director of Special Education 1 (4)

Prerequisite: A cumulative GPA of 3.0 or better

and the completion, submission, and approval of an internship application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. ED8000, ED6823, ED7537, ED7545, ED7550, ED7551, ED7556, ED7557, ED7820, ED7823, and completion of or concurrent enrollment in ED7541.

ED7555 - Internship for Director of Special Education 2 (4)

Prerequisite: ED7554.

ED7556 - Special Education Finance for Leaders (4)

Prerequisite: ED6822, ED6823, ED7545, ED7820.

ED7557 - Special Education Law and Ethics for Leaders (4)

Prerequisite: ED6822, ED6823, ED7545, ED7820.

ED7620 - Theoretical Basis of Instructional Design (4)

Prerequisite: ED5130, ED5813.

ED7631 - Introduction to Training and Performance Systems (4)

Prerequisite: ED5010 or EDD8010 or HRM5002.

ED7641 - Needs Assessment: Models and Procedures (4)

ED7652 - Evaluating Training and Performance Improvement Systems (4)

ED7672 - Delivery Systems for Training and Performance Improvement (4)

ED7675 - Return on Investment in Training and Performance Improvement (4)

Prerequisite: ED7631, ED7641; or EDD8534.

ED7712 - Classroom Assessment in Education (4)

ED7716 - Faculty Leadership (4)

ED7818 - The Future of Teaching and Learning: Issues for the Educational Leader (4)

ED7820 - Principles of Educational Administration (4)

ED7834 - Higher Education and the Law (4)

ED7840 - The Politics of Higher Education (4)

ED7841 - The History of Higher Education (4)

ED7845 - Technology for Higher Education Leaders (4)

ED7855 - Higher Education Administration (4)

ED7901 - Educational Administration Internship 1 (4)

Prerequisite: A cumulative GPA of 3.0 or better and the completion, submission, and approval of an internship application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. ED6822, ED6823, ED6852, ED7014, ED7016, ED7541, ED7545, ED7820, ED8322.

ED7902 - Educational Administration Internship 2 (4)

Prerequisite: ED7901.

ED7903 - Superintendency Internship 1 (4)

Prerequisite: A cumulative GPA of 3.0 or better and completion, submission, and approval of an internship application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. ED7014, ED7108, ED7542, ED7543, ED7544, ED7545, ED7820, ED7823, ED8812.

ED7904 - Superintendency Internship 2 (4)

Prerequisite: ED7903.

ED7905 - Educational Leadership Supplemental Internship (4)

Prerequisite: ED8551 or ED7902 or ED7904 or ED7555 or ED5904.

ED8000 - Advanced Studies in Education: Theory, Practice, and Purpose (4)

ED8322 - School Improvement for P-12 School Leaders (4)

Prerequisite: ED7820, EDD8000; may be taken concurrently with ED6823.

ED8350 - Advanced Nursing Theory and Concepts (4)**ED8355 - Curriculum Design and Evaluation in Nursing Education (4)**

Prerequisite: ED8350, ED8360.

ED8360 - The Nurse Educator: Faculty Roles and Responsibilities (4)**ED8365 - Teaching Strategies in Nursing Education (4)**

Prerequisite: Completion of or concurrent registration in ED8355.

ED8370 - Nursing Leadership and Professional Practice (4)

Prerequisite: ED8355, ED8365.

ED8447 - Advanced Funding and Managing Education Enterprises (4)**ED8515 - Advanced Action Research for Teacher-Leaders (4)****ED8534 - Advanced Instruction and Assessment: Theory and Practice (4)**

Prerequisite: ED7820.

ED8810 - Ethical Responsibility in Distance Education (4)

Prerequisite: ED5130, ED5813.

ED8812 - The Governance of Educational Institutions (4)

Prerequisite: ED7820.

ED8829 - Research in Instructional Design and Development (4)

Prerequisite: ED5130, ED5813, ED7620, RSCH7860.

ED8841 - Leading Instructional Design Initiatives (4)

Prerequisite: ED5130, ED5813.

ED-V - Education**ED-V8925 - Doctoral Project Development - Topic Ideation (3)**

Prerequisite: Completion of or concurrent registration in RSCH7860.

ED-V8926 - Doctoral Project Development - Topic Development (3)

Prerequisite: ED-V8925, and completion of or concurrent registration in RSCH7868.

ED-V8927 - Doctoral Project Development - Framework Development (3)

Prerequisite: ED-V8926, completion of or concurrent registration in RSCH7864.

EDT - Education Technology**EDT5100 - Leading Innovation and Implementing Change (4)****ENG - English****ENG1000 - English Composition (6)****ENG1001 - Essential Writing Skills (6)****ENG1250 - Introduction to Technical and Business Writing (6)****ENG2250 - Academic Research and Writing (6)****ENTR - Entrepreneurship****ENTR5412 - New Ventures and Entrepreneurship (4)****FIN - Finance****FIN5710 - Economic Foundations for Financial Decision Making (4)****GBUS - Business****GBUS9919 - Doctoral Comprehensive Examination (3)**

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better; completion of practicum courses, if applicable; and fulfillment of all residency requirements.

GBUS9960 - Dissertation Courseroom (3)

Prerequisite: BMGT9919 or OM9919 or GBUS9919.

HCM - Health Care Management

HCM5310 - Decision-Making in the Health Care System (4)

HCM5312 - Analyzing the Health Care Environment (4)

Prerequisite: MBA5006, HCM5310.

HCM5314 - Driving Health Care Results (4)

Prerequisite: HCM5310, MBA5006.

HIM - Health Information Management

HIM1610 - Introduction to Medical Terminology (6)

HIM2660 - Ethics and Compliance in Healthcare Data Management (6)

Prerequisite: HIM1610.

HIM2670 - Strategic Management of Health Information Systems (6)

HIM3620 - Foundations of Health Information Management (6)

Prerequisite: HIM1610.

HIM3640 - Managing Electronic Health Records Systems (6)

Prerequisite: HIM1610.

HIM4630 - Statistical Analysis for Health Information Management (6)

Prerequisite: HIM1610.

HIM4650 - Decision Support and Quality Management in Health Information Management (6)

Prerequisite: HIM1610.

HIM4660 - Information Security, Privacy, and Ethics in Health Care (6)

Prerequisite: HIM1610.

HIM4670 - Health Information Systems and Management (6)

HIS - History

HIS1150 - U.S. History: How the Past Informs the Present (6)

HMSV - Human Services

HMSV5002 - Theory and Application in Human Services (4)

HMSV5314 - Program Development and Evaluation in Human Services (4)

HMSV5316 - The Effective Use of Analytics in Human Services (4)

HMSV5320 - Ethical Practice in Human Services (4)

Prerequisite: HMSV5002.

HMSV5334 - Self-Development for Human Service Professionals (4)

HMSV5340 - Leading in For-Profit, Nonprofit, and Government Organizations (4)

HMSV5390 - Interpersonal and Leadership Skills for Human Services Professionals (4)

HMSV5402 - Social Change and Public Policy in Human Services (4)

HMSV5410 - Financial Management and Budgeting in Human Service Organizations (4)

HMSV5420 - Developing Innovative Human Service Organizations (4)

HMSV5430 - Leading Adaptive Organizational Systems in Human Services (4)

Prerequisite: HMSV5420.

HMSV5990 - Human Services Internship (4)

Prerequisite: HMSV5002, HMSV5316, HMSV5320, HMSV5334, HMSV5390.

HMSV5993 - Human Services Capstone for Master's Learners (4)

Prerequisite: All required and elective coursework.

HMSV8004 - Advanced Human Services Leadership and Practice (4)**HMSV8008 - Research Methods and Program Evaluation (4)**

Prerequisite: HMSV8004.

HMSV8210 - Advanced Program Development in the Human Service Sector (4)

Prerequisite: HMSV8008, HMSV8220.

HMSV8212 - Advanced Ethics in Human Services (4)

Prerequisite: Completion of or concurrent registration in HMSV8218.

HMSV8214 - Funding and Grant Writing Skills for Human Services (4)

Prerequisite: HMSV8218.

HMSV8218 - Advanced Data Analytics and Program Evaluation in Human Services (4)

Prerequisite: HMSV8210.

HMSV8220 - Scholarly and Professional Writing in Human Services (4)

Prerequisite: HMSV8004.

HMSV8304 - Strategic Planning and Organizational Effectiveness for Human Services (4)

Prerequisite: HMSV8218.

HMSV8320 - Effective Negotiation and Mediation Skills for Human Services Leaders (4)

Prerequisite: Completion of or concurrent registration in HMSV8218.

HMSV8404 - Leadership Theory and Practice in For-Profit, Nonprofit, and Government Human Services Programs (4)

Prerequisite: HMSV8008, HMSV8220.

HMSV8406 - Community Collaboration and Outreach in Human Services (4)**HMSV8408 - Advanced Financial Management in For-Profit, Nonprofit, and Government Human Services Programs (4)**

Prerequisite: HMSV8218.

HMSV8612 - Needs Assessment for Human Services (4)

Prerequisite: HMSV8004, HMSV8008, HMSV8210, HMSV8212, HMSV8214, HMSV8218, HMSV8220, HMSV8304, HMSV8320, HMSV8404 and HMSV8408.

HMSV8700 - Keystone: Determining Readiness for the Professional Doctorate Project (4)

Prerequisite: HMSV8110 or HMSV8008.

HMSV9961 - Human Services Doctoral Project 1 (4)

Prerequisite: HMSV8612 with a cumulative GPA of 3.0 or better.

HMSV9962 - Human Services Doctoral Project 2 (4)

Prerequisite: HMSV9961.

HMSV9963 - Human Services Doctoral Project 3 (4)

Prerequisite: HMSV9962.

HMSV9964 - Human Services Doctoral Project 4 (4)

Prerequisite: HMSV9963.

HMSV9965 - Human Services Doctoral Project 5 (4)

Prerequisite: HMSV9964.

HMSV9971 - Doctoral Capstone (3)

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better.

HMSV9980 - Doctoral Project Development (4)**HRM - Human Resource Management****HRM5002 - Survey of Human Resource Management in Practice (4)****HRM5055 - Comprehensive Reward Systems (4)**

Prerequisite: HRM5002.

HRM5060 - Sourcing and Managing Talent in the Workplace (4)

Prerequisite: Completion of or concurrent registration in HRM5002; or HRM5310.

HRM5065 - Employment Law in the Successful Workplace (4)

Prerequisite: HRM5002.

HRM5070 - Workplace Learning Strategies for the HR Professional (4)

Prerequisite: HRM5002.

HRM5075 - Leading and Influencing for the Human Resource Practitioner (4)

Prerequisite: HRM5002.

HRM5080 - Evidence-Based Decision Making for HR Professionals (4)

Prerequisite: HRM5002.

HRM5090 - Retaining and Engaging Employees for the Modern Workforce (4)

Prerequisite: HRM5002 or HRM5310.

HRM5100 - HRM Professional Internship (4)

Prerequisite: HRM5002, HRM5060, HRM5070, HRM5090, HRM5065.

HRM5112 - Certification Examination Preparation for the aPHR, PHR and SPHR (4)

HRM5115 - Certification Examination Preparation for the SHRM-CP and SHRM-SCP (4)

HRM5118 - Human Resource Legal Challenges and Solutions (4)

Prerequisite: HRM5065.

HRM5120 - Global Human Resource Practice (4)

Prerequisite: HRM5002.

HRM5310 - Strategic Human Resource Management (4)

HRM5401 - The Legal, Ethical, and Regulatory Environment of Health Care (4)

Prerequisite: HRM5002, HRM5065.

HRM5402 - Planning, Sourcing, and Developing Talent in Healthcare Organizations (4)

Prerequisite: HRM5401 or MHA5014.

HRM5403 - Transforming the Employee Experience in Health Care (4)

Prerequisite: HRM5002, HRM5090, HRM5401.

HRM5960 - HRM Capstone: Improving and Transforming HR Practice (5)

Prerequisite: Completion of all required coursework.

HS - Human Services

HS8300 - People in the Workplace (4)

HS8453 - Prevention and Causes of Child Abuse (4)

HS8604 - Advanced Communication Skills for the Human Services Leader (4)

Prerequisite: HMSV8212.

HS8764 - Contemporary Issues in Compulsive and Addictive Behavior Treatment (4)

HS9919 - Doctoral Comprehensive Examination (3)

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better; completion of practicum courses, if applicable; fulfillment of all residency requirements.

HS9960 - Dissertation Courseroom (3)

Prerequisite: HS9919.

HUM - Humanities

HUM1150 - Cultural Understanding in a Global World (6)

HUM1200 - Philosophy of Work (6)

IAS - Information Assurance and Security

IAS5002 - Communication Skills for Today's Information Security Professional (4)

IAS5010 - Information Technology Security Fundamentals (4)

IAS5015 - Network Security Fundamentals and Cryptography (4)

Prerequisite: Completion of or concurrent registration in IAS5010 or ITEC5020.

IAS5020 - Information Security Regulatory and Legal Environment (4)

Prerequisite: Completion of or concurrent registration in IAS5015.

IAS5025 - Operating System Defense (4)

Prerequisite: Completion of or concurrent registration in IAS5020.

IAS5030 - Identifying and Managing Risk (4)

Prerequisite: IAS5025.

IAS5100 - Data Engineering (4)

Prerequisite: IAS5130.

IAS5110 - Digital Forensics Processes (4)

Prerequisite: IAS5030.

IAS5120 - Digital Forensics Tools (4)**IAS5130 - Programming for Security Professionals (4)****IAS5200 - Network Architecture and Cyberoperations (4)****IAS5211 - Mobile and Wireless Network Architecture and Security (4)****IAS5220 - Network Security Controls and Testing (4)****IAS5230 - Secure Network Design and Engineering (4)****IAS5320 - Patient Privacy Rights and Healthcare Regulatory Requirements (4)**

Prerequisite: IAS5200.

IAS5900 - IAS Capstone (4)

Prerequisite: Completion of all required coursework.

ISTM - Information Systems and Technology Management**ISTM5004 - Fundamentals of Information Systems (4)**

Prerequisite: Learners without the required IT background must have completed ISTM5004, ISTM5006, ISTM5008 prior to registering for any ISTM course other than ISTM5002.

ISTM5006 - Databases and Programming (4)

Prerequisite: Learners without the required IT background must have completed ISTM5004, ISTM5006, ISTM5008 prior to registering for any ISTM course other than ISTM5002.

ISTM5008 - Network Fundamentals (4)

Prerequisite: ED8112.

ISTM5110 - Strategic Management of Network Technology (4)**ISTM5112 - Global Network Policy, Regulation, and Governance (4)****ISTM5114 - Enterprise Network Analysis, Architecture, and Design (4)**

Prerequisite: Completion of or concurrent registration in ISTM5110.

ISTM5900 - Information Systems and Technology Management Capstone (4)

Prerequisite: Completion of all required coursework.

IT - Information Technology**IT1006 - Information Technology Concepts and Practices (6)****IT1170 - Goals and Ethics for the IT Professional (6)****IT2180 - Operating System and Hardware Infrastructure (6)****IT2230 - Introduction to Database Systems (3)****IT2240 - Introduction to Programming (3)****IT2249 - Introduction to Programming with Java (6)****IT2280 - Network Technology and Architecture (6)****IT3170 - Ethics and Business Goals for the Information Technology Professional (6)****IT3180 - Pathways to Certificate-Based Professional Development (6)**

IT3240 - Web Development and JavaScript (6)

IT3249 - Software Architecture and User Experience Design (6)

IT3280 - Hardware and Operating System Administration (6)

IT3358 - Information Security Concepts for the Information Technology Professional (3)

IT4070 - Cyber Defense and Countermeasures (6)

Prerequisite: IT2280, IT4803.

IT4071 - Cyber Attacks and Ethical Hacking (6)

Prerequisite: IT2280, IT4803.

IT4073 - Organizational Security (6)

Prerequisite: IT2280, IT4803.

IT4075 - Computer Forensics (6)

Prerequisite: IT2280, IT4803.

IT4076 - Security Management and Policies (6)

Prerequisite: IT2280, IT4803.

IT4079 - Python Scripting (6)

Prerequisite: IT2249, IT4803.

IT4080 - Operating Systems and Application Security (6)

Prerequisite: IT4803.

IT4157 - Internetworking Architectures (6)

Prerequisite: IT2280.

IT4345 - Data Modeling and Statistical Analysis (6)

Prerequisite: IT2230. Background in foundational statistics or MAT2001 recommended.

IT4525 - Cloud Computing Fundamentals (6)

Prerequisite: IT2280.

IT4527 - Java Application Development (6)

Prerequisite: IT2249.

IT4535 - Introduction to Artificial Intelligence (6)

Prerequisite: IT2230; IT2240 or IT2249.

IT4537 - Enterprise Data Storage and Data Management (6)

Prerequisite: IT2230.

IT4541 - Enterprise Server Infrastructure 1 (3)

IT4545 - Cloud Concepts, Architecture and Management (6)

Prerequisite: IT2280, IT3358.

IT4575 - Linux Operating Systems (6)

Prerequisite: Completion of or concurrent registration in IT2180.

IT4711 - Software Requirements (3)

Prerequisite: Completion of or concurrent registration in IT3249.

IT4731 - Database Development (3)

Prerequisite: Completion of or concurrent registration in IT3249.

IT4737 - Database Development (6)

Prerequisite: IT2230.

IT4738 - Tools and Techniques for Data Science with Python (6)

Prerequisite: IT2230, IT2240.

IT4775 - Internet of Things Fundamentals (6)

Prerequisite: IT2180, IT2249.

IT4780 - Mobile Application Design and Development (6)

Prerequisite: IT2249, IT4792.

IT4792 - Website Application Development and Design (6)

Prerequisite: IT3240. Registration within one year of IT3240 recommended.

IT4803 - System Assurance Security (6)

Prerequisite: IT2280.

IT4993 - Cybersecurity Capstone (6)**IT4997 - Information Technology Capstone 1 (6)**

Prerequisite: All required and elective coursework.

IT4998 - Information Technology Capstone 2 (6)

Prerequisite: IT4997.

ITEC - Information Technology**ITEC5002 - Information Technology and System Trends (4)****ITEC5010 - Security and Enterprise Networks (4)**

Prerequisite: Completion of or concurrent registration in ITEC5002.

ITEC5020 - Database Development and AI (4)**ITEC5025 - Application Development and AI (4)**

Prerequisite: ITEC5020.

ITEC5040 - Predictive Models and Classification Methods (4)**ITEC5050 - Cloud Architecture and Distributed Systems (4)****ITEC5060 - Cloud Application Deployment and Operations (4)****ITEC5900 - Applied Information Technology Project 1 (4)**

Prerequisite: Completion of or concurrent registration in ITEC5020 and IAS5030 or ITEC5040 or ITEC5060 or PM5335.

ITEC5905 - Applied Information Technology Project 2 (4)

Prerequisite: ITEC5900 and completion of or concurrent registration in ANLT5100 or IAS5220 or ISTM5112 or PM5336.

LEAD - Leadership**LEAD5210 - Leading Globally (4)****LEAD5220 - Leader as Change Agent (4)****MAT - Math****MAT1050 - College Algebra (6)****MAT1150 - Essential Math for Everyday Life (6)****MAT1200 - Pre-Calculus (6)**

Prerequisite: MAT1050.

MAT2001 - Statistical Reasoning (6)**MAT2051 - Discrete Mathematics (6)**

Prerequisite: MAT1050.

MAT2150 - Data and Statistics for Everyday Life (6)**MAT2200 - Calculus (6)**

Prerequisite: MAT1200.

MBA - Master of Business Administration**MBA5002 - MBA Leadership (4)****MBA5006 - Business Strategy (4)**

Prerequisite: Completion of or concurrent registration in MBA5002.

MBA5008 - Applied Business Analytics (4)**MBA5010 - Accounting Methods for Leaders (4)****MBA5012 - Marketing Management (4)****MBA5014 - Applied Managerial Finance (4)**

Prerequisite: MBA5008, MBA5010.

MBA5016 - Operations Management for Leaders (4)

Prerequisite: MBA5008.

MBA5910 - MBA Capstone Experience (5)

Prerequisite: All required and elective coursework.

MBA6018 - Data Analysis for Business Decisions (3)

MFT - Marriage and Family Therapy

MFT5008 - Foundations of Couple and Family Therapy (4)

MFT5106 - Assessment, Tests, and Measures for Marriage and Family Therapy Practice (4)

MFT5107 - Psychopathology: Diagnosis and Treatment of Behavior Disorders (4)

Prerequisite: MFT-R5821.

MFT5108 - Impact of Addiction and Addictive Behavior on Family Systems (4)

Prerequisite: MFT-R5821.

MFT5222 - Professional Ethics in Marriage and Family Therapy (4)

Prerequisite: BS in Psychology Pre-Counseling and Therapy learners require special permission for registration and must have completed PSYC3700 and PSYC4101 with a cumulative GPA of 3.0 or better.

MFT5226 - Sexual Issues in Couple and Family Therapy (1)

MFT5232 - Systematic Approaches to Gender and Sexuality (4)

Prerequisite: MFT-R5821.

MFT5270 - Systemic Family Therapy Theory and Practice 1 (4)

Prerequisite: BS in Psychology Pre-Counseling and Therapy learners require special permission for registration and must have completed PSYC3700 and PSYC4101 with a cumulative GPA of 3.0 or better.

MFT5271 - Working with Families Across the Lifespan (4)

Prerequisite: BS in Psychology Pre-Counseling and Therapy learners require special permission for registration and must have completed PSYC3700 and PSYC4101 with a cumulative GPA of 3.0 or better.

MFT5273 - Couple and Marital Therapy (4)

Prerequisite: MFT5270.

MFT5275 - Utilizing Systemic Approaches: Infancy Through Adolescence (4)

Prerequisite: MFT-R5823.

MFT5336 - Social Justice and Advocacy in Systemic Family Therapy (4)

Prerequisite: MFT5008, MFT5222.

MFT5600 - Special Topics in Marriage and Family Therapy (1)

MFT5604 - Family Law and Ethics (1)

MFT5820 - Systemic Family Therapy Theory and Practice 2 (4)

Prerequisite: MFT5008, MFT5222, MFT5270.

MFT5822 - Systemic Interventions for Grief, Loss, and Trauma (4)

Prerequisite: MFT5107, MFT5271, MFT5273, MFT-R5821.

MFT5876 - Research Methods in Marriage and Family Therapy (4)

MFT6131 - Clinical Internship for Marriage and Family Therapy 1 (4)

Prerequisite: MFT-R5823 with a cumulative GPA of 3.0 or better.

MFT6132 - Clinical Internship for Marriage and Family Therapy 2 (4)

Prerequisite: MFT6131 or MFT6231 with a cumulative GPA of 3.0 or better.

MFT6133 - Clinical Internship for Marriage and Family Therapy 3 (4)

Prerequisite: MFT6132 or MFT6232 with a cumulative GPA of 3.0 or better.

MFT6134 - Clinical Internship for Marriage and Family Therapy 4 (4)

Prerequisite: MFT6133 or MFT6233 with a cumulative GPA of 3.0 or better.

MFT6231 - Marriage and Family Therapy Clinical Internship 1 (2)

Prerequisite: MFT-R5823 with a cumulative GPA of 3.0 or better.

MFT6232 - Marriage and Family Therapy Clinical Internship 2 (2)

Prerequisite: MFT6131 or MFT6231 with a cumulative GPA of 3.0 or better.

MFT6233 - Marriage and Family Therapy Clinical Internship 3 (2)

Prerequisite: MFT6132 or MFT6232 with a cumulative GPA of 3.0 or better.

MFT6234 - Marriage and Family Therapy Clinical Internship 4 (2)

Prerequisite: MFT6133 or MFT6233 with a cumulative GPA of 3.0 or better.

MFT6235 - Marriage and Family Therapy Clinical Internship 5 (2)

Prerequisite: MFT6134 or MFT6234 with a cumulative GPA of 3.0 or better.

MFT-R - Marriage and Family Therapy**MFT-R5821 - Advanced Marriage and Family Therapy Theory and Pre-Clinical Practice: Residency Track 1 (4)**

Prerequisite: MFT5820.

MFT-R5823 - Advanced Marriage and Family Therapy Theory and Pre-Clinical Practice: Residency Track 2 (4)

Prerequisite: MFT-R5821.

MHA - Master of Health Administration**MHA5001 - Foundations of Master's Studies in Healthcare Administration (4)****MHA5006 - Healthcare Finance and Reimbursement (4)****MHA5010 - Strategic Healthcare Planning (4)****MHA5012 - Organizational Leadership and Governance (4)**

Prerequisite: Completion of or concurrent registration in MHA5010.

MHA5014 - Healthcare Quality, Risk, and Regulatory Compliance (4)**MHA5016 - Introduction to Health Information Systems (4)****MHA5017 - Data Analysis for Healthcare Decisions (4)****MHA5020 - Health Administration Capstone (4)**

Prerequisite: Completion of all required and elective coursework.

MHA5026 - Facilities and Capital Asset Management (4)**MHA5028 - Comparative Models of Global Health Systems (4)****MHA5040 - Healthcare Administration Change Leadership (4)****MHA5042 - Team Development and Personal Leadership in Health Care Settings (4)****MHA5062 - Healthcare Delivery: New Environments in Health Informatics (4)****MHA5064 - Health Information Systems Analysis and Design for Administrators (4)****MHA5066 - Cornerstones of Health Informatics for Organizational Operations (4)****MHA5068 - Leadership, Management, and Meaningful Use of Healthcare Technology (4)****MKT - Marketing****MKT5410 - Digital Marketing (4)****MKT5416 - Consumer Insights (4)****MPA - Master of Public Administration****MPA5014 - Nonprofit Organizational Performance and Program Evaluation (4)****MPH - Master of Public Health****MPH5100 - Management of Health Service Organizations (4)**

Prerequisite: NHS5004, MPH5500, MPH5506.

MPH5200 - Social and Behavioral Research Methods (4)

Prerequisite: NHS5004, MPH5500, MPH5503, MPH5506, MPH5509, completion of or concurrent registration in MPH5512.

MPH5220 - Social Influences of Health Parity (4)

MPH5304 - Learning to Lead in Public Health Settings: Personal and Team Development (4)

MPH5500 - Introduction to Public Health Administrative Systems (4)

MPH5503 - Environmental Health Concepts in Public Health (4)

MPH5506 - Behavioral Foundations in Public Health (4)

MPH5509 - Principles of Biostatistics (4)

MPH5512 - Principles of Epidemiology (4)

Prerequisite: MPH5509.

MPH5515 - Advocating for Change in Public Health (4)

Prerequisite: MPH5500, MPH5503, MPH5506, MPH5509.

MPH5921 - Public Health Practicum 1 (4)

Prerequisite: NHS5004, MPH5100, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.

MPH5922 - Public Health Practicum 2 (4)

Prerequisite: MPH5921.

MPH5990 - Public Health Capstone (4)

Prerequisite: NHS5004, MPH5100, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512, MPH5921.

MPH5993 - Public Health Integrative Project (4)

Prerequisite: NHS5004, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.

MPH5999 - Public Health Professional Collaborative Project (4)

Prerequisite: MPH5993.

NHS - Nursing and Health Sciences

NHS4000 - Developing a Health Care Perspective (6)

NHS5004 - Communication, Collaboration, and Case Analysis for Master's Learners (4)

NHS6004 - Healthcare Law and Policy (4)

Prerequisite: BHA4004 or MHA5001 or NHS4000 or NURS4000 or NURS6201 or completion of or concurrent enrollment in NHS5004. RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NHS6008 - Economics and Decision Making in Healthcare (4)

Prerequisite: MHA5001 or NURS6201 or completion of or concurrent enrollment in NHS5004. RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NHS8002 - Collaboration, Communication, and Case Analysis for Doctoral Learners (4)

NHS8040 - 21st-Century Health Care Improvement (4)

NHS8051 - Preparing for the Professional Doctorate in Public Health and Health Administration (4)

Prerequisite: NHS8065.

NHS8065 - Foundations of Evidence-Based Practice in Health Care (4)

Prerequisite: RSCH7864.

NHS8701 - Keystone: Defining the Doctoral Project (4)

Prerequisite: NHS8051.

NSC - Natural Sciences**NSC1150 - Science and Innovation (6)****NURS - Nursing****NURS4000 - Developing a Nursing Perspective (6)****NURS4005 - Nursing Leadership: Focusing on People, Processes, and Organizations (6)**

Prerequisite: Completion of or concurrent registration in NURS4000.

NURS4010 - Leading People, Processes, and Organizations in Interprofessional Practice (6)**NURS4015 - Pathophysiology, Pharmacology, and Physical Assessment: A Holistic Approach to Patient-Centered Care (6)**

Prerequisite: NURS4000, completion of or concurrent registration in NURS4005.

NURS4020 - Improving Quality of Care and Patient Safety (6)**NURS4025 - Research and Evidence-Based Decision Making (6)**

Prerequisite: NURS4005, completion of or concurrent registration in NURS4015.

NURS4030 - Making Evidence-Based Decisions (6)**NURS4035 - Enhancing Patient Safety and Quality of Care (6)**

Prerequisite: NURS4015, completion of or concurrent registration in NURS4025.

NURS4040 - Managing Health Information and Technology (6)**NURS4045 - Nursing Informatics: Managing Health Information and Technology (6)**

Prerequisite: NURS4025 or NURS6011, completion of or concurrent registration in NURS4035 or NURS6016.

NURS4050 - Coordinating Patient-Centered Care (6)**NURS4055 - Optimizing Population Health through Community Practice (6)**

Prerequisite: NURS4035 or NURS6016, completion of or concurrent registration in NURS4045.

NURS4060 - Practicing in the Community to Improve Population Health (6)**NURS4065 - Patient-Centered Care Coordination (6)**

Prerequisite: NURS4035 or NURS6016, completion or concurrent registration in NURS4045.

NURS4900 - Capstone Project for Nursing (6)

Prerequisite: NURS4010, NURS4020, NURS4030, NURS4040, NURS4050, and completion of or concurrent registration in NURS4060.

NURS4905 - Capstone Project for Nursing (6)

Prerequisite: NURS4065, completion of or concurrent registration in NURS4055.

NURS5003 - Health Assessment and Promotion for Disease Prevention in Population-Focused Health (4)**NURS5005 - Introduction to Nursing Research, Ethics, and Technology (4)****NURS5007 - Leadership for Nursing Practice (4)****NURS6011 - Evidence-Based Practice for Patient-Centered Care and Population Health (4)**

Prerequisite: NHS4000 or NURS4000 or NURS6201 or completion of or concurrent enrollment in NHS5004. RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6016 - Quality Improvement of Interprofessional Care (4)

Prerequisite: NHS4000 or NURS4000 or NURS6201 or completion of or concurrent

enrollment in NHS5004. RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6020 - Advanced Nursing Practice 1: Biopsychosocial Concepts (4)

Prerequisite: NHS5004, NHS6004, NHS6008, NURS6011, NURS6016. RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6025 - MSN Practicum (4)

Prerequisite: Completion of all required and elective coursework, NURS6030, RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6026 - Biopsychosocial Concepts for Advanced Nursing Practice 2 (4)

Prerequisite: Completion of or concurrent registration in NURS6020. RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6030 - MSN Practicum and Capstone (6)

Prerequisite: Completion of all required and elective coursework. RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6038 - Evidence-Based Practice and Technology for Nursing (4)

NURS6080 - MSN Practicum: Professionalism in Person-Centered Care and the Workplace Environment (4)

Prerequisite: NURS6116 or NURS6226 or NURS6426 or NURS6626.

NURS6085 - MSN Practicum and Capstone (6)

Prerequisite: NURS6080.

NURS6100 - The Role of Nurse Educators (4)

Prerequisite: NURS6020, NURS6026.

NURS6103 - The Nurse Educator Role (4)

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6105 - Teaching and Active Learning Strategies (4)

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6107 - Curriculum Design, Development, and Evaluation (4)

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6108 - Curriculum Overview: Design, Develop and Evaluate (4)

Prerequisite: NURS6100.

NURS6109 - Integrating Technology into Nursing Education (4)

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6111 - Assessment and Evaluation in Nursing Education (4)

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6112 - Technology Integration for Nursing Education (4)

Prerequisite: NURS6108.

NURS6116 - Nursing Education Assessment and Evaluation (4)

Prerequisite: NURS6112.

NURS6200 - Management and Leadership for Nurse Executives (4)

Prerequisite: NURS6020, NURS6026.

NURS6201 - Advanced Practice Nursing Role Development (4)**NURS6202 - Advanced Pathophysiology (4)**

Prerequisite: NURS6201. MSN Learners must have completed NHS6004, NHS6008, NURS6016, NURS6011.

NURS6203 - Advanced Pharmacology (4)

Prerequisite: NURS6201, NURS6202. MSN Learners must have completed NHS6004, NHS6008, NURS6016, NURS6011.

NURS6204 - Advanced Health Assessment (4)

Prerequisite: NURS6201, NURS6202, NURS6203.

NURS6205 - Advanced Health Assessment Skills Immersion (2)

Prerequisite: NURS6201, NURS6202, NURS6203.

NURS6206 - Advanced Health Promotion and Disease Prevention Across the Lifespan (4)

Prerequisite: NURS6201, NURS6202, NURS6203, NURS6204, NURS6205.

NURS6207 - Introduction to Practicum (2)

Prerequisite: NURS6201, NURS6202, NURS6203, NURS6204, NURS6205.

NURS6210 - Leadership and Management for Nurse Executives (4)

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6212 - Health Care Quality and Safety Management (4)

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and

Nursing Leadership and Administration learners must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6214 - Health Care Informatics and Technology (4)

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6216 - Advanced Finance and Operations Management (4)

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6218 - Leading the Future of Health Care (4)

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6222 - Healthcare Safety and Quality Management (4)

Prerequisite: NURS6200.

NURS6224 - Healthcare Technology and Informatics (4)

Prerequisite: NURS6222.

NURS6226 - Advanced Operations and Finance Management (4)

Prerequisite: NURS6224.

NURS6301 - Adult-Gerontology Primary Care 1 (4)

Prerequisite: NURS6206, NURS6207.

NURS6302 - Adult-Gerontology Primary Care 1 Practicum (2)

Prerequisite: NURS6206, NURS6207.

NURS6303 - Adult-Gerontology Primary Care 2 (4)

Prerequisite: NURS6301, NURS6302.

NURS6304 - Adult-Gerontology Primary Care 2 Practicum (2)

Prerequisite: NURS6301, NURS6302.

NURS6305 - Adult-Gerontology Primary Care 3 (4)

Prerequisite: NURS6303, NURS6304.

NURS6306 - Adult-Gerontology Primary Care 3 Practicum (2)

Prerequisite: NURS6303, NURS6304.

NURS6307 - Adult-Gerontology Primary Care 4: Transition to Practice (2)

Prerequisite: NURS6305, NURS6306.

NURS6308 - Adult-Gerontology Primary Care 4: Transition to Practice Practicum (4)

Prerequisite: NURS6305, NURS6306.

NURS6400 - Nursing Informatics Fundamentals (4)

Prerequisite: NURS6020, NURS6026.

NURS6401 - Pediatric Primary Care (4)

Prerequisite: NURS6303, NURS6304.

NURS6402 - Pediatric Primary Care Practicum (2)

Prerequisite: NURS6303, NURS6304.

NURS6403 - Reproductive Health Primary Care (4)

Prerequisite: NURS6401, NURS6402.

NURS6404 - Reproductive Health Primary Care Practicum (2)

Prerequisite: NURS6401, NURS6402.

NURS6405 - Family Nurse Practitioner Transition to Practice (2)

Prerequisite: NURS6403, NURS6404.

NURS6406 - Family Nurse Practitioner: Transition to Practice Practicum (2)

Prerequisite: NURS6403, NURS6404.

NURS6410 - Fundamentals of Nursing Informatics (4)

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners

Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6412 - Analysis of Clinical Information Systems and Application to Nursing Practice (4)

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6414 - Advancing Health Care Through Data Mining (4)

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6416 - Managing the Nursing Informatics Life Cycle (4)

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6422 - Clinical Information Systems and Application to Nursing Practice Analysis (4)

Prerequisite: NURS6400.

NURS6424 - Data Mining to Advance Healthcare (4)

Prerequisite: NURS6422.

NURS6426 - Nursing Informatics Life Cycle Management (4)

Prerequisite: NURS6424.

NURS6610 - Introduction to Care Coordination (4)

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6612 - Health Care Models Used in Care Coordination (4)

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners

must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6614 - Structure and Process in Care Coordination (4)

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6616 - Ethical and Legal Considerations in Care Coordination (4)

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6618 - Leadership in Care Coordination (4)

Prerequisite: RN-to-MSN Care Coordination, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration learners must have completed NHS5004, NURS5003, NURS5005, NURS5007.

NURS6620 - Care Coordination Healthcare Models (4)

Prerequisite: NURS6020, NURS6026.

NURS6622 - Care Coordination Structure and Process (4)

Prerequisite: NURS6620.

NURS6624 - Care Coordination Ethical and Legal Considerations (4)

Prerequisite: NURS6622.

NURS6626 - Care Coordination Leadership (4)

Prerequisite: NURS6624.

NURS8004 - Advanced Doctoral Writing for Nurses (4)

NURS8006 - Nursing Research and Evidence-Based Practice (4)

NURS8008 - Person-Centered Care in Doctoral Practice (4)

NURS8010 - Executive Leadership in Contemporary Nursing (4)

NURS8012 - Nursing Technology and Healthcare Information Systems (4)

NURS8014 - Global Population Health (4)

Prerequisite: NURS8010.

NURS8020 - Doctoral Executive Leadership in Contemporary Nursing (4)

NURS8022 - Nursing Technology and Advanced Healthcare Information Systems (4)

NURS8024 - Advanced Global Population Health (4)

Prerequisite: NURS8020.

NURS8030 - Evidence-Based Practice Process for the Nursing Doctoral Learner (4)

Prerequisite: NHS8002.

NURS8045 - Doctoral Writing and Professional Practice (4)

Prerequisite: NURS8030, completion of or concurrent registration in NURS8012.

NURS9000 - Doctor of Nursing Practice 1 (4)

Prerequisite: Completion of all didactic coursework.

NURS9010 - Doctor of Nursing Practice 2 (4)

Prerequisite: NURS9000.

NURS9020 - Doctor of Nursing Practice 3 (4)

Prerequisite: NURS9010.

NURS9030 - Doctor of Nursing Practice 4 (4)

Prerequisite: NURS9020.

NURS9040 - Doctor of Nursing Practice 5 (4)

Prerequisite: NURS9030.

NURS9100 - Defining the Nursing Doctoral Project (4)

Prerequisite: A cumulative GPA of 3.0 or better; NHS8040, NURS8010, NURS8012, NURS8014, NURS8030, NURS8045, and RSCH7864.

NURS9901 - Nursing Doctoral Project 1 (4)

Prerequisite: NURS9100.

NURS9902 - Nursing Doctoral Project 2 (4)

Prerequisite: NURS9901.

NURS9903 - Nursing Doctoral Project 3 (4)

Prerequisite: NURS9902.

NURS9904 - Nursing Doctoral Project 4 (4)

Prerequisite: NURS9903.

NURS9980 - Doctoral Project Development (4)

OPS - Operations

OPS5620 - Supply Chain Foundations and Management (4)

Prerequisite: MBA5016 or MBA6022.

OPS5630 - Strategic Supply Chain Sourcing (4)

Prerequisite: MBA5016 or MBA6022.

PHI - Philosophy

PHI1200 - Philosophy of Problem Solving (6)

PHI2000 - Ethics (6)

PHI3200 - Ethics in Health Care (6)

PHI-H - Philosophy

PHI-H2005 - Honors Seminar: Critical Thinking for the Professional World (3)

PHY - Physical Science

PHY1000 - Introduction to Astronomy (6)

PLAY - Play Therapy

PLAY6203 - The History and Systems of Play Therapy (4)

PLAY6206 - Theories and Skills of Play Therapy (4)

Prerequisite: PLAY6203.

PLAY6209 - Advanced Play Therapy (4)

Prerequisite: PLAY6203, PLAY6206.

PLAY6212 - Special Topics in Play Therapy (4)

Prerequisite: PLAY6203, PLAY6206.

PM - Project Management

PM1000 - Project Management Principles (3)

PM3000 - Principles of Project Management (3)

PM4000 - Foundations of Project Management Domains (6)

Prerequisite: PM3000.

PM4020 - Integration and Scope Management (6)

Prerequisite: PM4000.

PM4030 - Scheduling, Cost, and Quality Management (6)

Prerequisite: PM4000.

PM4040 - Human Resources and Motivation Management (6)

Prerequisite: PM4000.

PM4050 - Communication and Stakeholder Management (6)

Prerequisite: PM4000.

PM4060 - Risk Management in Project Management (6)

Prerequisite: PM4000.

PM4070 - Procurement Management in Project Management (6)

Prerequisite: PM4000.

PM4080 - Agile Project Management (6)

Prerequisite: PM4000.

PM5018 - Project Management Foundations (4)

PM5332 - Project Management Planning, Execution, and Control (4)

Prerequisite: PM5018, or completion of or concurrent registration in PM5331.

PM5333 - Project Budgeting, Procurement, and Quality (4)

Prerequisite: PM5018, or completion of or concurrent registration in PM5332.

PM5334 - Project Risk Assessment and Control (4)

Prerequisite: PM5018, or completion of or concurrent registration in PM5333.

PM5335 - Project Leadership and Management (4)**PM5336 - Agile Project Management Theory and Practice (4)****POL - Political Science****POL1100 - Introduction to American Government and Politics (6)****PSL - Public Service Leadership****PSL8130 - Action Research for Public Service Leadership (4)**

Prerequisite: RSCH7868.

PSL8140 - Program Evaluation for Public Service Leadership (4)

Prerequisite: RSCH7868.

PSL9919 - Doctoral Comprehensive Examination (3)

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements.

PSL9960 - Dissertation Courseroom (3)

Prerequisite: PSL9919.

PSL9971 - Doctoral Capstone (3)

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better.

PSL-V - Public Service Leadership**PSL-V8926 - Doctoral Project Development - Topic Development (3)**

Prerequisite: Completion of or concurrent registration in RSCH7864.

PSL-V8927 - Doctoral Project Development - Framework Development (3)

Prerequisite: PSL-V8926, completion of or concurrent registration in PSL8110 or PSL8120 or RSCH7868.

PSY - Psychology**PSY5002 - Foundations of Theory and Practice for Master's Psychology Learners (5)****PSY5006 - Foundations of Theory and Practice for Applied Behavior Analysis (5)****PSY5008 - Clinical Counseling: Professional Orientation, Ethics, and the Law (5)****PSY5063 - Data Based Decision Making (5)****PSY5110 - Ethics and Individual Differences in Psychology (5)**

Prerequisite: PSY5002 or PSY8002. Accelerated Master's Pathway, BS in Psychology/MS in Psychology option learners require special permission for registration and must have completed PSYC3700 and PSYC4101 with a cumulative GPA of 2.8 or better.

PSY5115 - Human Sexuality (5)**PSY5120 - Social Psychology (5)****PSY5125 - Introduction to Sex Therapy (5)**

Prerequisite: PSY5115.

PSY5130 - Career Counseling Theory (5)**PSY5135 - Issues and Trends in Addiction-Related Treatments (5)****PSY5140 - Program Evaluation (5)**

Prerequisite: RSCH7864.

PSY5201 - Integrative Project for Master's Degree in Psychology (5)

Prerequisite: All required and elective coursework.

PSY5260 - Philosophical Foundations of Behaviorism (5)

PSY5280 - Advanced Concepts in Applied Behavior Analysis (5)

Prerequisite: Completion of or concurrent registration in PSY7710.

PSY5300 - Fundamentals of the Experimental Analysis of Behavior (5)

Prerequisite: PSY7711.

PSY5330 - Organizational Behavior Management: Supervision and Management in Applied Behavior Analysis (5)

Prerequisite: PSY7712, completion of or concurrent registration in PSY7713.

PSY5410 - History and Systems of Psychology (5)

PSY5420 - Multicultural Perspectives in Human Behavior (5)

PSY5430 - Ethics and Standards of Professional Practice (5)

PSY6000 - Foundations of Practice for School Psychology Learners (5)

PSY6010 - Human Prenatal Development (5)

PSY6015 - Lifespan Development (5)

Prerequisite: Accelerated Master's Pathway, BS in Psychology/MS in Psychology option learners require special permission for registration and must have completed PSYC3700 and PSYC4101 with a cumulative GPA of 2.8 or better.

PSY6020 - Advocacy in Child and Adolescent Development (5)

Prerequisite: PSY6010; PSY6025 or PSY6030.

PSY6025 - Child Psychology (5)

Prerequisite: Accelerated Master's Pathway, BS in Psychology/MS in Psychology option learners require special permission for registration and must have completed PSYC3700 and PSYC4101 with a cumulative GPA of 2.8 or better.

PSY6030 - Adolescent Psychology (5)

PSY6091 - Group Counseling (5)

Prerequisite: PSY-R6313.

PSY6092 - Counseling Skills and Procedures (5)

PSY6095 - Theories of Counseling and Psychotherapy (5)

PSY6100 - Introduction to Educational Psychology (5)

PSY6110 - Learning Theories in Psychology (5)

PSY6210 - Introduction to Psychopathology (5)

PSY6311 - Autism Spectrum Disorder Diagnosis and Early Intervention (5)

Prerequisite: PSY7711 or PSY8003.

PSY6313 - Lifespan Interventions and Autism Spectrum Disorder (5)

Prerequisite: PSY6311.

PSY6315 - Leadership and Consultation in Applied Behavior Analysis (5)

Prerequisite: PSY7305.

PSY6319 - Behavior Analysts as Consultants (5)

Prerequisite: PSY7306.

PSY6391 - Master's Practicum 1 (5)

Prerequisite: Completion of all required and elective coursework. RSCH7860; PSY5420; PSY5008; PSY5130; PSY6015 with a grade of B or higher; PSY6091; PSY6095; PSY6210; PSY7610; PSY-R6230; PSY-R6313 with a cumulative GPA of 3.0 or better. Approval of practicum application. All application materials must be received the quarter preceding the quarter of the proposed start date. Refer to the current manual for further details.

PSY6400 - Master's Internship Series (5)

Prerequisite: PSY6391 with a cumulative GPA of 3.0 or better; approval of practicum and internship application. All application materials must be received by the first day of the quarter preceding the learner's proposed start date. Refer to the current manual for additional requirements and further details.

PSY6505 - Principles of Family Psychology (5)

Prerequisite: PSY6015.

PSY6710 - Principles of Industrial/Organizational Psychology (5)**PSY6720 - Psychology of Leadership (5)**

Prerequisite: Accelerated Master's Pathway, BS in Psychology/MS in Psychology option learners require special permission for registration and must have completed PSYC3700 and PSYC4101 with a cumulative GPA of 2.8 or better.

PSY6730 - Consultation Psychology (5)**PSY6740 - Industrial/Organizational Psychology Practices in Personnel and Human Resource Management (5)****PSY6810 - Principles of Sport Psychology (5)**

Prerequisite: PSY6110. Accelerated Master's Pathway, BS in Psychology/MS in Psychology option learners require special permission for registration and must have completed PSYC3700 and PSYC4101 with a cumulative GPA of 2.8 or better.

PSY6820 - Performance Enhancement in Sports (5)

Prerequisite: PSY6810.

PSY6830 - Applied Sport Psychology (5)

Prerequisite: PSY6820.

PSY6840 - Current Issues in Sport Psychology (5)

Prerequisite: PSY6820.

PSY6910 - Psychology and the Law (5)

Prerequisite: PSY6210 or PSY8220.

PSY6920 - Techniques of Forensic Practice (5)

Prerequisite: PSY6910.

PSY6930 - Current Issues and Trends in Forensic Practice (5)

Prerequisite: PSY6920.

PSY7015 - Foundations of Doctoral Studies in Applied Psychology (4)**PSY7105 - Building a Doctoral Foundation: History, Theory, and Topics in Psychology (4)**

Prerequisite: RSCH7020, RSCH7864, RSCH7868.

PSY7120 - School Psychology Practicum (4)

Prerequisite: A cumulative GPA of 3.0 or better. PSY8150, PSY8235, PSY8335, PSY8337, PSY8338, PSY-V7003, and PSY-R7004.

PSY7121 - School Psychology Internship (4)

Prerequisite: PSY7120.

PSY7212 - Childhood Mental Health, Counseling, and Crisis Intervention/Prevention (5)**PSY7233 - Psychological Assessments for School Psychologists 1 (5)**

Prerequisite: PSY7610.

PSY7234 - Psychological Assessments for School Psychologists 2 (5)

Prerequisite: PSY7233.

PSY7240 - Adult Psychology (5)**PSY7305 - Organizational Behavior Management (5)**

Prerequisite: MS in Applied Behavior Analysis learners must have completed PSY7711.

PSY7306 - Education and Teaching in Applied Behavior Analysis (5)

Prerequisite: MS in Applied Behavior Analysis learners must have completed PSY7711.

PSY7310 - Biological Basis of Behavior (5)**PSY7320 - Advanced Biological Psychology (5)****PSY7330 - Psychopharmacology (5)****PSY7331 - Principles of School Psychology (5)****PSY7336 - Organization and Operation of the School (5)****PSY7421 - Cognitive/Affective Psychology (5)**

PSY7422 - Motivation (5)

PSY7510 - Psychology of Personality (5)

PSY7530 - Psychology of Group Dynamics (5)

PSY7610 - Tests and Measurements (5)

PSY7660 - Survey Construction and Administration (5)

Prerequisite: RSCH7864.

PSY7710 - Ethics in Applied Behavior Analysis (5)

Prerequisite: Completion of or concurrent registration in PSY5260.

PSY7711 - Measurement and Research in Applied Behavior Analysis (5)

Prerequisite: PSY5260, PSY7710, completion of or concurrent registration in PSY5280.

PSY7712 - Behavior Analytic Assessments (5)

Prerequisite: PSY5280, completion of or concurrent registration in PSY7711.

PSY7713 - Behavior Analytic Interventions (5)

Prerequisite: PSY7711, PSY7712.

PSY7715 - Applied Behavior Analysis Capstone (5)

Prerequisite: Completion of all required coursework, PSY5330, PSY7713.

PSY7870 - Doctoral Research Design (4)

Prerequisite: PSY-V8925.

PSY8001 - Orientation to Professional Psychology (5)

PSY8003 - Foundations of Theory and Practice for Behavior Analysis (5)

PSY8100 - Principles of Educational Psychology (5)

PSY8110 - The Psychology of Teaching (5)

PSY8130 - Adult Learner in the Classroom (5)

PSY8150 - Exceptional Children in the Classroom (5)

PSY8170 - Principles of Instructional Design (5)

PSY8220 - Advanced Psychopathology (5)

PSY8221 - Practice Readiness Examination (2)

Prerequisite: PSY-R8209 and concurrent registration in PSY-R8215.

PSY8230 - Psychological Testing (5)

Prerequisite: PSY7610.

PSY8235 - Psychological Assessments for School Psychologists 3 (5)

Prerequisite: PSY7234.

PSY8251 - Neuropsychological Assessment (5)

Prerequisite: PSY-R8206.

PSY8301 - Single-Subject Research Design Methods (5)

PSY8302 - Behaviorism (5)

PSY8303 - Experimental Analysis of Behavior (5)

PSY8304 - Analysis of Verbal Behavior (5)

Prerequisite: PSY7306.

PSY8307 - Advanced Single-Subject Research Design for Behavior Analysis (5)

Prerequisite: PSY7305, PSY7306, PSY8304, PSY-V8925.

PSY8316 - Evidence-Based Practice in Psychology (5)

PSY8332 - Advanced Methods in School Psychology (5)

PSY8335 - Consultation and Collaboration in the School (5)

PSY8337 - Legal and Ethical Issues in the School (5)

PSY8338 - Child and Adolescent Development for School Psychologists (5)

PSY8348 - Motivation and Learning (5)

PSY8352 - Compassionate and Multicultural Applied Behavior Analysis (5)

PSY8354 - Relational Frame Theory and Acceptance and Commitment Therapy (5)**PSY8358 - Higher Education Teaching Methods (5)**

Prerequisite: PSY7306.

PSY8371 - Strategies of Clinical Supervision and Consultation (5)**PSY8375 - Professional Development and Supervision of School Psychologists (5)****PSY8501 - Advanced Research Methods and Statistics for Professional Psychology (5)****PSY8502 - Advanced Research Design and Methodology for Professional Psychology (5)**

Prerequisite: PSY8501.

PSY8610 - Principles of Health Psychology (5)**PSY8626 - Multivariate Statistics: Theory and Application (5)**

Prerequisite: RSCH8625.

PSY8721 - Introduction to Business Practices for Psychologists (5)**PSY8755 - Ethical and Legal Principles of Industrial/Organizational Psychology (5)****PSY8761 - Work Analysis and Selection (5)**

Prerequisite: PSY6710, PSY7610, RSCH7864.

PSY8765 - Testing and Assessment in Workplace Psychology (5)

Prerequisite: PSY7610.

PSY8768 - Theory and Practice of Psychological Coaching (5)

Prerequisite: PSY7610.

PSY8770 - Psychology of Motivation and Performance (5)**PSY8950 - Clinical Psychology Doctoral Practicum (4)**

Prerequisite: PSY5410, PSY5420, PSY6015, PSY8220, PSY8371, and all residency requirements. Approval of practicum application.

All application materials must be received by the first day of the quarter preceding the quarter of the proposed start date. Refer to the current manual for further details.

PSY8951 - Doctoral Practicum Series (5)

Prerequisite: PSY5410, PSY5420, PSY5430, PSY6015, PSY8316, PSY8371, PSY8220, PSY8230, PSY8240, and all residency requirements. Approval of practicum application. All application materials must be received by the first day of the quarter preceding the quarter of the proposed start date. Refer to the current manual for further details.

PSY8960 - School Psychology PsyD Practicum 1 (5)

Prerequisite: PSY5420, PSY7610, PSY7212, PSY7233, PSY7234, PSY7320, PSY7331, PSY7421, PSY8230, PSY8235, PSY8332, PSY8335, PSY8337, PSY8375, PSY8501, PSY-R6591, PSY-R6592, PSY-R6593, PSY-R6594, PSY-R6595, PSY-R6596, PSY-R6597, PSY-R6599.

PSY8961 - School Psychology PsyD Practicum 2 (5)

Prerequisite: PSY8960.

PSY8962 - School Psychology PsyD Internship 1 (5)

Prerequisite: PsyD in School Psychology learners who have not previously completed a master's- or specialist-level practicum and internship course in School Psychology must take PSY8961.

PSY8963 - School Psychology PsyD Internship 2 (5)

Prerequisite: PSY8962.

PSY8964 - School Psychology PsyD Internship 3 (5)

Prerequisite: PSY8963.

PSY8965 - School Psychology PsyD Internship 4 (5)

Prerequisite: PSY8964.

PSY8966 - School Psychology PsyD Internship 5 (5)

Prerequisite: PSY8965.

PSY8967 - School Psychology PsyD Internship 6 (5)

Prerequisite: PSY8966.

PSY8968 - School Psychology PsyD Practicum 3 (5)

Prerequisite: PSY8961.

PSY8971 - Doctoral Internship Series (5)

Prerequisite: Completion of all doctoral practicum requirements. approval of internship application. Refer to the current manual for additional requirements and further details.

PSY8991 - Selected Topics in Psychology (1)

PSY9060 - School Psychology PsyD Practicum (4)

Prerequisite: Completion of all required coursework.

PSY9065 - School Psychology PsyD Internship (4)

Prerequisite: PsyD in School Psychology learners who have not previously completed a master's- or specialist-level practicum and internship course in School Psychology must take PSY9060.

PSY9909 - Clinical Psychology Dissertation Preparation (5)

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Completion of practicum courses. Fulfillment of all residency requirements.

PSY9919 - Doctoral Comprehensive Examination (3)

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements.

PSY9960 - Dissertation Courseroom (3)

Prerequisite: Completion of all required and elective coursework.

PSY9962 - Clinical Psychology Doctoral Internship (3)

Prerequisite: Completion of or concurrent registration in PSY9909. Completion of all doctoral practicum requirements. Approval of

internship application. Refer to the current manual for additional requirements and further details.

PSY9965 - School Psychology Doctoral Learner Comprehensive Examination (5)

Prerequisite: PSY5420, PSY7212, PSY7233, PSY7234, PSY7421, PSY7610, PSY8230, PSY8235, PSY8332, PSY8335, PSY8337, PSY8338, PSY8375, PSY8501.

PSY9970 - Doctoral School Psychology Integrative Project (5)

Prerequisite: Completion of all required coursework, with the exception of PSY8960, PSY8961, PSY8962, PSY8963, PSY8964, and PSY8965. Fulfillment of all residency requirements.

PSY-R - Psychology

PSY-R6000 - Advanced Assessment and Counseling for School Psychologists (4)

Prerequisite: PSY7233. Concurrent registration in PSY7234 recommended.

PSY-R6230 - Introduction to Psychological Testing (5)

Prerequisite: PSY7610, PSY-R6313.

PSY-R6313 - Clinical Interventions (5)

Prerequisite: PSY6090 or PSY6095 or PSY6310.

PSY-R7004 - Comprehensive Learner Assessment for School Psychology (3)

Prerequisite: PSY8235 and PSY-V7003.

PSY-R8200 - The Helping Relationship and Techniques in Clinical Psychology (5)

Prerequisite: PSY5420, PSY6015, PSY6095, PSY7610 concurrent registration in PSY-R8203.

PSY-R8203 - Psychological Assessment 1: Cognitive, Achievement, and Adaptive Behavior (5)

Prerequisite: PSY5420, PSY6015, PSY6095, PSY7610 concurrent registration in PSY-R8200.

PSY-R8206 - Psychological Assessment 2: Personality and Mental Health (5)

Prerequisite: PSY-R8200 and PSY-R8203.

PSY-R8209 - Integrated Psychological Report Writing and Case Conceptualization (5)

Prerequisite: PSY-R8206.

PSY-R8212 - Theory and Evidence-Based Practice in Clinical Psychology (5)

Prerequisite: PSY-R8209 and concurrent registration in PSY-R8215.

PSY-R8215 - Ethics and Standards of Professional Practice in Clinical Psychology (5)

Prerequisite: PSY-R8209 and concurrent registration in PSY-R8212.

PSY-R8218 - Advanced Residency Applications (2)

Prerequisite: PSY-R8206.

PSY-V - Psychology**PSY-V6002 - Response to Intervention and Functional Behavior Assessment (4)**

Prerequisite: PSY7234 and PSY-R6000.

PSY-V7003 - Treatment Planning and Report Writing (5)**PSY-V8925 - Doctoral Project Development - Topic Ideation (3)**

Prerequisite: PhD in Psychology learners must have completed PSY7105. PhD in Behavior Analysis learners must have completed PSY8301, PSY8302, PSY8303, PSY8352, RSCH7860.

PSY-V8926 - Doctoral Project Development - Topic Development (3)

Prerequisite: PSY-V8925. PhD in Psychology learners must have completed RSCH7864, RSCH7868. PhD in Behavior Analysis learners must have completed PSY8307. Cannot be fulfilled by transfer.

PSY-V8927 - Doctoral Project Development - Framework Development (3)

Prerequisite: PSY8307 or RSCH8625 or RSCH8635; PSY-V8926; and completion of all didactic coursework.

PSYC - Psychology**PSYC1000 - Introduction to Psychology (6)****PSYC1003 - Developing Psychology Thinking (6)****PSYC1010 - Introductory Psychology (3)****PSYC1540 - The Psychology of Human Differences and Society (3)****PSYC2001 - Applied Behavior Analysis Foundations (6)****PSYC2002 - The Skillful Psychology Learner (6)****PSYC2003 - The Skillful Psychology Learner (6)**

Prerequisite: PSYC1003.

PSYC2210 - Introduction to Psychology of Social Media (3)**PSYC2240 - Psychology of the Workplace (3)****PSYC2320 - Introduction to Counseling and Psychotherapy (3)**

Prerequisite: PSYC1010.

PSYC2520 - Social Psychology in Action (3)**PSYC2600 - Development Across the Lifespan (3)****PSYC2700 - Child Development (3)****PSYC2720 - Adolescent Psychology (3)****PSYC2740 - Adult Development and Aging (3)****PSYC2800 - Gender and Human Sexuality (3)****PSYC3002 - Developing a Psychology Perspective (6)****PSYC3003 - Developing a Psychology Perspective (6)**

Prerequisite: ENG1000, PSYC1000, PSYC1003.

PSYC3110 - Abnormal Psychology (6)

Prerequisite: PSYC1010.

PSYC3130 - Criminal Psychology & Behavior (6)

PSYC3210 - Human Lifespan Development (6)

Prerequisite: PSYC1010, completion of or concurrent registration in PSYC1540.

PSYC3310 - Brain, Body, and Behavior (6)

Prerequisite: PSYC1010.

PSYC3501 - Cognitive Psychology (6)

PSYC3520 - Introduction to Social Psychology (6)

Prerequisite: PSYC1010, completion of or concurrent registration in PSYC3210.

PSYC3540 - Cultural Perspectives in Psychology (6)

Prerequisite: PSYC1010.

PSYC3700 - Statistics for Psychology (6)

Prerequisite: MAT2150, PSYC1010.

PSYC3770 - Psychology of Human Motivation and Performance (6)

Prerequisite: PSYC1010.

PSYC4003 - Applied Behavior Analysis Research and Interventions (6)

Prerequisite: PSYC4011 with a grade of "C" or higher.

PSYC4004 - Applied Behavior Analysis Assessment (6)

Prerequisite: PSYC4003 with a grade of "C" or higher.

PSYC4005 - Applied Behavior Analysis Behavior-Change Procedures and Interventions (6)

Prerequisite: PSYC4004 with a grade of "C" or higher.

PSYC4006 - Applied Behavior Analysis Capstone 1 (6)

Prerequisite: All required and elective coursework.

PSYC4007 - Applied Behavior Analysis Capstone 2 (6)

Prerequisite: All required and elective coursework.

PSYC4011 - Applied Behavior Analysis Ethics and Supervision (6)

Prerequisite: PSYC2001 with a grade of "C" or higher.

PSYC4016 - Introduction to Organizational Behavior Management: Supervision and Performance Management (6)

Prerequisite: PSYC4005 with a grade of "C" or higher.

PSYC4101 - History, Systems, and Contemporary Psychology (6)

Prerequisite: PSYC1010, PSYC1540. **PSYC4110 - Positive Psychology (6)**

Prerequisite: PSYC1010.

PSYC4325 - Stress, Trauma, and Wellness (6)

Prerequisite: PSYC1010.

PSYC4600 - Research Methods in Psychology (6)

Prerequisite: PSYC3700.

PSYC4900 - Psychology Capstone Project (6)

Prerequisite: PSYC4600.

PUAD - Public Administration

PUAD6010 - 21st-Century Communication and Leadership (4)

PUAD6095 - Integrative Project for Public Administration (4)

Prerequisite: Completion of all required and elective coursework.

PUBH - Public Health

PUBH4001 - Foundations of Public Health (4)

PUBH4003 - Introduction to Theories of Social and Behavioral Change (4)

PUBH4006 - Social Determinants of Health and Wellness (4)

PUBH4009 - Introduction to Biostatistics (4)

PUBH4012 - Introduction to Epidemiology (4)

PUBH4015 - Planning and Evaluation in Evidence-Based Practice (4)

PUBH4018 - Introduction to Public Health Policy and Management (4)

PUBH4024 - Introduction to Environmental Health (4)

Prerequisite: PUBH4009 and PUBH4012.

PUBH4027 - Community Health Promotion, Education and Advocacy (4)

PUBH4900 - Public Health Capstone (6)

RSCH - Research

RSCH7020 - Navigating the Ethical Landscape of Research in a Modern World (4)

RSCH7860 - Survey of Research Methods (4)

RSCH7864 - Quantitative Design and Analysis (4)

Prerequisite: MS in Psychology learners must have completed PSY5110. PhD in Psychology learners must have completed RSCH7020.

RSCH7868 - Qualitative Design and Analysis (4)

Prerequisite: PhD in Psychology learners must have completed RSCH7020.

RSCH8625 - Advanced Quantitative Statistics (4)

Prerequisite: PSY-V8926, RSCH7864.

RSCH8635 - Advanced Qualitative Analysis (4)

Prerequisite: PSY-V8926.

SHB - Studies in Human Behavior

SHB8101 - Interdisciplinary Leadership in Social and Behavioral Sciences (4)

SHB8110 - Disability Across Contexts: Families, Communities, and Policy (4)

SHB8315 - Advanced Program Design and Evaluation (4)

SHB8331 - Advanced Child and Adolescent Studies (4)

SHB8478 - The Family in Social Context (4)

SHB8505 - Pedagogy and Professional Development in Family Science (4)

SHB8775 - Issues in Aging, Grief, and Bereavement (4)

SHB8811 - Addiction, Paradigms and Social Policy (4)

SHB9919 - Doctoral Comprehensive Examination (3)

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better.

SHB9960 - Dissertation Courseroom (3)

Prerequisite: SHB9919.

SOC - Sociology

SOC1150 - How Society Works: Human Differences, Collaboration, and Problem Solving (6)

SOC2400 - Health and Illness in Social Context (6)

SOC-H - Sociology

SOC-H3005 - Honors Professional Seminar (6)

Prerequisite: PHI-H2005.

SWK - Social Work

SWK2002 - Introduction to Social Work and Social Welfare (6)

SWK2200 - History, Policy, and Practice of Social Welfare (6)

Prerequisite: Completion of or concurrent registration in SWK2002.

SWK2208 - Introduction to Human Behavior and the Social Environment (6)

Prerequisite: Completion of or concurrent registration in SWK2002.

SWK2400 - Introduction to Research in Social Work Practice (6)

Prerequisite: Completion of or concurrent registration in SWK2002.

SWK3200 - BSW Practice- Micro (6)

Prerequisite: SWK2002, SWK2200, SWK2208, SWK2400, completion of or concurrent registration in SWK3208.

SWK3208 - Human Behavior and the Social Environment (6)

Prerequisite: SWK2208.

SWK3216 - Planning and Social Policy in Human (6)

Prerequisite: Completion of or concurrent registration in SWK3200.

SWK3400 - Research in Social Work Practice 2 (6)

Prerequisite: Completion of or concurrent registration in SWK3216.

SWK3420 - BSW Practice - Mezzo (6)

Prerequisite: Completion of or concurrent registration in SWK3400.

SWK3430 - BSW Practice - Macro (6)

Prerequisite: Completion of or concurrent registration in SWK3420.

SWK4020 - Technology for Generalist Social Work Practice (6)

Prerequisite: Completion of or concurrent registration in SWK3430.

SWK4600 - Generalist Practice Education Practicum 1 (6)

Prerequisite: Completion of or concurrent registration in SWK3430.

SWK4602 - Generalist Practice Education Practicum 2 (6)

Prerequisite: Completion of or concurrent registration in SWK4020.

SWK5001 - Research in Social Work Practice (4)

SWK5002 - Social Welfare History, Policy, and Practice (4)

SWK5003 - Human Behavior and the Social Environment 1 (4)

Prerequisite: Completion of or concurrent registration in SWK5001, SWK5002.

SWK5004 - Micro Social Work Practice (4)

Prerequisite: SWK5001, SWK5002.

SWK5005 - Human Behavior and the Social Environment 2 (4)

Prerequisite: SWK5003, completion of or concurrent registration in SWK5004.

SWK5006 - Social Policy and Planning in Human Services (4)

Prerequisite: SWK5002.

SWK5007 - Mezzo Social Work Practice (4)

Prerequisite: SWK5003, completion of or concurrent registration in SWK5004.

SWK5008 - Macro Social Work Practice with Groups, Organizations, and Communities (4)

Prerequisite: SWK5004, SWK5006.

SWK5011 - Culturally Responsive Social Work Practice (4)

Prerequisite: SWK5007; completion of or concurrent registration in SWK5008.

SWK5012 - Culturally Responsive Social Work Practice (4)

SWK5013 - Mental Health Practice and Advanced Interventions: Theory and Practice (4)

Prerequisite: SWK5007; completion of or concurrent registration in SWK5008; learners in the MSW-Advanced Standing program are exempt from these prerequisites.

SWK5014 - Advanced Generalist Social Work Practice (4)

Prerequisite: Completion of or concurrent registration in SWK5011 or SWK5012 and SWK5013.

SWK5015 - Advanced Statistics, Research, and Program Evaluation (4)

Prerequisite: Completion of or concurrent registration in SWK5012, SWK5013.

SWK5016 - Integrative Technology in Advanced Social Work Practice (4)

Prerequisite: Completion of or concurrent registration in SWK5014.

SWK5017 - Clinical Supervision and Leadership in Social Work Practice (4)

Prerequisite: MSW learners must have completed or be currently registered in SWK5016.

SWK5018 - Systems Analysis of Social Work Practice: Theories, Skills, Values, and Professional Practice (4)

Prerequisite: Completion of or concurrent registration in SWK5528.

SWK5025 - Foundation Practicum 1 (4)

Prerequisite: SWK5014, SWK5015, completion of or concurrent registration in SWK5016 or SWK5017. Approval of practicum application. All application materials must be received two quarters in advance of the proposed start date. See campus resources for deadlines.

SWK5026 - Foundation Practicum 2 (4)

Prerequisite: SWK5025 with a grade of B or higher. Approval of practicum application. All application materials must be received by the first day of the quarter preceding the quarter of the proposed start date.

SWK5525 - Advanced Internship Seminar/Lab (4)**SWK5526 - Advanced Internship Practicum 1 (4)**

Prerequisite: SWK5014, SWK5015, SWK5016, completion of or concurrent registration in SWK5017. MSW learners must have completed SWK5026 with a grade of B or higher. Approval of practicum application. All application materials must be received by the first day of the quarter preceding the quarter of the proposed start date. Refer to the current manual for further details.

SWK5527 - Advanced Internship Practicum 2 (4)

Prerequisite: SWK5526 with a grade of B or higher. Approval of practicum application. All application materials must be received by the first day of the quarter preceding the quarter of the proposed start date.

SWK5528 - Advanced Internship Practicum 3 (4)

Prerequisite: SWK5527 with a grade of B or higher. Approval of practicum application. All application materials must be received by the

first day of the quarter preceding the quarter of the proposed start date. Refer to the current manual for further details.

SWK5800 - Advanced Clinical Social Work Practice with Children and Youth (4)

Prerequisite: SWK5013.

SWK5801 - Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Children and Youth (4)

Prerequisite: SWK5800.

SWK5802 - Advanced Clinical Social Work Practice with Adults (4)

Prerequisite: SWK5013.

SWK5803 - Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Adults (4)

Prerequisite: SWK5802.

SWK5804 - Innovative Leadership and Supervision in Social Work Practice (4)

Prerequisite: SWK5014.

SWK5805 - Managing Social Work Practice in the 21st Century (4)

Prerequisite: SWK5804.

SWK8010 - Advanced Social Work Practice: Integrating Technology and Teaching in Academic and Agency Settings (4)**SWK8015 - Advanced Social Work Practice: Theoretical Perspectives (4)**

Prerequisite: Completion of or concurrent registration in SWK8010.

SWK8020 - Advanced Social Work Practice: Disaster and Crisis Management (4)

Prerequisite: Completion of or concurrent registration in SWK8025.

SWK8025 - Leadership and Management in Complex Social Systems (4)

Prerequisite: SWK8010; completion of or concurrent registration in SWK8015.

SWK8030 - Grant Writing and Administration (4)

Prerequisite: Completion of or concurrent enrollment in RSCH7860.

SWK8035 - Advanced Social Work Policy and Practice (4)

Prerequisite: Completion of or concurrent registration in SWK8020.

SWK8045 - Clinical Theories of Social Work Practice 1 (4)

Prerequisite: Completion of or concurrent registration in RSCH7860, SWK8025, SWK8035.

SWK8055 - Advanced Social Work Practice in Complex Systems (4)

Prerequisite: Completion of or concurrent registration in SWK8045.

SWK8065 - Clinical Theories of Social Work Practice 2 (4)

Prerequisite: Completion of or concurrent registration in PSL-V8926; SWK8055.

SWK8075 - Advanced Social Work Practitioner as a Leader of Social Change (4)

Prerequisite: Completion of or concurrent registration in RSCH7868, SWK8065.

TS - Technology Systems

TS8535 - System and Application Security Advances (4)

TS8537 - Assurance Controls and Compliance Management (4)

TS9919 - Doctoral Comprehensive Examination (3)

Prerequisite: Completion of all required and elective coursework with a cumulative GPA of 3.0 or better; completion of practicum courses, if applicable; fulfillment of all residency requirements.

TS9960 - Dissertation Courseroom (3)

Prerequisite: TS9919.

FlexPath (-FP and -FPX) Courses

All FlexPath courses list the associated program point value in parentheses.

ACC-FPX - Accounting FlexPath

ACC-FPX5610 - Advanced Accounting, Budget Planning and Control (2)

Prerequisite: MBA-FPX5010.

ANLY-FPX - Analytics FlexPath

ANLY-FPX5510 - Advanced Business Analytics (2)

BHA-FPX - Bachelor of Science in Health Care Administration FlexPath

BHA-FPX2002 - Evolution of Healthcare Delivery in the United States (1.5)

BHA-FPX2003 - Current Trends and Future Directions in Healthcare Management (1.5)

BHA-FPX2006 - Healthcare Regulation and Regulatory Affairs (3)

BHA-FPX2102 - Leadership and Communication in Healthcare Management (3)

BHA-FPX2106 - Health Information Management in Healthcare Organizations (3)

BHA-FPX2110 - Healthcare Operations and Process Improvement (3)

BHA-FPX3001 - Essentials of the Healthcare System (3)

BHA-FPX3004 - Ensuring Patient Safety and Quality Improvement in Healthcare (3)

BHA-FPX3008 - Financial Management for Healthcare Organizations (1.5)

BHA-FPX3009 - Healthcare Financing and Reimbursement Models (1.5)

BHA-FPX3010 - Introduction to Healthcare Research Methods (3)

BHA-FPX3108 - Population Health Management Strategies (3)

BHA-FPX3112 - Introduction to Healthcare Economics (3)

BHA-FPX4002 - History of the United States Health Care System (1.5)

BHA-FPX4003 - Present and Future State Developments within the United States Health Care System (1.5)

BHA-FPX4006 - Health Care Regulation and Compliance (3)

BHA-FPX4020 - Health Care Administration Capstone Project (3)

BHA-FPX4102 - Leadership and Communication in Health Care Organizations (3)

BHA-FPX4104 - Strategic Leadership and Workforce Planning in Healthcare (3)

BHA-FPX4106 - Introduction to Managing Health Care Information (3)

BHA-FPX4110 - Health Care Systems and Operations (3)

BIO-FPX - Biology FlexPath

BIO-FPX1000 - Human Biology (3)

BUS-FPX - Business FlexPath

BUS-FPX1011 - Management Fundamentals (1.5)

BUS-FPX2007 - Introduction to Business Perspectives (3)

BUS-FPX2012 - Leadership Fundamentals (1.5)

BUS-FPX2021 - Business Law Fundamentals (1.5)

BUS-FPX2030 - Marketing and Sales Fundamentals (3)

BUS-FPX2061 - Accounting Fundamentals (1.5)

BUS-FPX2062 - Finance Fundamentals (1.5)

BUS-FPX3007 - Developing a Business Perspective (3)

BUS-FPX3011 - Fundamentals of Management (1.5)

BUS-FPX3012 - Fundamentals of Leadership (1.5)

BUS-FPX3021 - Fundamentals of Business Law (1.5)

BUS-FPX3022 - Fundamentals of Supply Chain Management (1.5)

BUS-FPX3030 - Fundamentals of Marketing and Sales (3)

BUS-FPX3040 - Fundamentals of Human Resource Management (3)

BUS-FPX3050 - Fundamentals of Organizational Communication (3)

BUS-FPX3062 - Fundamentals of Finance (1.5)

BUS-FPX3121 - Healthcare Management Ethics (3)

BUS-FPX4011 - Virtual Team Collaboration (3)

Prerequisite: BUS-FPX1011 and BUS-FPX2012.

BUS-FPX4012 - Leadership in Organizations (3)

Prerequisite: BUS-FPX1011 and BUS-FPX2012.

BUS-FPX4013 - Organizational Structure, Learning, and Performance (3)

Prerequisite: BUS-FPX1011 and BUS-FPX2012.

BUS-FPX4014 - Operations Management for Competitive Advantage (3)

Prerequisite: BUS-FPX1011 and BUS-FPX2012.

BUS-FPX4015 - Strategic Planning and Implementation (3)

Prerequisite: BUS-FPX1011 and BUS-FPX2012.

BUS-FPX4016 - Global Business Relationships (3)

Prerequisite: BUS-FPX1011 and BUS-FPX2012.

BUS-FPX4024 - Customer Behavior (3)

Prerequisite: BUS-FPX2030.

BUS-FPX4043 - Compensation and Benefits Management (3)

Prerequisite: BUS-FPX3040.

BUS-FPX4044 - Legal Issues in Human Resource Management (3)

Prerequisite: BUS-FPX3040.

BUS-FPX4045 - Recruiting, Retention, and Development (3)

Prerequisite: BUS-FPX3040.

BUS-FPX4046 - Employee and Labor Relations (3)

Prerequisite: BUS-FPX3040, BUS-FPX4045.

BUS-FPX4047 - Employee Training and Development (3)

Prerequisite: BUS-FPX3040.

BUS-FPX4048 - International HR Management Issues (3)

Prerequisite: BUS-FPX3040.

BUS-FPX4060 - Financial Accounting Principles (3)

Prerequisite: BUS-FPX2061.

BUS-FPX4061 - Managerial Accounting Principles (3)

Prerequisite: BUS-FPX4060.

BUS-FPX4062 - Intermediate Financial Accounting Topics and Trends (3)

Prerequisite: BUS-FPX4060.

BUS-FPX4063 - Advanced Financial Accounting Topics and Trends (3)

Prerequisite: BUS-FPX4062.

BUS-FPX4064 - Cost Accounting for Planning and Control (3)

Prerequisite: BUS-FPX4061.

BUS-FPX4065 - Income Tax Concepts and Strategies (3)

Prerequisite: BUS-FPX4060.

BUS-FPX4068 - Contemporary Auditing Using Investigative Accounting Practices (3)

Prerequisite: BUS-FPX4063.

BUS-FPX4070 - Foundations in Finance (3)

Prerequisite: BUS-FPX2062.

BUS-FPX4801 - Ethics and Enterprise (3)**BUS-FPX4802 - Change Management (3)****BUS-FPX4993 - Business Capstone Project (3)****COM-FPX - Communication FlexPath****COM-FPX1150 - Introduction to Digital Information and Literacy (3)****COM-FPX1250 - Workplace Communication (3)****COM-FPX3700 - Conflict Resolution (3)****CSC - Computer Science FlexPath****CSC-FPX4010 - Principles of Programming Languages (3)**

Prerequisite: IT-FPX2249.

CSC-FPX4020 - Algorithms and Data Structures (3)

Prerequisite: IT-FPX2249, IT-FPX2230; MAT-FPX1200 or MAT-FPX2200.

CSC-FPX4030 - Introduction to Machine Learning (3)

Prerequisite: IT-FPX2249; MAT-FPX1200 or MAT-FPX2200.

CSC-FPX4040 - Computer Vision (3)

Prerequisite: IT-FPX2249; MAT-FPX1200 or MAT-FPX2200.

CSC-FPX4900 - Computer Science Capstone 1 (3)

Prerequisite: All required and elective coursework, CSC-FPX4010, CSC-FPX4020, CSC-FPX4030, CSC-FPX4040, IT-FPX1006, IT-FPX1170, IT-FPX2180, IT-FPX2230, IT-FPX2249, IT-FPX2280, IT-FPX3240, IT-FPX3249, IT-FPX4527, IT-FPX4535.

CSC-FPX4902 - Computer Science Capstone 2 (3)

Prerequisite: CSC-FPX4900.

DB-FPX - Doctor of Business Administration FlexPath**DB-FPX8400 - Your DBA Journey (3)****DB-FPX8405 - Effective Organizational Leadership (3)****DB-FPX8410 - Addressing Problems in Human Resources and Compliance (3)****DB-FPX8415 - Strategic Decision Making (3)****DB-FPX8420 - Teaching Business in Higher Education (3)****DB-FPX8610 - Leadership Theory and Practice (2)**

Prerequisite: DB-FPX8420.

DB-FPX8620 - High Performance Leadership (2)

Prerequisite: DB-FPX8610 or DB-FPX8710.

DB-FPX8630 - Catalysts for Change (2)

Prerequisite: DB-FPX8620 or DB-FPX8720.

DB-FPX8640 - Seminar: Leadership Topic Development (3)

Prerequisite: DB-FPX8630, RSCH-FPX7860, RSCH-FPX7864, RSCH-FPX7868.

DB-FPX8650 - Seminar: Leadership Literature Review (3)

Prerequisite: DB-FPX8640.

DB-FPX8710 - Strategy and Innovation: Theorizing, Crafting, Executing (2)

Prerequisite: DB-FPX8420.

DB-FPX8720 - Strategic Digital Transformation (2)

Prerequisite: DB-FPX8610 or DB-FPX8710.

DB-FPX8730 - Managing Innovation, Design, and Creativity (2)

Prerequisite: DB-FPX8620 or DB-FPX8720.

DB-FPX8740 - Seminar: Strategy and Innovation Topic Development (3)

Prerequisite: DB-FPX8730, RSCH-FPX7860, RSCH-FPX7864, RSCH-FPX7868.

DB-FPX8750 - Seminar: Strategy and Innovation Literature Review (3)

Prerequisite: DB-FPX8740.

DB-FPX8840 - Seminar: General Management Topic Development (3)

Prerequisite: RSCH-FPX7860; DB-FPX8630 or DB-FPX8730, RSCH-FPX7864, RSCH-FPX7868.

DB-FPX8850 - Seminar: General Management Literature Review (3)

Prerequisite: DB-FPX8840.

DB-FPX9801 - Proposal Writing (3)

Prerequisite: DB-FPX8650 or DB-FPX8750 or DB-FPX8850.

DB-FPX9802 - Data Analysis Practice and IRB Approval (3)

Prerequisite: DB-FPX9801.

DB-FPX9803 - Project Results (3)

Prerequisite: DB-FPX9802.

DB-FPX9804 - Final Reviews and Presentation (3)

Prerequisite: DB-FPX9803.

DB-FPX9980 - Doctoral Project Development (2)

ECO-FPX - Economics FlexPath

ECO-FPX1150 - Personal Economics: Introduction to Financial Planning (3)

EDD-FPX - Doctor of Education FlexPath

EDD-FPX8010 - Foundations of Doctoral Studies in Education (2)

EDD-FPX8020 - The Dynamics of Organizational Improvement (2)

EDD-FPX8030 - Investigating Problems of Practice (2)

Prerequisite: EDD-FPX8010, EDD-FPX8020.

EDD-FPX8040 - Research Design for Practitioners (2)

Prerequisite: EDD-FPX8030.

EDD-FPX8050 - Data Literacy for Leaders (2)

Prerequisite: EDD-FPX8040.

EDD-FPX8520 - Educational Leadership by Design (2)

Prerequisite: EDD-FPX8010, and completion or concurrent registration in EDD-FPX8020.

EDD-FPX8522 - Leading a Culture of Learning (2)

Prerequisite: EDD-FPX8520.

EDD-FPX8524 - The Future of Educational Leadership (2)

Prerequisite: EDD-FPX8520.

EDD-FPX8526 - Change Leadership in a Learning Organization (2)

Prerequisite: EDD-FPX8520, EDD-FPX8522, EDD-FPX8524.

EDD-FPX8528 - Assessment and Evaluation in the Learning Organization (2)

Prerequisite: EDD-FPX8030, EDD-FPX8526.

EDD-FPX9951 - EdD Doctoral Project 1 (2)

Prerequisite: EDD-FPX8050, EDD-FPX8528.

EDD-FPX9952 - EdD Doctoral Project 2 (2)

Prerequisite: EDD-FPX9951.

EDD-FPX9953 - EdD Doctoral Project 3 (2)

Prerequisite: EDD-FPX9952.

EDD-FPX9954 - EdD Doctoral Project 4 (2)

Prerequisite: EDD-FPX9953.

EDD-FPX9955 - EdD Doctoral Project 5 (2)

Prerequisite: EDD-FPX9954.

EDD-FPX9956 - EdD Doctoral Project 6 (2)

Prerequisite: EDD-FPX9955.

EDD-FPX9980 - Doctoral Project Development (2)

ED-FPX - Education FlexPath

ED-FPX5300A - Evaluating Curricular Models and Theories (0.5)

ED-FPX5300B - Applying Curricular Models and Theories (0.5)

ED-FPX5300C - Team Collaboration Theories and Practices for Curriculum Design and Improvement (0.5)

ED-FPX5300D - Team Practices in Curriculum Design and Implementation (0.5)

ED-FPX5302A - Student Learning Research (0.5)

ED-FPX5302B - Research-Based Curriculum Design (0.5)

ED-FPX5302C - Brain-Based Learning Theory and Principles (0.5)

ED-FPX5302D - Technology Impacts on Learning (0.5)

ED-FPX5304A - Assessment Models and Approaches (0.5)

ED-FPX5304B - Assessment Design and Implementation (0.5)

ED-FPX5304C - Analyzing Assessment Data for Decision Making (0.5)

ED-FPX5304D - Communicating Assessment Results to Stakeholders (0.5)

ED-FPX5306 - Action Research to Enhance Practice (2)

ED-FPX5730A - English Language Learner Considerations in Teaching (0.5)

ED-FPX5730B - Modeling Cultural Competency to Enhance Learning (0.5)

ED-FPX5730C - Socio-Linguistic Theories (0.5)

ED-FPX5730D - Legislation Affecting English Language Learner Education (0.5)

ED-FPX5980 - Teaching and Learning Capstone (3)

EDT-FPX - Education Technology FlexPath

EDT-FPX5100A - Change Research and Theory and Technology Integration (0.5)

EDT-FPX5100B - Collaboration in Technology Integration (0.5)

EDT-FPX5100C - Technology and Innovation in the Classroom (0.5)

EDT-FPX5100D - Communicating Innovation and Change with Stakeholders (0.5)

EDT-FPX5102A - Data Collection and Analysis Strategies (0.5)

EDT-FPX5102B - Analyzing Data (0.5)

EDT-FPX5102C - Technology for Data Collection (0.5)

EDT-FPX5102D - Digital Tools for Communicating with Stakeholders (0.5)

EDT-FPX5104A - Dispositions for Positive Change (0.5)

EDT-FPX5104B - Teacher Digital Rights and Responsibilities (0.5)

EDT-FPX5104C - Enhancing Digital Learning for Students (0.5)

EDT-FPX5104D - Guiding Student Digital Behaviors (0.5)

EDT-FPX5130A - Standards, Outcomes, and Competencies for Curriculum Development (0.5)

EDT-FPX5130B - Applying Competency-Based Curriculum Development (0.5)

EDT-FPX5130C - Competency-Based Instruction with Research-Based Practices (0.5)

EDT-FPX5130D - Competency-Based Student-Centered Environments (0.5)

ENG-FPX - English FlexPath

ENG-FPX1000 - English Composition (3)

ENG-FPX1250 - Introduction to Technical and Business Writing (3)

ENG-FPX2250 - Academic Research and Writing (3)

ENTR-FPX - Entrepreneurship FlexPath

ENTR-FPX5412 - New Ventures and Entrepreneurship (2)

FIN-FPX - Finance FlexPath

FIN-FPX5710 - Economic Foundations for Financial Decision Making (2)

HCM-FPX - Health Care Management FlexPath

HCM-FPX5310 - Decision-Making in the Health Care System (2)

HCM-FPX5312 - Analyzing the Health Care Environment (2)

Prerequisite: MBA-FPX5006 or MBA-FP6024; and HCM-FPX5310.

HCM-FPX5314 - Driving Health Care Results (2)

Prerequisite: MBA-FPX5014 and HCM-FPX5312.

HIM-FPX - Health Information Management FlexPath

HIM-FPX1610 - Introduction to Medical Terminology (3)

HIM-FPX2660 - Ethics and Compliance in Healthcare Data Management (3)

Prerequisite: HIM-FPX1610.

HIM-FPX2670 - Strategic Management of Health Information Systems (3)

HIM-FPX3620 - Foundations of Health Information Management (3)

Prerequisite: HIM-FPX1610.

HIM-FPX3640 - Managing Electronic Health Records Systems (3)

Prerequisite: HIM-FPX1610.

HIM-FPX4630 - Statistical Analysis for Health Information Management (3)

Prerequisite: HIM-FPX1610.

HIM-FPX4650 - Decision Support and Quality Management in Health Information Management (3)

Prerequisite: HIM-FPX1610.

HIM-FPX4660 - Information Security, Privacy, and Ethics in Health Care (3)

Prerequisite: HIM-FPX1610.

HIM-FPX4670 - Health Information Systems and Management (3)

HIS-FPX - History FlexPath

HIS-FPX1150 - U.S. History: How the Past Informs the Present (3)

HMSV-FPX - Human Services FlexPath

HMSV-FPX8004 - Advanced Human Services Leadership and Practice (2)

HMSV-FPX8008 - Research Methods and Program Evaluation (2)

Prerequisite: HMSV-FPX8004.

HMSV-FPX8210 - Advanced Program Development in the Human Service Sector (2)

Prerequisite: HMSV-FPX8008, HMSV-FPX8220.

HMSV-FPX8212 - Advanced Ethics in Human Services (2)

Prerequisite: Completion of or concurrent registration in HMSV-FPX8218.

HMSV-FPX8214 - Funding and Grant Writing Skills for Human Services (2)

Prerequisite: HMSV-FPX8218.

HMSV-FPX8218 - Advanced Data Analytics and Program Evaluation in Human Services (2)

Prerequisite: HMSV-FPX8210.

HMSV-FPX8220 - Scholarly and Professional Writing in Human Services (2)

Prerequisite: Completion of or concurrent registration in HMSV-FPX8004.

HMSV-FPX8304 - Strategic Planning and Organizational Effectiveness for Human Services (2)

Prerequisite: HMSV-FPX8218.

HMSV-FPX8320 - Effective Negotiation and Mediation Skills for Human Services Leaders (2)

Prerequisite: Completion of or concurrent registration in HMSV-FPX8218.

HMSV-FPX8404 - Leadership Theory and Practice in For-Profit, Nonprofit, and Government Human Services Programs (2)

Prerequisite: HMSV-FPX8008, HMSV-FPX8220.

HMSV-FPX8408 - Advanced Financial Management in For-Profit, Nonprofit, and Government Human Services Programs (2)

Prerequisite: HMSV-FPX8218.

HMSV-FPX8612 - Needs Assessment for Human Services (2)

Prerequisite: HMSV-FPX8004, HMSV-FPX8008, HMSV-FPX8210, HMSV-FPX8212, HMSV-FPX8214, HMSV-FPX8218, HMSV-FPX8220, HMSV-FPX8304, HMSV-FPX8320, HMSV-FPX8404 and HMSV-FPX8408.

HMSV-FPX9961 - Human Services Doctoral Project 1 (2)

Prerequisite: HMSV-FPX8612 with a cumulative GPA of 3.0 or better.

HMSV-FPX9962 - Human Services Doctoral Project 2 (2)

Prerequisite: HMSV-FPX9961.

HMSV-FPX9963 - Human Services Doctoral Project 3 (2)

Prerequisite: HMSV-FPX9962.

HMSV-FPX9964 - Human Services Doctoral Project 4 (2)

Prerequisite: HMSV-FPX9963.

HMSV-FPX9965 - Human Services Doctoral Project 5 (2)

Prerequisite: HMSV-FPX9964.

HMSV-FPX9980 - Doctoral Project Development (2)

HRM-FPX - Human Resource Management FlexPath

HRM-FPX5002 - Survey of Human Resource Management in Practice (2)

HRM-FPX5025 - Talent Acquisition and Workforce Planning (2)

Prerequisite: HRM-FPX5310.

HRM-FPX5055 - Comprehensive Reward Systems (2)

Prerequisite: HRM-FPX5002.

HRM-FPX5060 - Sourcing and Managing Talent in the Workplace (2)

Prerequisite: Completion of or concurrent registration in HRM-FPX5002; or completion of HRM-FPX5310.

HRM-FPX5065 - Employment Law in the Successful Workplace (2)

Prerequisite: HRM-FPX5002.

HRM-FPX5070 - Workplace Learning Strategies for the HR Professional (2)

Prerequisite: HRM-FPX5002.

HRM-FPX5075 - Leading and Influencing for the Human Resource Practitioner (2)

Prerequisite: HRM-FPX5002.

HRM-FPX5080 - Evidence-Based Decision Making for HR Professionals (2)

Prerequisite: HRM-FPX5002.

HRM-FPX5090 - Retaining and Engaging Employees for the Modern Workforce (2)

Prerequisite: HRM-FPX5002 or HRM-FPX5310.

HRM-FPX5118 - Human Resource Legal Challenges and Solutions (2)

Prerequisite: HRM-FPX5002.

HRM-FPX5120 - Global Human Resource Practice (2)

Prerequisite: HRM-FPX5002.

HRM-FPX5122 - Developing an Effective Workplace (2)

Prerequisite: HRM-FPX5310.

HRM-FPX5310 - Strategic Human Resource Management (2)

HRM-FPX5401 - The Legal, Ethical, and Regulatory Environment of Health Care (2)

Prerequisite: HRM-FPX5002, HRM-FPX5065.

HRM-FPX5402 - Planning, Sourcing, and Developing Talent in Healthcare Organizations (2)

Prerequisite: HRM-FPX5060, HRM-FPX5401 or MHA-FPX5014.

HRM-FPX5403 - Transforming the Employee Experience in Health Care (2)

Prerequisite: HRM-FPX5002, HRM-FPX5090, HRM-FPX5401.

HRM-FPX5960 - HRM Capstone: Improving and Transforming HR Practice (2.5)

Prerequisite: Completion of all required coursework.

HUM-FPX - Humanities FPX

HUM-FPX1150 - Cultural Understanding in a Global World (3)

IT-FPX - Information Technology FlexPath

IT-FPX1006 - Information Technology Concepts and Practices (3)

IT-FPX1170 - Goals and Ethics for the IT Professional (3)

IT-FPX2180 - Operating System and Hardware Infrastructure (3)

IT-FPX2230 - Introduction to Database Systems (1.5)

IT-FPX2249 - Introduction to Programming with Java (3)

IT-FPX2280 - Network Technology and Architecture (3)

IT-FPX3170 - Ethics and Business Goals for the Information Technology Professional (3)

IT-FPX3180 - Pathways to Certificate-Based Professional Development (3)

IT-FPX3240 - Web Development and JavaScript (3)

IT-FPX3249 - Software Architecture and User Experience Design (3)

IT-FPX3280 - Hardware and Operating System Administration (3)

IT-FPX3358 - Information Security Concepts for the Information Technology Professional (1.5)

IT-FPX4070 - Cyber Defense and Countermeasures (3)

Prerequisite: IT-FPX2280, IT-FPX4803.

IT-FPX4071 - Cyber Attacks and Ethical Hacking (3)

Prerequisite: IT-FPX2280, IT-FPX4803.

IT-FPX4073 - Organizational Security (3)

Prerequisite: IT-FPX2280, IT-FPX4803.

IT-FPX4075 - Computer Forensics (3)

Prerequisite: IT-FPX2280, IT-FPX4803.

IT-FPX4076 - Security Management and Policies (3)

Prerequisite: IT-FPX2280, IT-FPX4803.

IT-FPX4079 - Python Scripting (3)

Prerequisite: IT-FPX2249, IT-FPX4803.

IT-FPX4080 - Operating Systems and Application Security (3)

Prerequisite: IT-FPX4803.

IT-FPX4157 - Internetworking Architectures (3)

Prerequisite: IT-FPX2280.

IT-FPX4345 - Data Modeling and Statistical Analysis (3)

Prerequisite: IT-FPX2230. Background in foundational statistics or MAT-FPX2001 recommended.

IT-FPX4525 - Cloud Computing Fundamentals (3)

Prerequisite: IT-FPX2280.

IT-FPX4527 - Java Application Development (3)

Prerequisite: IT-FPX2249.

IT-FPX4535 - Introduction to Artificial Intelligence (3)

Prerequisite: IT-FPX2230, IT-FPX2249.

IT-FPX4545 - Cloud Concepts, Architecture and Management (3)

Prerequisite: IT-FPX2280, IT-FPX3358.

IT-FPX4575 - Linux Operating Systems (3)

Prerequisite: Completion of or concurrent registration in IT-FPX2180.

IT-FPX4737 - Database Development (3)

Prerequisite: IT-FPX2230.

IT-FPX4775 - Internet of Things Fundamentals (3)

Prerequisite: IT-FPX2180, IT-FPX2249.

IT-FPX4780 - Mobile Application Design and Development (3)

Prerequisite: IT-FPX2249, IT-FPX4792.

IT-FPX4792 - Website Application Development and Design (3)

Prerequisite: IT-FPX3240. Registration within one year of IT-FPX3240 recommended.

IT-FPX4803 - System Assurance Security (3)

Prerequisite: IT-FPX2280.

IT-FPX4993 - Cybersecurity Capstone (3)**IT-FPX4997 - Information Technology Capstone 1 (3)**

Prerequisite: All required and elective coursework.

IT-FPX4998 - Information Technology Capstone 2 (3)

Prerequisite: IT-FPX4997.

LEAD-FPX - Leadership FlexPath**LEAD-FPX5210 - Leading Globally (2)****LEAD-FPX5220 - Leader as Change Agent (2)****MAT-FPX - Math FlexPath****MAT-FPX1050 - College Algebra (3)****MAT-FPX1150 - Essential Math for Everyday Life (3)****MAT-FPX1200 - Pre-Calculus (3)**

Prerequisite: MAT-FPX1050.

MAT-FPX2001 - Statistical Reasoning (3)**MAT-FPX2051 - Discrete Mathematics (3)**

Prerequisite: MAT-FPX1050.

MAT-FPX2150 - Data and Statistics for Everyday Life (3)**MAT-FPX2200 - Calculus (3)**

Prerequisite: MAT-FPX1200.

MBA-FPX - Master of Business Administration FlexPath**MBA-FPX5002 - MBA Leadership (2)****MBA-FPX5006 - Business Strategy (2)**

Prerequisite: Completion of or concurrent registration in MBA-FPX5002.

MBA-FPX5008 - Applied Business Analytics (2)**MBA-FPX5010 - Accounting Methods for Leaders (2)****MBA-FPX5012 - Marketing Management (2)****MBA-FPX5014 - Applied Managerial Finance (2)**

Prerequisite: MBA-FPX5008, MBA-FPX5010.

MBA-FPX5016 - Operations Management for Leaders (2)

Prerequisite: MBA-FPX5008.

MBA-FPX5910 - MBA Capstone Experience (2.5)

Prerequisite: All required and elective coursework.

MHA-FPX - Master of Health Administration FlexPath**MHA-FPX5001 - Foundations of Master's Studies in Healthcare Administration (2)****MHA-FPX5006 - Healthcare Finance and Reimbursement (2)**

MHA-FPX5010 - Strategic Healthcare Planning (2)

MHA-FPX5012 - Organizational Leadership and Governance (2)

MHA-FPX5014 - Healthcare Quality, Risk, and Regulatory Compliance (2)

MHA-FPX5016 - Introduction to Health Information Systems (2)

MHA-FPX5017 - Data Analysis for Healthcare Decisions (2)

MHA-FPX5020 - Health Administration Capstone (2)

Prerequisite: Completion of all required and elective coursework.

MHA-FPX5026 - Facilities and Capital Asset Management (2)

MHA-FPX5028 - Comparative Models of Global Health Systems (2)

MHA-FPX5040 - Healthcare Administration Change Leadership (2)

MHA-FPX5042 - Team Development and Personal Leadership in Health Care Settings (2)

MHA-FPX5062 - Healthcare Delivery: New Environments in Health Informatics (2)

MHA-FPX5064 - Health Information Systems Analysis and Design for Administrators (2)

MHA-FPX5066 - Cornerstones of Health Informatics for Organizational Operations (2)

MHA-FPX5068 - Leadership, Management, and Meaningful Use of Healthcare Technology (2)

MKT-FPX - Marketing FlexPath

MKT-FPX5410 - Digital Marketing (2)

MKT-FPX5416 - Consumer Insights (2)

NHS-FPX - Nursing and Health Sciences FlexPath

NHS-FPX4000 - Developing a Health Care Perspective (3)

NHS-FPX5004 - Communication, Collaboration, and Case Analysis for Master's Learners (2)

NHS-FPX6004 - Healthcare Law and Policy (2)

Prerequisite: BHA-FPX4004 or MHA-FPX5001 or NHS-FPX4000 or NURS-FPX4000 or completion of or concurrent enrollment in NHS-FPX5004. RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NHS-FPX6008 - Economics and Decision Making in Healthcare (2)

Prerequisite: MHA-FPX5001 or completion of or concurrent enrollment in NHS-FPX5004. RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NHS-FPX8002 - Collaboration, Communication, and Case Analysis for Doctoral Learners (2)

NHS-FPX8040 - 21st-Century Health Care Improvement (2)

NSC-FPX - Natural Sciences FlexPath

NSC-FPX1150 - Science and Innovation (3)

NURS-FPX - Nursing FlexPath

NURS-FPX4000 - Developing a Nursing Perspective (3)

NURS-FPX4005 - Nursing Leadership: Focusing on People, Processes, and Organizations (3)

Prerequisite: Completion of or concurrent registration in NURS-FPX4000.

NURS-FPX4010 - Leading People, Processes, and Organizations in Interprofessional Practice (3)

NURS-FPX4015 - Pathophysiology, Pharmacology, and Physical Assessment: A Holistic Approach to Patient-Centered Care (3)

Prerequisite: NURS-FPX4000, completion of or concurrent registration in NURS-FPX4005.

NURS-FPX4020 - Improving Quality of Care and Patient Safety (3)

NURS-FPX4025 - Research and Evidence-Based Decision Making (3)

Prerequisite: NURS-FPX4005, completion of or concurrent registration in NURS-FPX4015.

NURS-FPX4030 - Making Evidence-Based Decisions (3)

NURS-FPX4035 - Enhancing Patient Safety and Quality of Care (3)

Prerequisite: NURS-FPX4015, completion of or concurrent registration in NURS-FPX4025.

NURS-FPX4040 - Managing Health Information and Technology (3)

NURS-FPX4045 - Nursing Informatics: Managing Health Information and Technology (3)

Prerequisite: NURS-FPX4025 or NURS-FPX6011, completion of or concurrent registration in NURS-FPX4035 or NURS-FPX6016.

NURS-FPX4050 - Coordinating Patient-Centered Care (3)

NURS-FPX4055 - Optimizing Population Health through Community Practice (3)

Prerequisite: NURS-FPX4035 or NURS-FPX6016, completion of or concurrent registration in NURS-FPX4045.

NURS-FPX4060 - Practicing in the Community to Improve Population Health (3)

NURS-FPX4065 - Patient-Centered Care Coordination (3)

Prerequisite NURS-FPX4035 or NURS-FPX6016, completion or concurrent registration in NURS-FPX4045.

NURS-FPX4900 - Capstone Project for Nursing (3)

Prerequisite: NURS-FPX4010, NURS-FPX4020, NURS-FPX4030, NURS-FPX4040, NURS-FPX4050, and completion of or concurrent registration in NURS-FPX4060.

NURS-FPX4905 - Capstone Project for Nursing (3)

Prerequisite: NURS-FPX4065, completion of or concurrent registration in NURS-FPX4055.

NURS-FPX5003 - Health Assessment and Promotion for Disease Prevention in Population-Focused Health (2)

NURS-FPX5005 - Introduction to Nursing Research, Ethics, and Technology (2)

NURS-FPX5007 - Leadership for Nursing Practice (2)

NURS-FPX6011 - Evidence-Based Practice for Patient-Centered Care and Population Health (2)

Prerequisite: NHS-FPX4000 or NURS-FPX4000 or completion of or concurrent enrollment in NHS-FPX5004. RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6016 - Quality Improvement of Interprofessional Care (2)

Prerequisite: NHS-FPX4000 or NURS-FPX4000 or completion of or concurrent enrollment in NHS-FPX5004. RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6020 - Advanced Nursing Practice 1: Biopsychosocial Concepts (2)

Prerequisite: NHS-FPX5004, NHS-FPX6004, NHS-FPX6008, NURS-FPX6011, NURS-FPX6016. RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6025 - MSN Practicum (2)

Prerequisite: Completion of all required and elective coursework, NURS-FPX6030, RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6026 - Biopsychosocial Concepts for Advanced Nursing Practice 2 (2)

Prerequisite: Completion of or concurrent registration in NURS-FPX6020. RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6030 - MSN Practicum and Capstone (3)

Prerequisite: Completion of all required and elective coursework. RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6080 - MSN Practicum: Professionalism in Person-Centered Care and the Workplace Environment (2)

Prerequisite: NURS-FPX6116 or NURS-FPX6226 or NURS-FPX6426 or NURS-FPX6626.

NURS-FPX6085 - MSN Practicum and Capstone (3)

Prerequisite: NURS-FPX6080.

NURS-FPX6100 - The Role of Nurse Educators (2)

Prerequisite: NURS-FPX6020, NURS-FPX6026.

NURS-FPX6103 - The Nurse Educator Role (2)

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6105 - Teaching and Active Learning Strategies (2)

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6107 - Curriculum Design, Development, and Evaluation (2)

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6108 - Curriculum Overview: Design, Develop and Evaluate (2)

Prerequisite: NURS-FPX6100.

NURS-FPX6109 - Integrating Technology into Nursing Education (2)

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6111 - Assessment and Evaluation in Nursing Education (2)

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6112 - Technology Integration for Nursing Education (2)

Prerequisite: NURS-FPX6108.

NURS-FPX6116 - Nursing Education Assessment and Evaluation (2)

Prerequisite: NURS-FPX6112.

NURS-FPX6200 - Management and Leadership for Nurse Executives (2)

Prerequisite: NURS-FPX6020, NURS-FPX6026.

NURS-FPX6210 - Leadership and Management for Nurse Executives (2)

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6212 - Health Care Quality and Safety Management (2)

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6214 - Health Care Informatics and Technology (2)

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6216 - Advanced Finance and Operations Management (2)

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6218 - Leading the Future of Health Care (2)

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6222 - Healthcare Safety and Quality Management (2)

Prerequisite: NURS-FPX6200.

NURS-FPX6224 - Healthcare Technology and Informatics (2)

Prerequisite: NURS-FPX6222.

NURS-FPX6226 - Advanced Operations and Finance Management (2)

Prerequisite: NURS-FPX6224.

NURS-FPX6400 - Nursing Informatics Fundamentals (2)

Prerequisite: NURS-FPX6020, NURS-FPX6026.

NURS-FPX6410 - Fundamentals of Nursing Informatics (2)

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6412 - Analysis of Clinical Information Systems and Application to Nursing Practice (2)

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath

option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6414 - Advancing Health Care Through Data Mining (2)

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6416 - Managing the Nursing Informatics Life Cycle (2)

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6422 - Clinical Information Systems and Application to Nursing Practice Analysis (2)

Prerequisite: NURS-FPX6400.

NURS-FPX6424 - Data Mining to Advance Healthcare (2)

Prerequisite: NURS-FPX6422.

NURS-FPX6426 - Nursing Informatics Life Cycle Management (2)

Prerequisite: NURS-FPX6424.

NURS-FPX6610 - Introduction to Care Coordination (2)

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6612 - Health Care Models Used in Care Coordination (2)

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath

option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6614 - Structure and Process in Care Coordination (2)

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6616 - Ethical and Legal Considerations in Care Coordination (2)

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6618 - Leadership in Care Coordination (2)

Prerequisite: RN-to-MSN Care Coordination, FlexPath option; Nursing Education, FlexPath option; Nursing Informatics, FlexPath option; and Nursing Leadership and Administration, FlexPath option learners must have completed NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, NURS-FPX5007.

NURS-FPX6620 - Care Coordination Healthcare Models (2)

Prerequisite: NURS-FPX6020, NURS-FPX6026.

NURS-FPX6622 - Care Coordination Structure and Process (2)

Prerequisite: NURS-FPX6620.

NURS-FPX6624 - Care Coordination Ethical and Legal Considerations (2)

Prerequisite: NURS-FPX6622.

NURS-FPX6626 - Care Coordination Leadership (2)

Prerequisite: NURS-FPX6624.

NURS-FPX8004 - Advanced Doctoral Writing for Nurses (2)

NURS-FPX8006 - Nursing Research and Evidence-Based Practice (2)

NURS-FPX8008 - Person-Centered Care in Doctoral Practice (2)

NURS-FPX8010 - Executive Leadership in Contemporary Nursing (2)

NURS-FPX8012 - Nursing Technology and Healthcare Information Systems (2)

NURS-FPX8014 - Global Population Health (2)

Prerequisite: NURS-FPX8010.

NURS-FPX8020 - Doctoral Executive Leadership in Contemporary Nursing (2)

NURS-FPX8022 - Nursing Technology and Advanced Healthcare Information Systems (2)

NURS-FPX8024 - Advanced Global Population Health (2)

Prerequisite: NURS-FPX8020.

NURS-FPX8030 - Evidence-Based Practice Process for the Nursing Doctoral Learner (2)

Prerequisite: NHS-FPX8002.

NURS-FPX8045 - Doctoral Writing and Professional Practice (2)

Prerequisite: NURS-FPX8030, completion of or concurrent registration in NURS-FPX8012.

NURS-FPX9000 - Doctor of Nursing Practice 1 (2)

Prerequisite: Completion of all didactic coursework.

NURS-FPX9010 - Doctor of Nursing Practice 2 (2)

Prerequisite: NURS-FPX9000.

NURS-FPX9020 - Doctor of Nursing Practice 3 (2)

Prerequisite: NURS-FPX9010.

NURS-FPX9030 - Doctor of Nursing Practice 4 (2)

Prerequisite: NURS-FPX9020.

NURS-FPX9040 - Doctor of Nursing Practice 5 (2)

Prerequisite: NURS-FPX9030.

NURS-FPX9100 - Defining the Nursing Doctoral Project (2)

Prerequisite: NHS-FPX8040, NURS-FPX8010, NURS-FPX8012, NURS-FPX8014, NURS-FPX8030, NURS-FPX8045, RSCH-FPX7864.

NURS-FPX9901 - Nursing Doctoral Project 1 (2)

Prerequisite: NURS-FPX9100.

NURS-FPX9902 - Nursing Doctoral Project 2 (2)

Prerequisite: NURS-FPX9901.

NURS-FPX9903 - Nursing Doctoral Project 3 (2)

Prerequisite: NURS-FPX9902.

NURS-FPX9904 - Nursing Doctoral Project 4 (2)

Prerequisite: NURS-FPX9903.

NURS-FPX9980 - Doctoral Project Development (2)

OPS-FPX - Operations FlexPath

OPS-FPX5620 - Supply Chain Foundations and Management (2)

Prerequisite: MBA-FPX5016.

OPS-FPX5630 - Strategic Supply Chain Sourcing (2)

Prerequisite: MBA-FPX5016.

PHI-FPX - Philosophy FlexPath

PHI-FPX1200 - Philosophy of Problem Solving (3)

PHI-FPX2000 - Ethics (3)

PHI-FPX3200 - Ethics in Health Care (3)

PM-FPX - Project Management FlexPath

PM-FPX1000 - Project Management Principles (1.5)

PM-FPX3000 - Principles of Project Management (1.5)

PM-FPX4000 - Foundations of Project Management Domains (3)

Prerequisite: PM-FPX3000.

PM-FPX4020 - Integration and Scope Management (3)

Prerequisite: PM-FPX4000.

PM-FPX4030 - Scheduling, Cost, and Quality Management (3)

Prerequisite: PM-FPX4000.

PM-FPX4040 - Human Resources and Motivation Management (3)

Prerequisite: PM-FPX4000.

PM-FPX4050 - Communication and Stakeholder Management (3)

Prerequisite: PM-FPX4000.

PM-FPX4060 - Risk Management in Project Management (3)

Prerequisite: PM-FPX4000.

PM-FPX4070 - Procurement Management in Project Management (3)

Prerequisite: PM-FPX4000.

PM-FPX4080 - Agile Project Management (3)

Prerequisite: PM-FPX4000.

PM-FPX5018 - Project Management Foundations (2)

PM-FPX5332 - Project Management Planning, Execution, and Control (2)

Prerequisite: PM-FPX5018.

PM-FPX5333 - Project Budgeting, Procurement, and Quality (2)

Prerequisite: PM-FPX5018.

PM-FPX5334 - Project Risk Assessment and Control (2)

Prerequisite: PM-FPX5018.

POL-FPX - Political Science FlexPath

POL-FPX1100 - Introduction to American Government and Politics (3)

PSY-FPX - Psychology FlexPath

PSY-FPX5002 - Foundations of Theory and Practice for Master's Psychology Learners (2.5)

PSY-FPX5110 - Ethics and Individual Differences in Psychology (2.5)

Prerequisite: Accelerated Master's Pathway, BS in Psychology/MS in Psychology option, FlexPath option learners require special permission for registration and must have completed PSYC-FPX3700 and PSYC-FPX4101.

PSY-FPX5120 - Social Psychology (2.5)

PSY-FPX5140 - Program Evaluation (2.5)

Prerequisite: RSCH-FPX7864.

PSY-FPX5201 - Integrative Project for Master's Degree in Psychology (2.5)

Prerequisite: All required and elective coursework.

PSY-FPX6010 - Human Prenatal Development (2.5)

PSY-FPX6015 - Lifespan Development (2.5)

Prerequisite: Accelerated Master's Pathway, BS in Psychology/MS in Psychology option, FlexPath option learners require special permission for registration and must have completed PSYC-FPX3700 and PSYC-FPX4101.

PSY-FPX6020 - Advocacy in Child and Adolescent Development (2.5)

Prerequisite: PSY-FPX6010; PSY-FPX6025 or PSY-FPX6030.

PSY-FPX6025 - Child Psychology (2.5)

Prerequisite: Accelerated Master's Pathway, BS in Psychology/MS in Psychology option, FlexPath option learners require special permission for registration and must have completed PSYC-FPX3700 and PSYC-FPX4101.

PSY-FPX6030 - Adolescent Psychology (2.5)**PSY-FPX6100 - Introduction to Educational Psychology (2.5)****PSY-FPX6110 - Learning Theories in Psychology (2.5)**

Prerequisite: Accelerated Master's Pathway, BS in Psychology/MS in Psychology option, FlexPath option learners require special permission for registration and must have completed PSYC-FPX3700 and PSYC-FPX4101 with a cumulative GPA of 2.8 or better.

PSY-FPX6710 - Principles of Industrial/Organizational Psychology (2.5)**PSY-FPX6720 - Psychology of Leadership (2.5)**

Prerequisite: Accelerated Master's Pathway, BS in Psychology/MS in Psychology option, FlexPath option learners require special permission for registration and must have completed PSYC-FPX3700 and PSYC-FPX4101.

PSY-FPX6730 - Consultation Psychology (2.5)**PSY-FPX6740 - Industrial/Organizational Psychology Practices in Personnel and Human Resource Management (2.5)****PSY-FPX6810 - Principles of Sport Psychology (2.5)**

Prerequisite: PSY-FPX6110. Accelerated Master's Pathway, BS in Psychology/MS in Psychology option, FlexPath option learners require special permission for registration and must have completed PSYC-FPX3700 and PSYC-FPX4101.

PSY-FPX6820 - Performance Enhancement in Sports (2.5)

Prerequisite: PSY-FPX6810.

PSY-FPX6830 - Applied Sport Psychology (2.5)

Prerequisite: PSY-FPX6820.

PSY-FPX6840 - Current Issues in Sport Psychology (2.5)

Prerequisite: PSY-FPX6820.

PSY-FPX7310 - Biological Basis of Behavior (2.5)**PSY-FPX7421 - Cognitive/Affective Psychology (2.5)****PSY-FPX7610 - Tests and Measurements (2.5)****PSYC-FPX - Psychology FlexPath****PSYC-FPX1010 - Introductory Psychology (1.5)****PSYC-FPX1540 - The Psychology of Human Differences and Society (1.5)****PSYC-FPX2002 - The Skillful Psychology Learner (3)****PSYC-FPX2210 - Introduction to Psychology of Social Media (1.5)****PSYC-FPX2240 - Psychology of the Workplace (3)****PSYC-FPX2320 - Introduction to Counseling and Psychotherapy (1.5)**

Prerequisite: PSYC-FPX1010.

PSYC-FPX2520 - Social Psychology in Action (1.5)**PSYC-FPX2600 - Development Across the Lifespan (1.5)****PSYC-FPX2700 - Child Development (1.5) PSYC-FPX2720 - Adolescent Psychology (1.5)****PSYC-FPX2740 - Adult Development and Aging (1.5)****PSYC-FPX2800 - Gender and Human Sexuality (1.5)****PSYC-FPX3002 - Developing a Psychology Perspective (3)****PSYC-FPX3110 - Abnormal Psychology (3)**

Prerequisite: PSYC-FPX1010.

PSYC-FPX3130 - Criminal Psychology and Behavior (3)

PSYC-FPX3210 - Human Lifespan Development (3)

Prerequisite: PSYC-FPX1010, completion of or concurrent registration in PSYC-FPX3540.

PSYC-FPX3310 - Brain, Body, and Behavior (3)

Prerequisite: PSYC-FPX1010.

PSYC-FPX3501 - Cognitive Psychology in Action (3)

PSYC-FPX3520 - Introduction to Social Psychology (3)

Prerequisite: PSYC-FPX1010, completion of or concurrent registration in PSYC-FPX3210.

PSYC-FPX3700 - Statistics for Psychology (3)

Prerequisite: MAT-FPX2150, PSYC-FPX1010.

PSYC-FPX3770 - Psychology of Human Motivation and Performance (3)

Prerequisite: PSYC-FPX1010.

PSYC-FPX4101 - History, Systems, and Contemporary Psychology (3)

Prerequisite: PSYC-FPX1010, PSYC-FPX1540.

PSYC-FPX4110 - Positive Psychology (3)

Prerequisite: PSYC-FPX1010.

PSYC-FPX4325 - Stress, Trauma, and Wellness (3)

Prerequisite: PSYC-FPX1010.

PSYC-FPX4600 - Research Methods in Psychology (3)

Prerequisite: PSYC-FPX3700.

PSYC-FPX4900 - Psychology Capstone Project (3)

Prerequisite: PSYC-FPX4600.

RSCH-FPX - Research FlexPath

RSCH-FPX7860 - Survey of Research Methods (2)

RSCH-FPX7864 - Quantitative Design and Analysis (2)

RSCH-FPX7868 - Qualitative Design and Analysis (2)

SOC-FPX - Sociology FlexPath

SOC-FPX1150 - How Society Works: Human Differences, Collaboration, and Problem Solving (3)

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